

Trinity-Pawling School

# COURSE GUIDE

2023-2024





### **A TRINITY-PAWLING GRADUATE WILL BE AN EFFECTIVE COMMUNICATOR. HE WILL:**

- Use active listening strategies to enhance understanding and respect.
- Use reading strategies with a variety of material in order to comprehend literal meaning, to draw inferences and evaluate information.
- Speak purposefully to inform, to influence, to motivate, or to entertain.
- Employ writing as a process that involves generating and organizing ideas, connecting with an audience, revising for content, and editing to create an appropriate product.
- Apply technological skills and current digital tools judiciously.

### **A TRINITY-PAWLING GRADUATE WILL BE A THOUGHTFUL COLLABORATOR. HE WILL:**

- Engage with others thoughtfully towards a positive action.
- Be capable of working interdependently with a group by shouldering responsibility, trusting others, and sharing idea to achieve common goals.
- Construct and deconstruct arguments and positions to develop and to appreciate a multiplicity of perspectives.
- Apply feedback loops and performance critiques as a part of continually developing iterations.

### **A TRINITY-PAWLING GRADUATE WILL KNOW WHAT IT MEANS TO BE AN ETHICAL CITIZEN OF THE SCHOOL AND THE WORLD. HE WILL:**

- Develop cultural competencies by acknowledging and fostering divergent points of view regarding local, national, and global issues.
- Exhibit a strong moral compass as a constituent of a variety of communities.
- Act responsibly as a steward of the Earth's resources.
- Demonstrate respectful, empathetic, compassionate, and mindful behavior regarding actions and intentions with oneself and with others.
- Actively seek to engage in opportunities to serve and to lead others.

### **A TRINITY-PAWLING GRADUATE WILL BE A CREATIVE AND CRITICAL THINKER. HE WILL:**

- Desire to understand “why” through problem solving, inquiry, design, and iteration.
- Celebrate healthy intellectual risk-taking through persevering by failing forward.
- Perceive, comprehend, evaluate, and innovate ideas, information, and media for validity and relevance.
- Synthesize analysis, interpretation, casual relationships, and point of view with original curiosity and passion.
- Share the products of intellectual acumen willingly and confidently.

### **A TRINITY-PAWLING GRADUATE WILL BE A SELF AWARE YOUNG MAN. HE WILL:**

- Seek to find ways to connect with his community and the environment.
- Learn to articulate his feelings and thoughts to others.
- Work to identify his strengths, gifts, and talents as well as recognizes area for growth.
- Act with a mature approach to situation.
- Discover how he learns best by being exposed to many approaches to teaching and learning.

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# Trinity-Pawling Graduation Requirements

With the objective to graduate well-rounded young men, Trinity-Pawling students must complete a minimum of 120 credits in 8 disciplines to earn their diplomas. A full-year course is worth 6 credits; a single-term course is worth 2 credits. A

Trinity-Pawling graduate must earn:

- 24 credits in English
- 18 credits in mathematics
- 18 credits in science
- 18 credits in history, 6 of which must be United States History
- 12 credits in a foreign language (excluding English Mastery Program students)
- 6 credits in the arts
- 2 credits in religion
- 22 additional credits in courses from the above disciplines
- Passing grades in the Practicum for Civic Leadership
- Passing grades in the Institutes for Active Learning

Trinity-Pawling School

# CENTER FOR LEARNING ACHIEVEMENT COURSES



# Center for Learning Achievement

## Sequence of Courses

**LEAD 1st Year: Reading Comprehension and Composition 1**

**LEAD 2nd Year: Analytical Writing**

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## Reading Comprehension

The first year of the LEAD program consists of two courses. The first is called Reading Comprehension. In this course, students work on mastering the English language from the fundamental level and up. Using a modified Orton-Gillingham approach, students focus on letter/sound associations and combinations, syllable division rules, linguistic terminology, rote memorization, and spelling rules. In addition to word attack skills, students work on vocabulary, reading comprehension, listening skills, study techniques, and organizational skills. Students in this course are placed into sections of two or three students, and their progress is based on their mastery of the material. Importantly, students who do not require phonics work are placed into groups where that section is replaced by intensive vocabulary work.

## Composition 1

The second first-year LEAD course is Composition 1. In this course, students work extensively in learning the fundamentals of grammar and writing. Students memorize definitions for parts of speech, learn the various sentence constructions, and master how to apply the information they learn in their own writing. Students also are instructed in composing topic sentences, thesis statements, paragraphs, and essays.

## Analytical Writing

The second-year course in the LEAD Program is Analytical Writing. Students in this course develop their writing skills through reading an assortment of short stories and novellas and writing essays. Students learn how to write an introductory paragraph, find the main idea in a text, and support their points in an essay using the text. Additionally, students are taught to recognize symbolism and figurative language in literary works, while finding patterns, creating outlines, improving their writing mechanics, and developing vocabulary.

## Executive Skills

The Executive Skills Program is a one-year course for students who need additional support with planning and organizing, initiation, working memory, problem-solving, and self-monitoring. Our small classes allow teachers to develop individualized strategies based on each student's specific needs.

Trinity-Pawling School

# COMPUTER SCIENCE COURSES



# Computer Science

Trinity-Pawling's computer science courses help students develop fundamental programming skills and technical aptitudes, while allowing them to gain a deeper understanding of the real-world application of computer science. Our hands-on and interactive classes connect students with the ideas, skills, and opportunities to shape the ever-changing, digital world in which we live.

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## Trimester Courses

### Applied Technology

Applied Technology is a class for students in grades 7 and 8. It meets two times per week for one term to teach computer application skills from the Google Education Suite. The goal of this course is to provide a basic understanding of how computers work and prepare students to effectively use technology in other classes. After a review of word processing, students learn about spreadsheets, creating charts and graphs, and using formulas for calculations with relative and absolute references. Slideshow presentations are also covered, emphasizing presentation skills and using Google Slides. Additional topics include editing sound and video files, and an introduction to programming. Students develop individual and collaborative skills while learning the appropriate use of technology for home, school, and beyond.

### Introduction to Programming: Android

The Intro to Programming: Android class introduces students to the world of Android-based Smartphone app development. The class uses the App Inventor web-based application development environment developed by MIT and Google. This platform allows students to create real-world applications using simple drag and drop actions (for both design and coding) that run on Android-based devices. The class will explore the fundamentals of programming such as user interface design (buttons, text boxes, etc.), user actions (clicking, swiping, entering text, etc.), and the code behind everything to make the apps do what we want. The students can download the MIT App Inventor Companion App to their device and run their projects on their own devices. There are no prerequisites for this course. NOTE: Students must have a working PC or Mac laptop – this class is not designed for Chromebooks or tablets.

### Introduction to Programming: Database

Databases are used in many aspects of our lives, everything from online merchandise ordering to Google searches. The Intro to Programming: Database class introduces students to the basics of databases. The class will design, build, populate, and query small databases. Students will gain an understanding about the nature of databases, and what they can/cannot do. Weekly discussions about real-world database-related issues (including data hacks, personal data protection, for example) take place so that students see the real-world implications of databases. There are no prerequisites for this course. NOTE: Students must have a working PC or Mac laptop — this class is not designed for Chromebooks or tablets.

### Introduction to Programming: HTML

The world runs on “the web.” Understanding how the web works and how websites are created is an essential skill that students should understand. The Introduction to Programming: HTML class is designed to introduce students to the world of web programming using HTML (the Hypertext Markup Language) and CSS (Cascading Style Sheets). These are two of the core technologies for building web pages. HTML provides the structure of the page, and CSS defines the layout for a variety of devices. HTML and CSS are the basis of building web pages and web applications. The class introduces students to the basics of HTML (text, pictures, links, forms) and the basics of CSS (color, font, styles). They learn about these concepts by building their own web pages using Microsoft's VS Code development environment. There are no prerequisites for this course. NOTE: Students must have a working PC or Mac laptop — this class is not designed for Chromebooks or tablets.

# Yearlong Courses

## Programming Honors

The Programming Honors class will continue the students' exploration of programming and is the preeminent programming class. The year-long course focuses on the fundamentals of programming while exploring programming projects from a variety of fields. Students will become fluent programmers in an object-oriented paradigm, and well-versed in designing and implementing algorithms using Java classes. Students are also expected to become accomplished in designing and implementing their own classes to work with complex data. The class should provide enough material so that if a student wishes to take the AP CS A exam, they will have the knowledge to do so. These requests will be handled on a case-by-case basis. Prerequisite: Introduction to Programming or demonstration of previous programming classwork.

NOTE: Students must have a working PC or Mac laptop — this class is not designed for Chromebooks or tablets.

## Advanced App Development

Advanced App Development is an opportunity to learn modern application development. This year-long course will allow students to explore new development technologies and build applications. The class will explore the various stages of application development from concept to design and development. The technologies being explored will depend upon the students and what they wish to learn. Throughout the year, students will learn the complexities of an integrated development environment (IDE), how to manage visual design aspects (buttons, text boxes, and images), as well as the code to make the app work. Prerequisite: Intro to Programming (with permission) or Honors Programming.

NOTE: Students must have a working PC or Mac laptop — this class is not designed for Chromebooks or tablets.

Trinity-Pawling School

# ENGLISH COURSES



# English

The English Department's goals are to ensure that each student graduates with the ability to think critically, write effectively, analyze a text thoughtfully, present information well through a variety of methods, and synthesize information. To that end, students read challenging, insightful texts, develop their skills at both analyzing and writing, collaborate on presentations and projects, and enhance their public speaking skills. While vocabulary, grammar, and close readings are critical elements of each course, thinking critically about what is being examined is paramount. Whether a student is in an Advanced Placement course or a lower section, teachers are focused on designing a curriculum that prepares him for success in college and beyond.

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## 7th Grade English

The central theme of this course gains motion from one core question: why do stories matter? Branching out from this central theme, the class seeks to address a multitude of associated inquiries. These include: Why are stories so powerful and evocative? How have they shaped societies and cultures throughout history? Why do they seem an inevitable and inextricable part of human experience (a fancy way of asking why humans keep telling and sharing them)? To answer these and many related questions that develop over the school year, students dig deep into the roots of storytelling and literature. From ancient myths to modern fantasy, from classic plays to contemporary poems, this class is designed to help students improve their understanding of themselves and society.

Along the way, a variety of new techniques broaden boys' minds and sharpen their skills. Foremost among these novel competencies is how the structure (grammar) and arrangement (syntax) of writings change them — generating new ideas or creating superior frameworks for understanding stories. From this knowledge, growth in how to apply these methods aids students in becoming better story-readers and story-listeners, as well as better storytellers in their own right.

## 8th Grade English

Building upon literary themes and techniques introduced in grade 7, this course takes up the development of stories as communal events. The curriculum begins by reiterating the definition of myth explicated last year: a genre of literature that describes things in terms of a world that is beyond our world. Going deeper with this conception, students read Homer's *Odyssey*, exploring mythopoetic epics as a particularly powerful form of literature central to shaping culture. From this starting point, boys cultivate a strong skill set necessary for cultural comparison and historical empathy by recapitulating and furthering motifs such as hubris, valor, and human frailty.

With this cultural framework established, the class shifts emphasis toward other forms of poetry and dramaturgy, considering how these forms of stories also construct meaning for communities, as much as individuals. Working together, students investigate these literary mediums' role in forming notions of the common good and shared goals. This loftier aim gains currency through an eclectic series of texts ranging from Shakespeare to writings from the *Shijing*.

Using this broad-minded perspective, the class refocuses one last time, applying their growing understanding of stories as communal devices to a more contemporary and parochial period — postbellum American life. Drawing from their knowledge of storytelling as a marker of cultural education, students discover the American stories that more directly impact them and learn to view their place within this complex tapestry of mythmaking and narrative construction.

## English 1

### Fall Trimester: “Identity, Society, and the Individual”

English 1 begins by considering identity and how it is shaped and impacted by internal and external elements. Reading *A Long Way Down*, a piece written in prose by Jason Reynolds that poses questions about unspoken rules in cultural groups, students weigh whether members of these groups possess a duty to follow those rules blindly.

**Winter Trimester: “Friendships, Falsehoods, and the Self”**

In the winter, students read *The Outsiders* by S.E. Hinton, which stimulates thinking about how friendships generate change in beliefs and behavior, for better or for worse. The trimester concludes with an expository essay based on ideas encountered in the novel.

