

Trinity-Pawling School

# COURSE GUIDE

2025-2026





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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 complete:

- 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

# 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. *These courses are subject to availability.*

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## Trimester Courses

### Introduction to Robotics

Design, build, and program robots to complete specific goals. They should have an understanding of fundamental programming concepts and how to apply them.

### Introduction to Programming and Microcontrollers

This course introduces students to programming and microcontrollers through hands-on, project-based learning. Instead of following a structured curriculum, students will define their own projects, identify the necessary components, and learn programming and circuit design by troubleshooting and iterating on their designs. The focus is on practical application, problem-solving, and exploration rather than step-by-step tutorials.

### 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.

## Yearlong Courses

### Software Engineering Studio

Students will work collaboratively to deliver a fully functional application. The class will cover the complete software development lifecycle, including gathering requirements from stakeholders, designing concepts, planning the application architecture, implementing and testing the code, and finally, delivering and deploying the product.

While refining their programming skills, students should finish the course with a complete understanding of what it takes to deliver a software application, introducing them to topics such as version control, development methodologies, software testing and deployment strategies, and the importance of iterative improvement throughout the development process. *Introductory programming skills required.*



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 and 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.

## **Creative Writing (Fall Term)**

This course examines the creative writer that is in every student. Through a course of individual writing practices, each student will learn the basic writing techniques of playwriting, screenwriting, and poetry, to name a few. Students will examine their own creative style of writing in hope of nurturing their own freedom of expression. Through mentorship, each student will leave this course with their own body of work. *There is no prerequisite for this course, however a recommendation from faculty of the Trinity-Pawling English Department is preferred. May be taken for Art OR English credit.*



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:** Leadership and Citizenship in World History → Entrepreneurship