**Spring Trimester: “Subtle Persuasions of the Tyrannical Mind”**

English 1 students round out the year by reading *Fahrenheit 451* by Ray Bradbury. Wrestling with concepts surrounding how individuals create a sense of empowerment within an oppressive system, the class learns about censorship and banned books. From this launching point, discussions and written work regarding the type of information societies consume and its impact on culture, civics, and history provide a foundation for more advanced critical thought.

## English 1 Honors

**Fall Trimester: “Race and Gender in the Making of Modern America”**

English 1 Honors is a year-long genre survey. Students engage with literature written in different styles across various contexts — cultural, temporal, and historical. Beginning with excerpts from *Going to Meet the Man* by James Baldwin during the Fall Term, the class initially focuses on annotating and decoding the text to uncover the author’s purpose. More specifically, students grapple with issues of race and gender in 1960s America as presented in Baldwin’s text, developing a broader, historically critical mindset.

**Winter Trimester: “Challenging Totalitarian Minds: Orwell and the Art of Allegory”**

The Winter Term focuses content on notions of herd mentality and the role of government while reading *Animal Farm*, by George Orwell. This unit introduces students to allegories, culminating in a literary analysis essay on the text.

**Spring Trimester: “The Sublime and Profane in Tragedy”**

In the Spring Term, students read *Three Theban Plays* by Sophocles, plumbing the depths of Greek tragedy in pursuit of universal truths concerning the human condition. With the universality of themes in mind, the course then shifts the emphasis to the art of dramaturgy itself, with students writing plays of their own as a capstone.

## English 2

**Fall Trimester: “The Art of Reading and Writing”**

This course starts by preparing students for the arduous yet rewarding tasks of essay and creative writing. Beginning with a variety of published essays from magazines, newspapers, and journals, students learn and consider the application of rhetoric to common literary endeavors. Once well-versed in the use of ethos, logos, and pathos, an additional emphasis on grammar and syntax as systemic as well as persuasive features of writing offers students a greater sense of why structure matters. As the term winds down, students compare these earthier forms of prose to creative writing by reading and analyzing myriad short stories. All this culminates in the completion of two larger projects: an MLA research-based definition essay and an originally composed short story.

**Winter Trimester: “Drama Through the Ages”**

In this term, students explore the development of dramatic stagecraft from ancient Greece through Shakespeare and into 20th-century American productions. Considering the unique way plays express themes and embody symbolism, students analyze plays both as texts and visual displays. As the term progresses, students reenact select scenes, gaining a deeper, experiential appreciation for this ancient art form. Once acquired, students apply this knowledge and skill set to two larger projects: a long-form thematic analysis essay and an imaginative addendum to one of the plays viewed, creating a few extra scenes that further explore major ideas from the work.

### **Spring Trimester: “Poetic Means to Novel Ends”**

Students begin this term by delving into a collection of world poetry. Plumbing the depths of this linguistically parsimonious form of expression, students develop a strong sense of the paradox of fewer words generating more imaginative complexities. By incorporating a vast array of poetic styles and works, the course aims to encourage cultural and temporal considerations. Students will learn to ask questions reflective of this, contemplating the role that social and historical contexts play in literary works and the enduring qualities that make some literature transcend these boundaries. Drawing from the poetic uses of language already surveyed, the class then shifts toward the historically recent phenomenon of the novel as a bridge between shorter forms of prose and poetic ruminations. Students read and analyze two modern novels while learning about the relatively late development of long-form storytelling in human history. All this ends with a historically informed critical essay on the importance of novels in contemporary society.

## **English 2 Honors**

### **Fall Trimester: “Americana Through the Mediums”**

Throughout this term, students explore a wide range of regional, cultural, and socio-economic voices through American short stories, essays, poetry, and plays. Using these works, students connect the significance of character, time, and place in relation to theme as a way toward an integrated understanding of text, literary elements, and meaning.

### **Winter Trimester: “Short Stories and Dramatic Reads”**

In this term course, students work to gain a deeper understanding of story structure and meaning by analyzing short stories. Then, investigating various techniques deployed to convey meaning, the class engages in dramatic readings aimed at capturing the mood and purpose of these stories. From this foundation, students gain experience with public speaking, while working with tone, volume, and pace in order to better describe their interpretation of a given work to an audience.

### **Spring Trimester: “Loss of Innocence/Coming of Age”**

In the Spring Term, English 2 Honors students analyze two tightly correlated, classic literary themes: the loss of innocence and coming of age. Through short stories, novels, and plays, the class tasks students with applying these themes to various works through sound analytical essays supported with strong textual evidence.

## **English 3**

### **Fall Trimester: “Race and Human Rights: South Africa”**

In the Fall Term, English 3 opens with Trevor Noah’s memoir, *Born A Crime*, allowing students to gain insight into post-apartheid life in South Africa. Using Noah’s text as a starting point, the class proceeds to dive deeply into Nelson Mandela’s presidency and mindset as he strove for justice, equality, and harmony in a newly integrated nation.

### **Winter Trimester: “Social Media and Education”**

The Winter Term begins with the dystopian novel *Feed*. Struggling with dark themes of environmental decay, unbridled consumerism, and corporate corruption, students practice drawing connections between the text and contemporary society. Using these newly developed skills of close comparison and analytical reasoning, the course shifts toward an emphasis on how the world of technology and social media today poses intractable problems for students’ generation.

### **Spring Trimester: “Self-Awareness in Literature”**

The Spring Term readings include *Rash*, *The Poet X*, and *Between the World and Me*. Students view each of these texts through the lens of self-awareness, applying this perspective to the unique themes of each to better understand issues of race, religion, and honesty.

Each trimester relies on student-led classroom discussions, vocabulary quizzes, group presentations, and myriad forms of assessment, including long-form essays, to develop student abilities. All students engage in activities aimed at increasing critical thinking, writing and reading analysis, and public speaking skills. These skills establish a basis for the future, with applications at the college level and beyond.

## English 3 Honors

### **Fall Trimester: “The Early American Dream”**

Throughout this course, students immerse themselves in literature that poses questions about America’s past, present, and future. Beginning with an analysis of the “American Dream” and its role in forming our nation’s identity, the class explores Americans’ self-identity over time. Reading excerpts from Mark Twain’s *Roughing It* and F. Scott Fitzgerald’s *The Great Gatsby*, students gain an appreciation for America’s earliest forms of literary self-reflection.

### **Winter Trimester: “A Dream Deferred?”**

Building upon earlier concepts of the “American Dream,” this term course encourages students to ruminate on various newer notions of American culture. Reading *The Book of the Unknown Americans* by Cristina Henríquez, the course weighs questions about the reality of an “American Dream” for all. From this starting point, the class shifts toward an analysis of America as an ever changing ideal for each generation.

### **Spring Trimester: “Our Common Good”**

This Spring Term course urges students to evaluate the future of the country after reading *Rash* by Pete Hautman. A dystopian novel that deals with themes of alienation and control, the book provides a framework for conversations around shared common goals and contemporary American life.

In all term courses, students write both analytical and research papers and engage in conversations about how good literature reflects certain places, times, and contexts without losing relevance.

## English 4

### **Fall Trimester: “Citizenship, Diversity, and the Environment”**

This term course offers an opportunity to learn about the responsibilities and privileges of citizenship in a diverse and ever-changing world. Students explore the ways in which people connect with their environment, and the challenges and opportunities posed by climate change. Through readings, discussions, and creative projects, this course develops an understanding of the complex relationships between people, places, and the environment.

### **Winter Trimester: “Coming of Age”**

A Winter Term offering, this class views the many different ways that people come of age. Through a variety of mediums, including novels, films, and essays and articles about growing up, students gain a better understanding of adolescence and early adulthood. Analyzing different rites of passage experienced as one transitions from childhood to adulthood, the course marries cultural variation to universal trends in human development. This framing facilitates discussion on the challenges and opportunities that come about through the process of aging without limiting its myriad possible forms or diversities.

### **Spring Trimester: “Sports in Literature”**

By taking into consideration representations of sports in literature, this term course emphasizes athletic “worlds” as microcosms for society. Reading various texts and analyzing how sports are used to create meaning in these works, students explore issues of gender, race, and class as they intersect with athletics. They also examine the role of sports in their own lives, discussing how athletes and athletic endeavors both bring people together and create divisions.

## English 4 Honors

### **Fall Trimester: “The Art of the Presentation”**

During this term, students learn to write, discuss, and conduct college-level presentations in order to master the quintessential skill of captivating an audience. Developing an effective form of delivering information to an eclectic crowd while balancing the nuances of both visual and verbal etiquette, those enrolled in this course gain a deeper appreciation for the relationship between written and spoken mediums of communication.

### **Winter Trimester: “Science Fiction & Fantasy”**

This term-length class emphasizes the ability to hold cordial and deeply analytical discussions of science fiction and fantasy literature. Special points of emphasis include forming outside text-to-text connections, building on one another’s contributions, and exploring different perspectives. Throughout the course, students hone their creative writing, world-building, and character-creation skills by forging both individual and collaborative stories. Likewise, they are expected to read an independent choice novel, not only mimicking various writing techniques found in their reading but also connecting what they read to the wider group conversations.

### **Spring Trimester: “College Academic Writing”**

This course helps students master a variety of writing forms commonly encountered in college, such as narrative essays, rhetorical analysis, and research papers. Furthermore, students acquire an eclectic repertoire of sentence structures, writing techniques, and the technicals of language — not to mention the most current nuances of both MLA and APA citations.

## English 5

### **Fall Trimester: “Fall from Grace”**

This Fall Term class teaches students to examine various character arcs of the “tragic hero” in short stories and novels. By exploring the rise and fall of these characters, as well as the factors that lead to both, students gain deeper insights into the human condition and learn to apply similar themes to the modern world and everyday life.

### **Winter Trimester: “Sports in Literature”**

By taking into consideration representations of sports in literature, this term course emphasizes athletic “worlds” as microcosms for society. Reading a variety of texts and analyzing how sports are used to create meaning in these works, students explore issues of gender, race, and class as they intersect with athletics. They also examine the role of sports in their own lives, discussing how athletes and athletic endeavors both bring people together and create divisions.

### **Spring Trimester: “Creative Writing”**

During this term, students work to find their literary voice before heading off to college. Through the exploration of short stories, poetry, and essays, students wrestle with various themes that confront them as interesting or personal. They also further develop multiple techniques of both fiction and nonfiction writing, better preparing them for more advanced coursework.

## English 5 Honors

### **Fall Trimester: “Grit and Perseverance”**

A deep dive into the themes of grit and perseverance through Daniel James Brown’s non-fiction work, *The Boys in the Boat*, this trimester class encourages self-reflection on adversity and resilience. Students also begin to hone their analytical writing skills, addressing various writing prompts based on issues encountered in the text.

### **Winter Trimester: “Communal Read”**

In this course, students begin to take ownership of their classroom experience by surveying literature selected and agreed upon by the class. Students then continue fine-tuning their analytical writing through the composition of essays exploring themes within the selected texts.

### **Spring Trimester: “Independent Study”**

This trimester course enables near-full educational autonomy. Devising and completing an independent study in themes and literary mediums of their choice, students approach literary studies as a means of personal edification. Each independent study culminates in a presentation emphasizing public speaking elements, as well as a self-reflective, analytical essay.

## **AP English Language**

AP English Language is a college-level course that challenges students to learn, recognize, and employ rhetorical techniques in both creating their own and analyzing the arguments of others. Essays, speeches, and longer non-fiction works compose the majority of the reading material. Critical thinking, synthesis of ideas and materials, and strong fundamentals of writing are emphasized throughout the year as students learn to express themselves clearly, effectively, and accurately as they prove their points or agree or disagree with a position taken by someone else. While finding success on the Advanced Placement exam is a goal, the primary objective is to enhance the students' skills so that he can think, write, and problem-solve effectively. In addition to numerable writing assignments of various lengths that are given both in and out of class throughout the year and the taking of practice multiple choice tests for the AP exam, students are required to read several novels outside of class in a college fashion, with a due date and a paper due date, while the class is examining other material and content daily in class.

## **AP English Literature**

The AP Literature course is designed to meet the requirements outlined in the Advanced Placement Course Description, to prepare students for success on the Advanced Placement Exam, and to meet the challenges of literature courses in college and beyond. The course is constructed to mirror a college literature seminar. It is designed to challenge intellectually-gifted students through a variety of assignments, honing their critical thinking skills and their ability to express their respective ideas through analytical writing and verbal expression. Throughout the year, students encounter challenging pieces of literature selected from different genres and time periods, requiring them to read critically and write analytically, in order to grasp the nature of the authorial intent. To assist them, significant emphasis is placed on learning the importance of literary devices and recognizing them within given pieces of literature. Texts for the course include such works as *Dubliners*, *Hamlet*, *The Tempest*, *Beloved*, *Crime and Punishment*, *Madame Bovary*, *Slaughterhouse-Five*, and *One Hundred Years of Solitude*, as well as a comprehensive study of poetry from Renaissance pieces to contemporary works.

Trinity-Pawling School

# HISTORY COURSES



# History

The American Historical Association defines history as “the never-ending process whereby people seek to understand the past and its many meanings.” Ultimately, we hope to help students understand how the present is shaped by past events and to answer the question, “how did we get here?” This serves to guide Trinity-Pawling’s History Department as we explore the past, consider why events or developments occurred, and to understand the historic context of the given event or development. Additionally, students are challenged to consider the concepts of change and continuity over time. The department challenges students to develop their critical-thinking skills, their interpretative and reading skills, and their writing and communication skills.

## Graduation Requirements

18 credits of history are required, which equates to 3 full years of history courses. 6 of these credits must be in United States History.

## Course Sequences

**Regular:** The Creation of the Modern World → The Modern World → United States History

**Honors:** The Creation of the Modern World, Honors → The Modern World, Honors → Advanced Placement American History → AP Macro or Micro Economics

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## 7th Grade History

This introductory course explores the history of the United States from pre-colonial times to the present day. This course is focused on the acquisition of basic organizational skills as well as writing and research skills. A clear focus on conflicts, both international and domestic, on unity and organization of governments, and on societal and cultural development is emphasized. The course uses several mediums to explore the history of the United States including textbooks, personal stories, pictures, movies, documentaries, art and music. In the tradition of great political and philosophical salons, the classroom environment is one of social interaction, questioning, debate and discussion.

## 8th Grade History and Geography

Using the phrase “geography as destiny,” this course provides the students with an understanding of the contemporary world. Students begin the year by learning how geography impacts the history, development, culture, economics, and politics of different regions of the world. They will then apply these ideas to the study of the United States, Canada, Mexico, Brazil, China, India, the Middle East, and Southeast Asia. Along with the study of geography, students will also discuss current events and how these ideas are related to geography. Through the course of the year, they will work on various projects and presentations to hone their research, communication, organizational, and writing skills. Additionally, students will be challenged to be critical thinkers and to learn map skills.

## Leadership and Citizenship in World History

As an introduction to the study of world history at Trinity-Pawling, this course focuses on inspecting the roles of leadership and citizenship. By comparing the rights and responsibilities of people in different societies, students will learn how concepts of ruling and living in community shape human behavior. Using this lens will also help students engage in our Institutes for Active Learning and shape their understanding of how we think about leadership and citizenship in 21st-century America. Emphasis is also placed on building the skills of being a historian. Students will use historical evidence to build arguments, they will learn how to be critical readers of a variety of sources, they will engage in research, and they will work on foundational

writing skills focused on analysis and description. There is an honors section of this course that provides deeper investigation and pushes students' writing and thinking further.

## **Modern World History**

This course is designed to challenge students to consider global interactions and globalization, beginning in the 1500s and continuing through present-day. Why do regions of the globe interact? What happened as a result of these interactions? How did the global balance of power shift over time? This course also explores how intellectual and technical advancements and developments had an impact on global interactions. A significant portion of the Spring Term is devoted to examining post-WWII global interactions. As part of each unit, students will continue to focus on the Institute themes of Leadership, Citizenship, Entrepreneurship, and Environmental Stewardship. Furthermore, students will continue to develop their historic writing and thinking skills by completing a variety of research and essay assignments. Additionally, students will spend a significant amount of time reading primary source materials to gain a greater understanding of specific events and ideas. There is an honors section for students who are interested in taking the AP Modern World History exam and who are interested in taking AP U.S. History in their junior year.

## **United States History**

This survey course explores American history from colonization and settlement through the present. Students are challenged to consider the development and evolution of major political, social and economic themes in American history, in addition to continuing to examine the Institute themes of Leadership, Citizenship, Entrepreneurship, and Environmental Awareness. Students will continue to improve their reading of both primary and secondary sources, textual analysis, critical thinking, communication, research and writing skills through a variety of assignments and projects. There is an honors section of this course that provides deeper investigation and pushes students' writing and thinking further.

## **Sport Psychology & Sociology (Honors)**

This honors-level course will be taught in three sections. The first will focus on sport psychology, its meaning, and its applications to individual athletes and teams. The second section will focus on the overlap between the psychological and sociological implications of sport to the individual athlete and the team as a whole. The third section will focus on the greater scope of sport sociology and its impact on society, politics, gender, and race. In all three sections of this course, students will be challenged to do individual research projects on specific topics, demonstrating their ability to tailor their research to the disciplines of Psychology and Sociology.

## **Economics in Our Times**

This course is a full-year introduction to economic theory and practice, focusing on "real-world" applications. The goal of the course is to develop students' skills and enable them to continue their study of economics in college. In addition to micro and macroeconomic theory, students are exposed to case studies involving free enterprise, and the role that revenues, costs, and competition play in American business and everyday life. The role of the government is also explored in relation to taxation, inflation, deficits, and debt. Students have the opportunity to explore the stock market and chart the progress of their investments.

## **AP United States History**

Advanced Placement U.S. History is a college level U.S. History survey course from the Pre-Columbian period to the present. The course is structured both chronologically and thematically, and explores major political, social, cultural, economic, technical, and environmental themes present in American History. Students will explore a variety of primary and secondary resources and will be challenged to improve their critical thinking and interpretative skills. Additionally, students will spend a great deal of time improving their essay writing skills in preparation for the AP examination in May.

## **AP Macroeconomics**

Advanced Placement Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. The students will be prepared to take the AP examination in May.

## **AP Microeconomics**

Advanced Placement Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. The students will be prepared to take the AP examination in May.

## **Trimester Courses**

### **Human Rights and International Relations**

Human Rights and International Relations will define and examine the meaning of human rights by exploring what the explicit biases in human rights are. The class will then explore the concept of war crimes and crimes against people around the globe. The course will conclude with an examination of human rights and intelligence gathering. What can states do or not do to obtain information from people? Course materials will be provided through the Choices Program.

### **Climate/Sustainability and International Relations**

This course will examine international relations associated with contemporary climate and sustainability issues, such as the Paris Climate Accords. Course materials will be provided through the Choices Program.

### **Middle Eastern Politics from 1918 - Today**

This course will examine the history of the Middle East from the end of WWI through present day. Students will study how the creation of Iraq, Palestine, Israel, Lebanon, and Syria had an impact on this region. Students will also examine the rise of Islamic Fundamentalism and the Iranian Revolution. The term will conclude with an examination of the War on Terror and contemporary conflicts in the Middle East. Course materials will be provided through the Choices Program.

### **The Enlightenment in Europe**

This course explores the intellectual and cultural movement known as the Enlightenment in Europe from the 17th to the 18th century. The course covers the key ideas and thinkers of the Enlightenment, which gave new dimensions to philosophy, literature, and the arts. Students will read classic studies by Enlightenment scholars and analyze the influences of the Enlightenment upon the development of democratic republics, the role of women in Europe, combatting the excesses of the church, establishing science as a source of knowledge, defending human rights against tyranny, and beyond. Students will develop a set of personal conclusions and assess the contemporary meaning of the Enlightenment.

### **Industrialization of Europe**

Industrialization in Europe refers to the period of technological, economic, and social change that occurred during the 18th and 19th centuries. It was a period marked by the shift from manual labor to machine-based manufacturing, and the emergence of new industries such as textiles, coal mining, and iron production. This period of industrialization in Europe led

to significant improvements in productivity and economic growth, but also brought about significant social changes and challenges, as well as negative effects towards the environment. Students will explore how the technological advancements of the industrial age had a profound impact on economic, social, and political systems, leading to the emergence of various new ideologies and movements such as Marxism, socialism, and imperialism.

## **Monarchs and Leaders of Europe**

In this course, students will explore the role of monarchs and leaders in Europe, tracing their rise and fall from the medieval period to the present day. Students will examine the various ways in which they gained and maintained power, as well as the cultural, economic, and social contexts that shaped their reigns. Throughout the course, students will engage in lively discussions on topics such as the importance of charisma and propaganda in leadership, the tension between monarchs and the church, and the impact of wars and revolutions on Europe's political landscape. From Charlemagne uniting the majority of western and central Europe to Angela Merkel as the de facto leader of the European Union, students will analyze primary sources, such as royal proclamations, diaries, and letters, to gain a deeper understanding of the personal lives and motivations of monarchs and leaders.

## **Constitutional Law**

Constitutional Law takes students on an adventure looking at 15 landmark Supreme Court cases that have shaped our nation. The class starts with *Marbury v. Madison* establishing judicial review and winds its way through 220 years of constitutional evolution, with stops at *Dred Scott*, the *Lochner* case, *Brown v. Board of Education*, and more. We explore freedom of speech, one man, one vote, as well as many other constitutional issues. The class invites legal scholars to attend via Zoom. The class also watches movies to understand the constitutional issues. Students have the option of writing an extensive research paper or sitting for an oral exam.

## **U.S. Government: The Legislative and Executive Branches**

This class explores the United States Constitution and how it affects the legislative and executive branches. We read Jessamyn Conrad's book, *What You Should Know About Politics... But Don't* to introduce the class to 13 political topics ranging from elections, foreign policy, trade, education, culture wars, civil liberties, and energy, to name just a few. Students get a broad sense of many issues confronting the U.S. Government and how the political parties view each issue. We filter the issues through the U.S. Constitution, often realizing how vague or silent the document is on the running of the government. The class is assisted with speakers calling in to explain their roles in the legislative or executive branch of government. The class is assessed on a research paper, co-teaching one political topic, period tests, and class participation.

## **U.S. Government: The Judicial Branch**

This course explores the judicial branch through the inquisitive eyes of Jeffrey Toobin and *The Nine: Inside the Secret World of the Supreme Court*. Students learn about constitutional issues such as abortion, the commerce clause, capital punishment, affirmative action, and more while seeing how individual justices implant their ideology on the fabric of American society. Although the book is somewhat dated, it gives great insight to procedures such as Friday conferences, the writ of certiorari, and what “*stare decisis*” means. The class will also spend time looking at the *Bush v. Gore* decision and how it affected the Supreme Court's behavior in subsequent years. The class is enhanced with speakers calling in to describe their role in the judiciary. The class is assessed on a group presentation, period tests, and class participation.

## **U.S. Government: Richard Nixon to George W. Bush**

This class takes a deep dive into America's greatest political scandal: Watergate. Additionally, the students select three other topics from the category of “something you have always heard about, but are embarrassed to admit you do not know or understand.” In past years, the class has studied the Berlin wall and airlift, the difference between Al-Qaeda and ISIS, the creation of Bitcoin, the Kennedy assassination conspiracies, and many more interesting topics. The class is assessed with a research paper, period tests, and class participation.

## **Context and Rhetoric of Rap Music**

Throughout American history, music has been used as a way for individuals to express their opinions about a wide range of social issues and as a form of social protest. Hip-hop and rap music are just one more example of this theme. By exploring the themes of hip-hop and rap, students can gain a better understanding of the African American urban experience from the late 1970s through present day. Over time, many artists chose to express their aspirations, dreams, frustrations, and observations through their music. As the students listen to a wide range of artists, they will be exposed to these themes and will hopefully gain a greater understanding of American history. This class will explore the meaning and context of rap music beginning in the mid 1970s and early 1980s and preceding through present day. At the end of the class, students will produce a podcast in which they explore the themes examined and explain the relationship between the music and the time in which it was written, or the group can write a rap song.

## **History of Race in Sports 1**

Sports provide a window through which we can examine broader socio-economic issues. By using examples of race and racism in sports, we can provide a broader context to examine racial issues in the United States. Recent events have demonstrated that while great progress has been made in race relations, more needs to be done. Students will be challenged to consider the following questions: What is the significance of the athlete/sport in 20th and 21st-century American society? How has the history of race and sports influenced the relative power of the modern sports athlete? How can modern society solve problems of racism in the United States? What role do athletes play in this process? What role, if any, should athletes play in this process? As a result of the course, the student will be able to analyze and synthesize complex racial issues in sports and, as an extension, American society.

*May be taken for History OR Religion credit.*

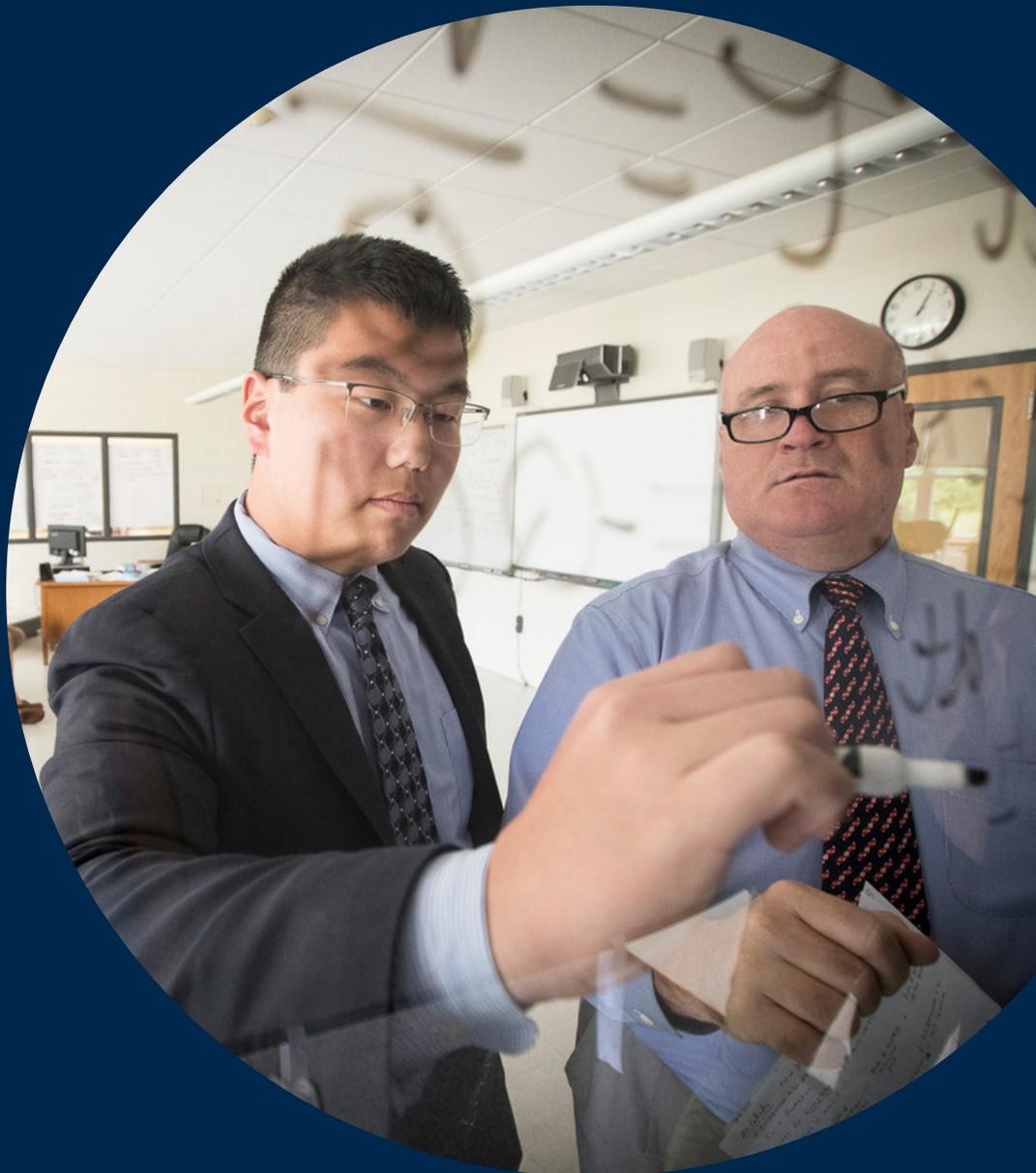
## **History of Race in Sports 2**

Athletes during the 1950s and 1960s were actively involved in Civil Rights issues, yet until very recent times, modern athletes of the post-Civil Rights generation were not as involved in social issues. Why? Recent events have challenged this notion, as many current sports figures are speaking out about racial and economic injustices in America. Why did so many athletes wait so long to speak out? The theme of this course is to examine contemporary athletes and the role they play in current race relations. Why do athletes choose to become involved or stay silent? There is much to unpack in seeking the answers to such questions.

*May be taken for History OR Religion credit.*

Trinity-Pawling School

# MATHEMATICS COURSES



# Mathematics

The goal of the Mathematics Department at Trinity-Pawling is to educate students in the fundamental skills necessary for the study of mathematics, the physical and social sciences, and any subject that requires the use of logic, sequential reasoning, abstract thought, and problem solving. Every student must successfully complete three years of study in mathematics. This may be accomplished through one of the course sequences outlined below. In all courses, students are required to use graphing calculators and other computer technology in their study of mathematics.

## Graduation Requirements

18 credits of mathematics are required, which equates to three full years of math courses.

## Course Sequences

**Regular:** Algebra 1 → Geometry → Algebra 2 → Functions and Financial Algebra or Pre-Calculus → Calculus Honors or Statistics

**Honors / Advanced Placement:** Algebra 1 Honors → Geometry Honors → Algebra 2 Honors → Precalculus Honors → AP Calculus AB → AP Calculus BC and/or AP Statistics

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## Math 7

This 7th grade math course spends the Fall Term reviewing basic math concepts, including the order of operations, solving first order equations, fractions, decimals, percentage, and proportions. The course then moves into an elementary Algebra 1 curriculum, covering topics which include the rules of exponents, polynomials, factoring of polynomials, linear equations, and solving systems of linear equations. Students in grade 7 exit this course prepared for Math 8, an algebra-based course.

## Math 8

Math 8 is an Algebra I course for the 8th-grade students. They start with a solid review of arithmetic concepts, including fractions, negative numbers, and the meaning of a variable in an expression or an equation. Students will learn how to reason and manipulate symbolically. They will solve equations with one variable to the first power to obtain a single answer, and then equations with multiple variables are solved for one variable in terms of the others. Students also learn functional notation and the meaning of a function and study lines — learning the meaning of slope and x- and y-intercepts, and how to develop solution sets by graphical and algebraic approaches. They also learn to solve systems of linear equations by graphing, substitution, and elimination, and to solve quadratic equations by graphing and by factoring. Students will exit this course prepared to take Geometry or Honors Geometry in the Upper School.

## Algebra 1

Algebra 1 starts with a solid review of arithmetic concepts, including fractions, negative numbers, and the meaning of a variable in an expression or an equation. Students learn how to reason and manipulate symbolically. They solve equations with one variable to the first power to obtain a single answer, and then equations with multiple variables are solved for one variable in terms of the others. Students also learn functional notation and the meaning of a function. Students study lines, learn the meaning of slope and x- and y-intercepts, and they develop solution sets by graphical and algebraic approaches. They learn to solve systems of linear equations by graphing, substitution, and elimination. Students also solve quadratic equations by graphing and by factoring. Students exit this course prepared to take Geometry or Geometry Honors, with the approval of the instructor and the Mathematics Department Chair.

## **Algebra 1 Honors**

Algebra I Honors is similar to Algebra I, but the pace is faster and the content is somewhat deeper. Algebra I Honors starts with a quick review of arithmetic concepts, including fractions, negative numbers, and the meaning of a variable in an expression or an equation. Students learn how to reason and manipulate symbolically. They solve equations with one variable to the first power to obtain a single answer, and then equations with multiple variables are solved for one variable in terms of the others. Students also learn functional notation, slope and x- and y-intercepts, and they develop solution sets by graphical and algebraic the meaning of a function. The students study lines and learn the meaning of approaches. They learn to solve systems of linear equations by graphing, substitution, and elimination. Students also solve quadratic equations by graphing and by factoring. Students will exit this course prepared to take Geometry Honors or Geometry.

## **Geometry**

In Geometry, emphasis is placed on the deductive nature of the subject, as well as on the use of algebra to solve various types of geometry problems. Concepts covered will include: reasoning and proof, lines and angles, triangles and quadrilaterals, similarity, the Pythagorean theorem, right triangle trigonometry, circles, surface area, and volume. Traditional instruction along with project-based learning will allow students to take geometry concepts and apply them in the real world.

## **Geometry Honors**

In Geometry Honors, as in Geometry, emphasis is placed on the deductive nature of the subject, as well as on the use of algebra to solve various types of geometry problems. The differences between Geometry Honors and Geometry are mainly pace, and the amount and difficulty of the algebra used to solve the geometry problems. Concepts covered will include: reasoning and proof, lines and angles, triangles and quadrilaterals, similarity, the Pythagorean theorem, right triangle trigonometry, circles, surface area, and volume. Traditional instruction along with project-based learning will allow students to take geometry concepts and apply them in the real world. Students leaving Geometry Honors will generally take Algebra 2 next, or, with the approval of the instructor and the Mathematics Department Chair, Algebra 2 Honors.

## **Algebra 2**

This course is designed for students who have already taken one year of Algebra. Students will explore the basics of problem solving, functional notation, algebraic fractions, and most importantly, factoring. We will then cover solving functions that are quadratic, exponential, and rational. We will also cover polynomials, inequalities, systems of equations, and the basics of graphing. Students should come out of the course prepared for Pre-Calculus or Functions and Financial Algebra.

## **Algebra 2 Honors**

This course is an accelerated study, designed for students to take an in-depth look at functions and problem solving. They will deal with the full family of functions, starting with linear functions and working through quadratic, exponential, logarithmic, rational, radical, and polynomial functions both algebraically and graphically. They will also solve systems of equations and inequalities before ending the year with sequences and series. Students should end the year prepared for Pre-Calculus Honors.

## **Functions and Financial Algebra**

This course is an intermediate course between Algebra 2 and Pre-Calculus. It is designed for students who would benefit from a review of Algebra 2, with a concentration on Financial Functions. The students will work on their problem-solving skills and further explore the library of essential functions, including how they often are utilized in financial applications. Three distinct units are learned during each term. Hence, the course is taught with the idea that students may join the course as a one-term elective with no loss in continuity. Students will exit the course prepared for Pre-Calculus, either at Trinity-Pawling or in college.

## **Pre-Calculus**

The purpose of this course is to introduce students to the full family of functions algebraically, graphically, and numerically. We will explore functions that are linear, quadratic, exponential, rational, logarithmic, and trigonometric in an algebraic manner before discussing their graphs and how they could be translated. We will solve polynomial functions of higher degrees and discuss their end behavior. Students should leave this class comfortable with any function that they could see in an introductory Calculus course, either in college or at Trinity-Pawling.

## **Pre-Calculus Honors**

This is an accelerated course designed to prepare students to take both AP Calculus AB and the Math SAT II course, if they so choose. Students will explore the full family of functions algebraically, graphically, and numerically to prepare them for an introductory Calculus course the following year. We will explore, in an algebraic manner, functions that are linear, quadratic, polynomial, exponential, rational, logarithmic, and trigonometric (including sine and other wave behavior), before discussing their graphs and how they could be translated. Students will then learn how to utilize trigonometric identities to solve equations before closing the year with an introduction to limits and derivatives in preparation for Calculus.

## **Statistics**

This class prepares students for upper-level statistics courses that they will encounter at the college level. The focus of this class is the study of collecting, displaying, and analyzing data. Much of the learning is hands-on and project-based. Students expand their statistical knowledge through the study of material that is interesting and meaningful to them personally. This course is open to boys in grades 11 and 12, with the recommendation of a mathematics teacher and the Mathematics Department Chair.

## **Calculus Honors**

Calculus starts with an extensive review of the Pre-Calculus skills fundamental to continuing in mathematics. Students then study limits and the definition of the derivative. They will learn the essence of differential calculus by learning most of the Leibniz rules of derivatives, including the product, quotient, and chain rules. They study these essential topics in order to mathematically model changing systems, obtain derivatives of implicitly defined relations, and solve related rates problems. Finally, as the last step in differential calculus, students use all their derivative skills to determine how to optimize functions by finding maxima and minima. These topics are applied in real-world applications, including business models. In the second half of the course, students begin integration by investigating infinite limits of Riemann sums and the first fundamental theorem of calculus. Students study basic integration techniques, including U-substitution. Students also use the integration techniques to work out applications requiring integration. Students have the equivalent of approximately one semester of college-level calculus when completing Calculus. Underclass students completing Calculus have the option to take Statistics or, with Mathematics Department Chair permission, AP Statistics or AP Calculus AB.

## **AP Calculus AB**

Advanced Placement Calculus AB starts with a study of limits and the definition of the derivative. Students learn the essence of differential calculus by studying all the Leibniz rules of derivatives, including the product, quotient, and chain rules. They study these essential topics in order to mathematically model changing systems, optimize functions, obtain derivatives of implicitly defined relations, and solve related rates problems. In the second half of the course, students begin integration by investigating infinite limits of Riemann sums and the first fundamental theorem of calculus. They study basic integration techniques, including U-substitution. They use these integration techniques in various applications, including areas between curves, volumes by revolution, volumes with a constant cross section, and the average value of a function. Students then move into the final topics of the course — solving separable differential equations and an advanced limit technique called L'Hospital's Rule. Students finish the course with a comprehensive review of differential and integral calculus, for the purpose of preparing for the AP exam. Students will leave AP Calculus AB and move into AP Calculus BC or AP Statistics.

## **AP Calculus BC**

This course is intended for students who have already taken AP Calculus AB. Students will follow the AP Calculus BC curriculum carefully, although the year begins with a study of advanced integration techniques. They will move on to cover parametric and polar calculus before discussing separable equations and finally, convergent and divergent series. This approach gives the class more time to highlight some of the more difficult topics addressed in this course and puts the students in a good position to fully comprehend the big ideas discussed within the AP exam at the end of the year. After AP Calculus BC, students will be prepared to take AP Statistics at Trinity-Pawling or Multivariable Calculus and Ordinary Differential Equations in college.

## **AP Statistics**

AP Statistics is designed to be an interactive, thought-provoking course that allows students to construct their own understanding of concepts and techniques of statistics. The goal of the course is to teach our students to think carefully about collecting and analyzing data. As such, examples, assignments, and projects are predominantly tied to the real world. This is a college-level course that prepares students to complete the AP Statistics exam. The class is open to students in grades 11 or 12, with recommendations from a mathematics teacher and the Mathematics Department Chair.

Trinity-Pawling School

# MODERN LANGUAGES COURSES



# Modern Languages

The goal of the Modern Languages Department is to promote proficiency in all four language acquisition skills — reading, writing, listening, and speaking — as well as a better understanding of the history and culture associated with the language of study. Our range of language courses prepare our students to succeed in an increasingly connected world.

## Graduation Requirements

12 credits of Modern Languages are required, which equates to 2 full years of Modern Languages courses.

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### Chinese 1

This introductory Chinese course will cover Hanyu Pinyin (Chinese pronunciation system), Chinese writing system, and Chinese typing. Students will acquire Chinese communication skills through a myriad of contextualized and personalized mini-situations. Since this is an introductory Chinese course, the ultimate emphasis will be put on cultivating students' interest in learning the language and on introducing them to the customs and the beauty of Chinese culture. Some topics covered in Chinese 1 include families, hobbies, school life, and shopping. Each unit also contains relevant cultural topics teaching students what life is like in China, such as what daily life for Chinese students looks like, family dynamics, and more. Throughout the year, the Chinese program also holds culturally significant celebrations, such as eating moon cakes for the Mid-Autumn Festival, or making dumplings on Chinese New Year.

### Chinese 2

Chinese 2 builds upon the foundation of Chinese 1 to introduce even more topics relevant to day-to-day life, such as weather, seeing the doctor, athletics, and travel. Each unit also contains relevant cultural topics, such as Chinese medicine and gift giving traditions in China. This continuing Chinese course is designed to develop students' basic Chinese proficiency in the four modalities of language learning: listening, speaking, reading, and writing. Classroom instruction is predominantly delivered in Chinese. English subtitles will be provided to ensure comprehensive input when needed. Students will be asked to speak Chinese primarily during class. Chinese classroom survival expressions will be taught intensively at the beginning of the course and at opportune teaching moments throughout the course.

### Chinese 3

Chinese 3 marks a shift from a focus on the day-to-day and personal, to covering broader topics. In addition to learning immediately useful words and structures, students will learn to compare cultural and societal differences between their cultures and Chinese culture, as well as express opinions on topics such as education, the internet, interpersonal relationships, and more. Chinese 3 builds upon the skills developed in Chinese 1 and 2, continuing to enrich students' learning of Chinese vocabulary and intermediate level of sentence structures. This course elevates students' understanding of more complex Chinese syntax and grammatical concepts. Students' communicative competence will be further advanced through performing longer dialogues in a variety of interactive activities in real life situations. Upon successful completion of this course, students will be able to communicate more in depth in those topics that they learned in Chinese 1 and 2, such as school life, making friends, shopping, dining, and travel. They will have the opportunity to apply the Chinese they already learned and to acquire more advanced phrases to express themselves coherently in a series of sentences.

### Chinese 4

In Chinese 4, students cover topics of increasing complexity and importance, and cultural topics are increasingly presented entirely in Chinese. Students will learn about important traditions on Chinese holidays, money management and investing, and life as a foreigner in China, to mention just a few. The course will include relevant dialogues, monologues, and plays that allow

students to express their opinions in such areas as school life, gender equality, business, education, and other events of both international and domestic importance. Students will gain a deeper understanding of Chinese culture, including the subtleties of cultural perspective. Chinese history continues to be embedded in the curriculum, with a new focus on the geography of China.

## **Chinese 5**

Chinese 5 represents another major turning point in a students' Chinese education. While up until this point, students have been mostly consuming materials intended for Chinese learners, Chinese 5 introduces students to media in the form of literature, news, essays, and other materials written by Chinese speakers, for Chinese speakers. Topics covered vary from year to year depending on what is going on in the world, but will include modern classics such as *My Father's Figure From Behind* by Zhu Ziqing, as well as current events and historical stories.

## **French 1**

As the native language of millions worldwide, the second language of millions more, and as the official language of diplomacy, French maintains its place on the global stage. The rich cultures of the Francophone world have also made tremendous contributions in literature, philosophy, art, and science, among other fields. Throughout this course, students gain an introductory knowledge of the French language and culture as we "tour" various destinations throughout the Francophone world, using stories and comprehensible input. Students work on their reading, writing, speaking, and listening comprehension through skits, readings, written exercises, and cultural activities. By the end of the year, students gain an understanding of the interactions between language and culture and learn the importance of being a global citizen.

## **French 2**

This course focuses on deepening students' knowledge of the French language through games, cultural activities, skits, and longer writing assignments. Students also research topics of their choosing to strengthen their vocabulary and grammatical skills, in connection with the lessons. We will be reading stories and using comprehensible input to strengthen language acquisition. Students work on their reading, writing, speaking, and listening comprehension through skits, readings, written exercises, and cultural activities. Students begin to look at the world through a French and Francophone cultural lens.

## **French 3**

In French 3, students continue to build on the fluency they have gained in prior years. The class employs Teaching Proficiency through Reading and Storytelling (TPRS) and comprehensible input teaching methods. These focus on providing students with repetitive, comprehensible, and meaningful auditory and visual input. Students will continue to improve upon their written and spoken expression and communication skills through skits, cultural activities, and writing assignments. Oral presentations and projects are also incorporated into the curriculum. Students will read and respond to short stories, news articles, and films.

## **French 4**

French 4 is a continuation of the French 3 program. As a result of this year-long course, students will be speaking and understanding written and oral French at intermediate-high levels by the end of the year with confidence and precision. As in the previous French classes, we will address the three modes of communication (interpretive, interpersonal, and presentational), and students will have the opportunity to explore and learn about the cultural aspects of the French-speaking world through a variety of authentic materials. In French 4, we explore these sub-themes: personal beliefs, global citizenship, way of life, social consciousness, discoveries and inventions, and language and literature. Grammar is revisited as needed.

## **French 4 Honors and French 5: Actualités, Cinéma, et Environnement**

This upper-level French course will focus on social issues, informed citizenship, and environmental stewardship. The Fall Term will be dedicated to the study of news media across the Francophone worlds. Roundtable discussions, interpretive listening of various French-speaking sources, and presentations on curated current events will improve students' mastery of the French language and an awareness of the different viewpoints on the news. The Spring Term will be geared towards the creation of French-speaking podcasts on issues pertaining to climate change and the environment. Students will learn the basics of podcasting and audio editing, and they will research and produce short podcasts on the various environmental challenges faced by societies.

## **Spanish 1**

Widely accepted as the second most spoken language in the world, Spanish is a language with a rich history serving diverse cultures, whose utility and importance in the global arena are unquestionable. Spanish 1 is an introductory course designed to ignite students' interest in the Spanish language and the many cultures that use it each day. Using storytelling and the comprehensible input method, students will acquire useful vocabulary and grammatical structures and will then be able to begin reading and listening to texts and conversations. In addition, students will learn to express themselves in Spanish, both orally and in written form. This class is highly engaging, making use of skits, music, games, visual media, and conversations to help students acquire the basics of the language as accurately and efficiently as possible. Throughout each unit, the class will explore themes of leadership, entrepreneurship, global citizenship, and environmental stewardship, as these topics relate to the students in their understanding of their own lives and of the Spanish-speaking world.

## **Spanish 2**

Having a year of Spanish instruction completed, this course is designed to build on students' existing foundation of acquired Spanish to continue leading them on their journey toward fluency. We will work to improve students' listening, speaking, reading, and writing skills as they continue to progress in processing incoming language and in synthesizing their own thoughts and ideas in Spanish. After acquiring even more language through games, skits, music, and film, students will be able to communicate more effectively about more complex and varied topics than in Spanish 1, and will be able to hold basic conversations about relevant and practical topics. As with all language courses, throughout each unit, the class will explore themes of leadership, entrepreneurship, global citizenship, and environmental stewardship, as these topics relate to the students in their understanding of their own lives and of the Spanish-speaking world.

## **Spanish 2 Honors**

This is an accelerated course for students taking a second year of high school-level Spanish. Students will improve their command of all four areas of language acquisition — reading, writing, speaking, and listening. We will continue to utilize storytelling and comprehensible input methods to ensure that students acquire high-frequency language successfully in the most engaging manner possible — as active learners. We will make use of short novels written for Spanish learners, skits, games, music, and film to maintain students' interest in learning a language that is relevant and practical as they continue their journey toward fluency. As with all language courses, throughout each unit, the class will explore themes of leadership, entrepreneurship, global citizenship, and environmental stewardship, as these topics relate to the students in their understanding of their own lives and of the Spanish-speaking world.

## **Spanish 3**

In Spanish 3, students continue to build on the fluency they have gained in prior years. The class will continue to employ storytelling and comprehensible input teaching methods as the main engine driving student acquisition. These focus on providing students with repetitive, comprehensible, and meaningful auditory and visual Spanish-language input. This is accomplished mainly through the use of teacher and student-created stories, leveled Spanish readers, music, film, games, debates, and simple conversation. The goals of the class are twofold: to greatly expand students' fluency, giving them practical

skills in conversational Spanish; and to instill in them a life-long desire to continue to study languages. As with all language courses, throughout each unit, the class will explore themes of leadership, entrepreneurship, global citizenship, and environmental stewardship, as these topics relate to the students in their understanding of their own lives and of the Spanish-speaking world.

### **Spanish 3 Honors**

Spanish 3 Honors is an accelerated course intended for students in their third year of high school-level Spanish instruction. The class will reinforce and continue to build upon the base students have already established on their journey toward Spanish language fluency. As with all other levels, the class will be conducted principally in Spanish, which will greatly increase the rate of students' acquisition of the language. Leveled readers, weekly news articles, films, music, and the students' own experiences and interests will all serve as fodder for the daily conversations, discussions, and debates that will drive student acquisition. Students will be exposed to a full range of Spanish grammar and increasingly complex vocabulary in order to expand the range of topics about which students can converse. As with all language courses, throughout each unit, the class will explore themes of leadership, entrepreneurship, global citizenship, and environmental stewardship, as these topics relate to the students in their understanding of their own lives and of the Spanish-speaking world.

### **Spanish 4**

Spanish 4 continues to use Teaching Proficiency through Reading and Storytelling (TPRS) and comprehensible input teaching methods and focuses on building students' fluency through acquisition of meaningful, high-frequency vocabulary. In addition to leveled readers, through which students are exposed to a full range of Spanish grammar, the class also uses authentic readings from a wide array of Spanish-speaking cultures to build students' knowledge and awareness of the diverse cultures of the Spanish-speaking world. As with all previous levels, the class will utilize various media to best connect with students and will be heavily conversational in nature. As with all language courses, throughout each unit, the class will explore themes of leadership, entrepreneurship, global citizenship, and environmental stewardship, as these topics relate to the students in their understanding of their own lives and of the Spanish-speaking world.

### **Spanish 4 Honors and Spanish 5: Spanish Language and Experiential Art**

#### **Experiencing First People's Art**

This upper-level Spanish class will be based in experiential learning and will very often be held outdoors. Students need not have any training in art, as this class is designed for any student who may want to improve their Spanish proficiency in a real-life, creative context. The aim is to experience firsthand how artisans of First People Cultures express their understanding of the world.

#### **Contemporary Spanish and Art**

This Spanish/art workshop is a practical indoor-outdoor course. It is designed for any student artistically or non-artistically inclined who may want to improve their Spanish proficiency in a real-life, creative context. The aim is to personally experience how contemporary artists express dissent, environmental concerns, and social injustice issues.

#### **Environmental Spanish and Art**

This Spanish/art workshop is a practical, outdoor course. It is designed for any student artistically or non-artistically inclined who may want to improve their Spanish proficiency in a real-life, creative context. The aim is to personally experience how contemporary artists and learners express their interaction with nature.

Trinity-Pawling School

# RELIGION COURSES



# Religion

At Trinity-Pawling, we believe that an understanding of religion is essential to a true comprehension of human history, world cultures, global politics, and international relations. Our religion courses invite students to immerse themselves in the rich traditions of various world religions, develop their critical-thinking skills, ask questions, and participate in ongoing, open dialogues.

## Graduation Requirements

2 credits of religion are required, which equates to 1 trimester course.

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## Trimester Courses

### Middle School Religion

Offered Spring Term, this introductory course will explore the nature of religion throughout the world. By examining religious leaders, architecture, creation stories, saints, and sacred texts, we will aim to unlock the basics of religion. We will ask questions such as: Are humans inherently religious? What makes a religion? Where do I see myself in the story of spirituality and religion? The overarching hope is for students to learn about life and the religious lives of others throughout time.

### Ethics

Offered Fall and Winter Terms. How many decisions do we make in a day, and why do we make these decisions? Where do our choices come from, and what causes us to make a specific decision when a moral dilemma presents? Who guides our choices? From where does morality come, and where does it go in the future? This course aims to explore the origins and ideals of ethics. It will ask the question time and time again: Who is a morally upright person, and what qualifies as an ethical life? Through practicing moral dilemmas, the study of philosophical reasoning, and an examination of religious life, we will seek to learn about ethics and what it means to be an ethical human being.

### Philosophy

Offered Winter Term, Philosophy comes from the Greek word philosophia meaning “love of wisdom” or “wise and learned.” This class will aim at teaching students to think wisely and to find the love in learning. Through traditional philosophical models, as well as a look into the modern world, we will delve into the essential questions that have shaped (and continue to shape) human thinking. What is consciousness? Do humans have free will? What is existential angst? Does God exist? If given the opportunity, would we seek immortality? Why do we make the decisions we make? What is the meaning of life? What are the essential lessons we can learn for tackling the 21st Century? Exploring the thinking of Socrates, Plato, Dostoevsky, Kant, Nietzsche, Sartre, Kierkegaard, Wiesel, Augustine, Kafka, Aristotle, Aquinas, Rahner, and Singer as well as Yuval Noah Harari, we will seek wisdom from ages past in order to unlock a powerful life in the present.

### The Science of Well-Being for Teens

This Spring Term course uses the wildly popular Yale course, taught by Dr. Laurie Santos, as its backbone for learning and discovery. Trinity-Pawling students will explore and examine the principles of happiness and the fundamental questions such as: What makes a good life? What are things that make us truly happy? How do we counteract the forces that steer us away from happiness? Through online Yale lectures, classroom lectures, readings, practical strategies, and discussions, Trinity-Pawling students will have the chance to participate in a classroom experience that has become a national phenomenon of transformation, discovery, and learning.

## **Ecotheology**

Offered Fall and Spring Terms, Ecotheology explores the relationships between humans, the environment, and God. Through sacred texts, ethics, and entrepreneurial exploration, this course will focus on eco-friendly businesses like TOMS shoes, Badger Balm, and Patagonia - all companies with environmental sustainability – as they relate to theology, spirituality, sustainability, and ethics. The goal of the course is to encourage students to develop their own eco-friendly businesses, apps, and entrepreneurial avenues that lead to a life of greater stewardship towards the creation. Students will be encouraged to form a business plan, engage practically, invest intellectually, and experiment creatively with ideas that lead to a better world.

## **World Religion**

Borrowing from Justice Holmes, Huston Smith writes: “Religion, however small its successes, is at least at work on the things that matter most.” Is this true? Is religion merely a small success, or is it an essential human yearning? And, if it is only a small success, then what are the things that matter most in this temporal life? What drives human life, what “saves” humans, what relieves humans of worldly worries? This course will seek to address the above-mentioned questions by exploring the religions of the world. Aimed at relaying facts, history, and dates, we will also explore the larger anthropological, existential, and narrative questions surrounding religion: Why are we religious? What makes a religion? What develops morality? What do religions share in common and how do they differ? How do we live a life of freedom? To answer these questions, we will explore Judaism, Christianity, Confucianism, Islam, Buddhism, and Hinduism, with the hopes of learning about the things that matter most. Offered Fall Term.

## **Sports Ethics**

Offered Winter Term, Sports Ethics is designed to examine ethics and morality when applied to situations seen in the world of athletics. The course aims to help students develop an understanding of the processes used to examine ethical issues in sport.

## **History of Race in Sports 1**

Sports provide a window through which we can examine broader socioeconomic issues. By using examples of race and racism in sports, we can provide a broader context to examine racial issues in the United States. Recent events have demonstrated that while great progress has been made in race relations, more needs to be done. Students will be challenged to consider the following questions: What is the significance of the athlete/sport in 20th and 21st century American society? How has the history of race and sports influenced the relative power of the modern sports athlete? How can modern society solve problems of racism in the United States? What role, if any, should athletes play in this process? As a result of the course, students will be able to analyze and synthesize complex racial issues in sports and, as an extension, American society. Offered Winter Term.

*May be taken for History OR Religion credit.*

## **History of Race in Sports 2**

Athletes during the 1950s and 1960s were actively involved in Civil Rights issues, yet until very recent times, modern athletes of the post-Civil Rights generation were not as involved in social issues. Why? Recent events have challenged this notion, as many current sports figures are speaking out about racial and economic injustices in America. Why did so many athletes wait so long to speak out? The theme of this course is to examine contemporary athletes and examine the role they play in current race relations. Why do athletes choose to become involved or stay silent? There is much to unpack in seeking the answers to such questions. Offered Spring Term. *May be taken for History OR Religion credit.*

Trinity-Pawling School

# SCIENCE COURSES



# Science

At Trinity-Pawling, our Science Department strives to immerse our students in authentic scientific work and engage them to think and communicate as scientists. Foundational courses are offered in Physics, Chemistry, and Biology, and each course engages our boys through an active curricular approach. Honors-level courses are offered in each subject area, and students can further their interest in several elective courses including Ecology, Astronomy, Meteorology, and more. Advanced Placement (AP) courses include AP Biology, AP Chemistry, AP Physics 1, AP Physics 2, AP Physics C, and AP Environmental Science. Beyond the classroom, our students enjoy Science Department Research Talks offered throughout the year. Additionally, students with an affinity for scientific work can further their interest in clubs such as the Environmental Club or *Vital Signs*, our student-produced science magazine. Students are supported in their scientific coursework and endeavors by a vibrant and committed Science Department faculty who bring a breadth of experience and passion to their subject areas.

## Graduation Requirements

18 credits of science are required, which equates to 3 full years of science courses.

## Course Sequences

**Regular:** Physics First → Chemistry → Biology → Optional Electives

**Honors / Advanced Placement:** Physics First → Honors Chemistry → Honors Biology → any AP options, depending on teacher recommendation.

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## Science 7

Introduction to Human Biology and Health (Science 7) is designed to give young students a “jump start” before entering the upper school full-year biology course generally taken in the sophomore year. The class focuses on the study and understanding of all eleven systems and the role that each plays in the maintenance of a homeostatic environment. Students learn by doing in this class, and each boy is given a great deal of flexibility to express creativity through the development of projects completed in the Makerspace, such as building a prosthetic hand, creation of a 3D model of the digestive system, and AV presentations on the journey of a red blood cell. Students also write creative stories to discuss immune system function, design ad campaign videos to wage war against tobacco products, and interview a favorite female in their lives to discuss pregnancy, delivery, and growth and development.

## Earth Science (8th Grade)

Earth Science is a full-year science course designed as an introduction to five major areas in the field — astronomy, meteorology, geology, oceanography, and environmental science. Additionally, students will further their interest and understanding of the natural world. Both laboratory work and fieldwork will be utilized to support the classroom curriculum, as well as provide students an opportunity to practice authentic scientific research. Throughout the year, current issues of major scientific concern and science news will be discussed in order to encourage the development of scientific literacy.

## First-Year Physics

First-Year Physics is an introductory physics course offered to all freshmen and some incoming sophomores who have not already taken a physics course. The course stresses how physics applies to everyday activities in students’ lives. Topics covered include kinematics, energy, wave motion, optics, electricity/magnetism, atomic theory, and radioactivity. The curriculum is project-based with a strong emphasis on discovery learning. *Concurrent enrollment in or successful completion of Algebra 1 is required.*

## First-Year Physics Honors

First-Year Physics is an introductory physics course offered to all freshmen and some incoming sophomores who have not already taken a physics course. The honors section encourages students to express their understanding of each topic in writing and make deeper connections between topics. The course stresses how physics applies to everyday activities in students' lives. Topics covered include kinematics, energy, wave motion, optics, electricity/magnetism, atomic theory, and radioactivity. The curriculum is project-based with a strong emphasis on discovery learning. We also focus on how to represent data graphically and how to interpret such plots. Supplementary material is introduced as appropriate, and students are held to an appropriately higher standard in accordance with the honors designation.

*Concurrent enrollment in or successful completion of Algebra 1 is required.*

## Chemistry

An inquiry-based course at the college-preparatory level, this course is designed to provide students with an understanding of inorganic chemistry, to cultivate their problem-solving skills, to teach them to apply chemistry knowledge to their decision-making, and to help them recognize the importance of chemistry in daily life. *Successful completion of Algebra 1 is required.*

## Chemistry Honors

Chemistry Honors follows a traditional chemistry curriculum that introduces material topically. This course is designed for students who anticipate a more vigorous course of study in science at the post-secondary level. Weekly laboratories provide hands-on experience in standard laboratory procedures and require preparing written reports of experimental observations. Students taking this course see themselves taking physical science courses in college. One of the course goals is to expose students to the topics covered at the post-secondary level so that they will be confident taking college-level chemistry. Students are frequently expected to study new material before class in order to participate in class discussions.

*Successful completion of Algebra 1 is required.*

## Biology

Biology is a full-year science course designed as an introduction to the study of living organisms, allowing students to further their interest in and understanding of the biological world. In order to accomplish these goals, students focus on three main areas of biology. First, they learn about molecules and cells, including biochemistry, and look at cell structure, cell function, and cellular energetics. Second, they discuss heredity and evolution, including molecular genetics, heredity, and evolutionary biology. Finally, the course focuses on organisms and populations, examining diversity of organisms, the structures and functions of plants and animals, and ecology. Both laboratory work and fieldwork is utilized to support the classroom curriculum and to provide students an opportunity to practice authentic scientific research.

## Biology Honors

Biology Honors is designed to give students an accelerated course, allowing them to further their interest and understanding of the biological world. In order to accomplish these goals, students focus on three main areas of biology. First, they learn about molecules and cells, including biochemistry, and they take an in-depth look at cell structure, cell function, and cellular energetics. Second, they discuss heredity and evolution, including molecular genetics, heredity, and evolutionary biology. Finally, the course focuses on organisms and populations, examining diversity of organisms, the structures and functions of plants and animals, and ecology. Additionally, this course provides students the opportunity to examine several topics that fall under the theme of science, technology, and society. Specifically, students participate in an end-of-year aquatic ecology project that examines local environmental issues and concerns in our watershed. Also, throughout the year, current issues of major scientific concern, including but not limited to, global warming and stem cell research are discussed in order to cultivate informed and scientifically literate students. This course also serves as a primer for the Advanced Placement (AP) Biology course, which is usually the recommended next course for Honors Biology students.

## Physics

Physics is a course designated for students in grades 11-postgraduate. The class meets graduation requirements for the breadth of science classwork. Undertaking a study of basic physics concepts helps students understand and interpret the world around them. Concepts are presented through brief lectures and explored using activities and labs to further elucidate each topic. In order to accomplish our goals, students focus on different areas within physics. In the fall, students learn about Newton's Laws, motion, energy, and gravity. Waves, sound, light, color, temperature, and heat will be investigated during the Winter Term. Finally, in the spring, thermodynamics, electricity, and states of matter are the major areas of focus. Additionally, this course provides students the opportunity to examine several topics that fall under the theme of science, technology, and society. Throughout the year, current issues of major scientific concern are discussed in order to cultivate informed and scientifically literate students.

## Marine Biology

Marine Biology is a course designed to introduce students to the field of marine science by first providing a general background within the different areas of oceanography — physical, chemical, geological, and biological. After providing the landscape in which our oceans work, the class will focus on marine biology. Students take a survey approach through all of the different marine taxa. A variety of culminating assessments are included such as papers, projects, films, and tests. Real-world data will be used, as available, and experts in the field will be contacted to supplement our studies. In the spring, the class also focuses on several threats to marine ecosystems and works with a marine conservation group. If time allows, the class will also take a field trip to an aquarium.

## Anatomy and Physiology

Anatomy and Physiology is the study of the structure and function of the human body. Students learn basic anatomical terms and directions and study the twelve body systems. Students work on collaborative projects, write research papers, learn about the innate differences between boys and girls and how that relates to learning and education, and touch upon issues regarding medical ethics. Memorization skills are refined, as well as the development of oral and visual presentation skills.

*Prerequisite: Biology.*

## Psychology

This is an introductory course in psychology. The Fall Term's foci will be examining the history of psychology, including the major perspectives that have influenced research and psychology since its birth in 1879; various career options within the realm of psychology; scientific research techniques, including the differences between basic and applied research; and the influences of nature and nurture as they relate to the development of intelligence, behavior, and personality. An exam will conclude this term. In the Winter Term, we will examine the brain's components and functions, nervous and endocrine systems; the causes and effects of stress and the promotion of physical and mental wellness; and the impact of social relations. The Spring Term will be an opportunity for the class to choose topics to cover. Psychiatric diagnoses, illicit drugs, and motivation are examples. Assessments, homework, writing assignments, and projects will be undertaken throughout the year. Academic skills emphasized throughout each term will be critical reading, written expression, note taking, collaborative learning, listening, and discussion skills.

## AP Chemistry

AP Chemistry is a course administered by the College Board and is intended to be equivalent to an introductory-level college chemistry class. The course elaborates on concepts from introductory chemistry courses, with strong emphasis on mathematics, laboratory skills, and analytical problem solving. All enrolled students are required to take the AP Exam.

## AP Biology

AP Biology is a college-level biology course, allowing students to further their interest and understanding of the biological world. This course prepares students to sit for the Advanced Placement Exam in biology. In order to accomplish these goals, students focus on four main “big ideas” in biology: the process of evolution drives the diversity and unity of life; biological systems utilize free energy and molecular building blocks to grow, to reproduce, and maintain dynamic homeostasis; living systems store, retrieve, transmit, and respond to information essential to life processes; and biological systems interact, and these systems and their interactions possess complex properties. The course devotes approximately 25% of the class time to work on laboratory investigations. All enrolled students are required to take the AP Exam.

## AP Environmental Science

The AP Environmental Science (APES) course is designed to be the equivalent of a one-semester, introductory college course in environmental science. This course focuses on developing the appropriate scientific background and skills so that students will develop an understanding of the problems in the world around them. APES emphasizes scientific principles and analysis of a variety of topics from ecology and human population to natural resource consumption, food production, water and air pollution, and conservation. Science is at the heart of these concepts. A complete understanding of issues and problem solving requires students to grasp connections between anthropogenic and natural systems, as well as the importance of cultural, political, and economic influences. Students taking this class must make participation and involvement a priority. Each student’s investment is required in order to collaborate, share ideas, and problem solve. All enrolled students are required to take the AP Exam.

*Students taking this class should have successfully completed Algebra 2. Completion of Biology and Chemistry courses is also highly recommended.*

## AP Physics 1

AP Physics 1 focuses on the big ideas typically included in the first semester of an algebra-based, introductory college-level physics sequence. It also provides students with enduring understandings to support future course work in the sciences. Through inquiry-based learning, students develop critical-thinking and reasoning skills. AP Physics 1 includes the following major topics: Newtonian mechanics (including rotation), wave motion and sound, and an introduction to electrostatics and direct current circuits. All enrolled students are required to take the AP Exam.

*Prerequisites: concurrent enrollment in or prior completion of a precalculus course, or permission of the instructor.*

## AP Physics 2

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. All enrolled students are required to take the AP Exam.

*Prerequisites: completion of AP Physics 1 or a comparable introductory physics course, concurrent enrollment in or prior completion of a precalculus course, or permission of the instructor.*

## AP Physics C: Mechanics

AP Physics C: Mechanics is a vigorous, calculus-based introduction to Newtonian mechanics. Core physics knowledge, problem-solving skills, curiosity, and the ability to make connections between physics and other disciplines are fostered throughout the year. Laboratory work is emphasized in order to develop students’ ability to design experiments, collaborate on their execution, and communicate their results. Major topics covered include one and two-dimensional kinematics; Newton’s laws of motion, work, and energy; linear momentum; rotational motion and torque; oscillations and wave motion; and universal gravitation. After the AP exam in May, students have the opportunity to explore additional material, including an introduction to relativity. All enrolled students are required to take the AP Exam.

*Prerequisites include: one physics course, concurrent enrollment in or prior completion of AP AB Calculus, or permission of the instructor.*

# Trimester Courses

## Astronomy

This is a one-term, introductory survey course in astronomy. This course covers the history of astronomical thought and discovery, the tools of the astronomer, the Earth-moon system, the solar system, and stellar populations and evolution.

## Meteorology

This class is a one-term, introductory survey course in meteorology. It covers the basics of the atmosphere, including atmospheric chemistry, weather systems, pollution, and global climate change.

## Physical Geology

Geology is the study of the Earth, as well as other planets. Physical Geology focuses mainly on the processes that operate at or near the surface of the Earth and within the Earth. As this is only a one-term course, students cover a portion of these processes, including the geologic time scale, the structure of the Earth, plate tectonics, minerals, and rocks.

## Ecology

Ecology is a biological science focused on the study of the relationship between organisms and their natural environment. This ecology course takes a non-traditional approach to include alternatives for ecosystem protection and management. Students also look at the impacts of the human population on the health and structure of these systems. Students utilize the Trinity-Pawling Pond House as an outdoor laboratory to supplement activities and lectures in the classroom.

## The Environment Today

This course is designed to alert and teach students about the ongoing environmental issues covered in the news today. It is driven primarily by student choice in topics covered. Students are required to conduct their own research using scientific journals, periodicals, newspaper articles, and web-based sources to address ongoing issues or new issues that arise during the course. Topics covered in this class may include global climate change, industrialized food processing, deforestation in the tropics, organic farming, fisheries management, population growth, and alternative energy. A significant amount of student work focuses on debate, as there are many political, ethical, and scientific opinions on these issues.

## Environmental Chemistry

Environmental Chemistry meets in the Spring Term with a focus on spending as much time as possible outside in the environment. The class covers pH and chemical makeup of soil and water by testing various ponds on campus and soil testing in the Trinity-Pawling Farm. Students also locate invasive plants on campus and use them to make paper and ink. The class utilizes the Trinity-Pawling Pond House on campus for testing and research.

Trinity-Pawling School

# VISUAL AND PERFORMING ARTS COURSES



## Visual and Performing Arts

Trinity-Pawling offers a wide selection of visual, musical, and performing arts courses, ranging from introductory to advanced levels. Students are encouraged to explore new mediums and cultivate their artistic expression while thinking creatively and critically. From Studio Art to Instrumental Music, Video Production to Physical Theater, the Arts Department prides itself on our diverse course offerings, the strength of our small class sizes, and the expertise of our accomplished artist instructors.

Some of our arts offerings incorporate a “One Room Schoolhouse” (ORS) approach. In the ORS model, beginner students are joined by their more advanced student peers. Instruction is geared primarily to the newer students, as experienced and returning students can work independently, receiving more focused and specific feedback. ORS allows the teacher to give more individualized attention to each student, and encourages older students to offer peer-to-peer guidance to the newer students.

Any arts class noted below with “ORS” can be taken by any student with any level of experience, and it can be taken more than once in a year and/or over the course of your time at Trinity-Pawling.

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### Middle School Music

All Middle School students are expected to take music classes as a part of their Trinity-Pawling education. No prior experience in music is required. Middle School students may either sing with the Trinity-Pawling Choir or play with the Jazz Ensemble. They also may audition for the Trinitones. Students learn the basics of music literacy, including reading, playing an instrument, and techniques in vocal production.

*Students in grades 7 and 8 can sign up for either Instrumental Music or Choir.*

### Middle School Art and Theater

For one trimester, Middle School students take a combined fine art and theater class. Projects in this experimental and free-form class include Andy Goldsworthy-inspired nature sculptures, experimental printmaking, stop-motion video production, and detail-oriented corpse drawings. Students may also explore “found objects” sculptures, hybrid comic superhero illustrations, interdisciplinary collaboration in designing and creating a history-based mural, and exaggerated self-portraits using digital interventions.

In the theater, students will receive an introduction to acting, playwriting, and the theatrical arts, with a particular emphasis on collaboration. Students will learn improvisation, memorization, and collaborative playwriting. At the end of the term, students will present an original, short performance piece on the stage.

## Trimester Courses in the Performing Arts

### Improv Comedy (ORS)

Performers on *Saturday Night Live* and shows like *The Office* are heavily trained in the art of improvisation. Spontaneously generating dialogue and scenes can be a lot of fun and derives from our natural instinct to play. These skills — thinking on your feet and making unexpected connections — are especially useful in other areas of life (and English class). In this class, students will tap into their creativity through a series of increasingly challenging, and increasingly fun, exercises and theater games.

## **Public Speaking (ORS)**

Students will learn to craft and deliver both impromptu and prepared speeches in this public speaking class. Because students are encouraged to find topics that interest them, each student quickly develops the skills and confidence needed to be comfortable at the podium. Students also develop skills as active listeners in order to evaluate the speeches of their peers, as well as those of public figures. This course is beneficial for both skilled speakers and those students interested in improving their confidence and oral communication skills.

## **Introduction to Instrumental Music**

If you've never played an instrument before, this is the class for you! Learn the basics of playing the drums, guitar, bass, and keyboard in Introduction to Instrumental Music. Each musician has a specific role, and each instrument is a part of the whole song. In this term class, students will start to learn how to make music and be part of an ensemble. No experience necessary, other than the ability to listen.

## **Introduction to Music Composition**

This class is an introduction to composition using music notation. Students will learn the fundamentals of music notation, rhythm, and harmony, which are the basics of music theory. Students will then apply these fundamentals by composing and notating small musical compositions. Students will also learn to compose by using Finale, the world's leading music notation software. This class can lead to further individualized study if so desired. No background in music is necessary.

## **Trimester Courses in the Visual Arts**

### **Introduction to Video**

Introduction to Video teaches the fundamentals of digital storytelling. Students use DSLR cameras, iPhones, and Adobe Premiere software to learn camera and editing basics. The focus in this class is on developing skills. Students gain hands-on experience with cameras, audio, lighting, and editing by producing a variety of digital projects, and ultimately learn fundamental skills to work proficiently in video production.

### **Portraiture Drawing**

Portraiture Drawing is a skill-building course in observation and illustration. Working in black and white and color media, students learn the fundamentals of spatial relationships, volume, proportion, and perspective. The class will cover the human portrait and figure, and a variety of volumetric forms to promote an understanding of 3-dimensionality. Drawings are created using graphite, charcoal, pastel, marker, and ink, with frequent lessons in brushwork and other unconventional approaches. Students practice a variety of techniques and methods for scaling-up drawings and will begin a portfolio to document their work. Each student is provided with a sketchbook and given regular drawing prompts to enhance their capacity to record what they see.

### **Introductory Sculpting and Modeling**

Introductory Sculpting and Modeling will teach students to convey and articulate 3-dimensional forms. Students will study sculpture academically and through site visits, learning the tools and techniques for sculpting a variety of materials. Students begin the additive process of modeling by using found objects to convey the structure of recognizable forms. The class will then cover the subtractive process of carving, as well as the casting and construction of plaster, resin, and wood. Students will employ the use of freehand observation, proportion-finding tools such as calipers, and modern technology to assist in visualizing and planning our sculptures. Emphasis is placed on the fundamental principles of art as they apply to 3D forms: volume, weight, balance, and unity. Students will explore the sculpture of antiquity all the way through modern day, and will be challenged to model life accurately as well as explore it abstractly/symbolically.

## **Muraling and Set Painting**

This studio art course is a foray into the theoretical and practical process of creating public art. Students will use the model of “conceptualize — visualize — develop — create” to envision and implement large-scale murals and set paintings. As a class, students will study and visit successful public art initiatives from history, and compose our own design proposal for the School. Through studying social and civil history, as well as theatrical literature, students will learn to distill a thematic narrative and convey it visually. Students will employ techniques for drawing, collaging, gridding, projecting, and working at scale. Special attention will be given to color theory, proportion, and compositional design.

## **Woodworking**

In this course, students will learn about the properties and sustainable procurement of wood, project layout, and use of the hand tools needed for traditional methods of joinery. Students will learn to use the core hand tools used in traditional woodworking throughout the first five weeks of the course. After gaining those skills, students will have three weeks to complete a final project of their choosing. Students will have nine projects of varying difficulty from which to choose, or they can suggest a different project to pursue with the approval of the teacher. This final project will highlight students’ understanding of the properties and beauty of wood and display their newly acquired skills as they transform a piece of rough sawn lumber into a final product.

## **Studio Art: Painting (ORS)**

In the One Room Schoolhouse model, painting classes will include students of all abilities, with beginners working alongside more advanced students.

Beginner students will learn the elements of design through the painting medium. By the end of the course, students will have knowledge in painting techniques and mediums such as watercolor, gouache, oil, and ink.

Intermediate students will build upon their knowledge by expanding upon subject matter (portrait, still life, landscape) , as well as materials. There is an art history and appreciation component to the curriculum. Projects become more independent and student-driven as the course progresses.

For advanced students, this course emphasizes independent work and intrinsic motivation. By the time students have taken Painting several times, they have developed a deep understanding of materials and what subject matters they would like to pursue. Students in this class will finish the term with a realized body of work and series.

## **Sculpture (ORS)**

In the One Room Schoolhouse model, sculpture classes will include students of all abilities, with beginners working alongside more advanced students.

For beginners, the curriculum is focused on the principles and elements of design. Students will learn a plethora of materials (woodworking, ceramics, modeling clay, etc.) . There is also an art history and appreciation component to the curriculum. As the term progresses, students will take on more ownership of their material and subject matter.

Intermediate students will expand upon their skills from prior classes. Students will take on new materials and mediums such as pottery. There is a high level of independent work in this class with an expectation that much of the work will occur outside the class meeting times. As students progress through the sculpture curriculum, many of the projects are student-driven.

Advanced, highly-motivated students interested in mastering their technique, artistic appreciation, and independent work ethic will both work on their own projects and help guide newer students. Much of this course is student-driven and project ideas

often come from the students themselves. By the end of the course, students will have a strong portfolio and body of work to show the greater community.

## **Studio Art: Drawing (ORS)**

In the One Room Schoolhouse model, drawing classes will include students of all abilities, with beginners working alongside more advanced students.

No prior art experience is required. Beginner students in the class will learn the elements of design through a series of exercises across multiple mediums. By the end of the term, students will have worked in pencil, ink, and watercolor. At the completion of this course, students will have the foundation level of skills to pursue either drawing or painting.

For intermediate students, the course is designed to advance students' understanding of material and subject matter. Students will learn a plethora of new mediums and styles of drawing throughout this term. Students will expand upon portraiture, landscapes, and still life in 2D. As the term progresses, projects will become more student-driven.

Advanced drawing students take a deep dive into understanding and developing techniques and skills used in contemporary art making. There is a large art history and appreciation component to the class. Students will be asked to formulate project ideas on their own and with the assistance of the teacher. By the end of the course, students will have a complete body of work that showcases their advanced understanding of the medium and subject matter.

## **Yearlong Courses in the Performing Arts**

### **Theater Practices**

Open to performers of any skill, from beginners to advanced, Theater Practices focuses on the essential skills of acting. Students will develop approaches to creating believable and compelling characters through improvisations, scene work, monologues, and the creation of original material.

### **Instrumental Music**

The Instrumental Music program introduces students to various American vernacular styles, including jazz, blues, and rock and roll. The program is open to students at all levels of musical development, from beginner to advanced. Students are encouraged to nurture their musical creativity, interests, and abilities while exploring new pieces, genres, and instruments. Enrolled students will perform in the annual Trinity-Pawling Rock Concert.

### **Choir**

The goal of this class is to develop a strong foundation in singing and choral repertoire. Emphasis is placed on musicianship, reading ability, and proper vocal technique. Music literacy and vocal skills are taught in the classroom, then reinforced and assessed during performances. Students are expected to work diligently and practice regularly, fostering the improvement of individual musicianship and developing a polished, cohesive choral ensemble sound.

*This class accepts students with no musical background, as well as seasoned musicians.*

### **Trinitones**

This class is Trinity-Pawling's premiere performing vocal ensemble. No former training in music is necessary, but an audition by the instructor is required. Students sing a wide range of choral styles — from classical to jazz to folk songs, sometimes performing large-scale works with orchestral accompaniment. The Trinitones regularly help to contribute to the cultural life of the School through concerts and other performance opportunities throughout the year.

*This class rehearses twice each week in the evenings, which makes attending rehearsals accessible to all students.*

## **AP Music Theory**

AP Music Theory is designed to develop a firm foundation in the mechanics of music for the continued study of both the performer and music scholar. Students learn the basics of musical language, including reading music notation, harmonic analysis, and part writing — which leads to a thorough understanding of music composition and theory. Students master ear training skills and skills required for sight reading musical literature. This course also challenges students to compose original pieces by developing technical skills using the latest in music notation software.

*A consultation with the instructor is required before taking this course.*

## **Music Composition**

This full-year course builds on the concepts learned in either Introduction to Music Composition or AP Music Theory. Students will take a deep dive into the musical language of classical composers like Mozart and Beethoven. Particular emphasis will be given to the analysis of classical sonata form. After a thorough harmonic analysis of various sonatas by Mozart, students will attempt to compose their own sonata in the classical style. Students will also learn to arrange their sonatas for string quartet and brass quintet.

*Consultation with the instructor is required before taking this course.*

## **Advanced Music Composition**

Advanced Music Composition is similar to Music Composition, but is taught at a more challenging level. Students will primarily work on a project called The Evolution of Musical Style Using Theme and Variation. This consists of taking thematic material from an already existing Gregorian chant and demonstrating how one theme can be present in five various styles or eras of music. Students will compose pieces using the Renaissance imitative style of Palestrina, the Baroque fugal style of Bach, the Classical sonata style of Mozart, the Romantic waltz style of Chopin, and a neo-classic modern style of their own, all while using the same theme from the Gregorian chant. This proves to be an excellent exercise in music history as well as compositional technique.

*A consultation with the instructor is required before taking this course.*

## **Yearlong Courses in the Visual Arts**

### **Digital Storytelling**

This course is for students who want to further explore the creative and technical process of digital storytelling. This highly collaborative, experiential class provides students the opportunity to explore many facets of video production. While conducting interviews, exploring shot composition, understanding lighting, utilizing sound and soundtrack, and mastering the invisible art of editing, students learn to shape digital imagery to move an audience.

### **Modern Media**

Modern Media is offered to students who have completed an introductory video class and are inclined to master skills in video production. Students are afforded the opportunity to devote their creative interest to digital projects of their own design, while also managing requests for “client” work. These requests will come directly from the Offices of Communications, Advancement, and Admissions, and includes the bi-weekly production of Trinity-Pawling Sports Nation (TPSN). Curiosity and creativity drive the curriculum, while collaboration, problem solving, and time management come into play as students develop skills to deliver digital content under a deadline.

### **Independent Study in Documentary Film**

This independent study will explore the various techniques and strategies required to build a successful documentary film. There will be weekly video and editorial exercises, and films will be screened to stimulate discovery. By the end of the Fall

Term, students will have created the basic assets needed (on-camera interviews and supplemental footage) to produce their own documentary film. During the Winter Term, students will tackle the invisible art of editing and organization. The process will be time consuming but essential — they will “trim the fat” to discover the heart of the story. B-roll will continue to be gathered, and a rough-cut will be in place by the end of the term. During the Spring Term, students will synthesize A-roll, B-roll, soundtrack, and make their final editing choices. The process will be complete once students have produced their short film for presentation, screening, and critique.

## **Photography (ORS)**

Photography is a course designed to teach the science and artistry behind digital and analog cameras. We will begin with digital photography: exploring lenses, focal lengths, exposure technique, white balance, and the visual artistry of photography. On field trips and through assignments, students will practice photographing architecture, monuments, religious sites, landscapes, and natural processes. Students will learn to work with photo editing software such as Photoshop. As the class progresses, students will start using analog cameras and learn the craft of developing pictures in a darkroom. The course will cover the science of perception, the psychological reception of photography, and the lives and techniques of notable photographers. Visits to photographic locations and galleries throughout Dutchess County and the greater New York region will be possible.

## **Digital Media (ORS)**

This course explores graphic design, animation, digital painting and illustration, and motion graphics. Students will emerge capable of designing, painting, documenting, and presenting their artistic, academic, or athletic work in a unique format that promotes their goals and talents. As a class, students will explore ways of infusing personality, humor, and inner vision into their digital creations. Students will use such programs as Adobe Photoshop, Illustrator, InDesign, Lightroom, and Animate, as well as user-friendly websites for publishing artwork. Students will explore those programs through the perspective of a photographer, graphic artist, web designer, entrepreneur, animator, and publisher.

## **AP Art History**

In AP Art History, students will observe and learn about artworks from prehistoric to contemporary eras. Spanning over six continents and millennia of human existence, students will read, discuss, analyze, and synthesize major works of art and the historic context around each of them. This course is heavy on memorization and students will be asked to know and understand over 250 images. In addition to learning the individual artworks, as a class students will explore the mediums that these artists use. The studio aspect of this course is unique to Trinity-Pawling and builds richer meaning and understanding of the works we see.

## **AP Studio Art**

A portfolio is a tool that artists use to navigate the creative industries. This course will lead students to develop a college-level art portfolio that highlights their most creative, original, and successful pieces of 2 and 3-dimensional artwork. Students will finish the course with a complete portfolio that can include painting, illustration, sculpture, pottery, collage, mixed media assemblage, and art installation. Students will engage in active research, field trips, and innovative workshops throughout the year to explore real-life applications of modern and historic art forms. This course is designed for ambitious artists who intend to study art in college or create independent exhibitions.

*Prerequisites: previous art classes or permission of instructor.*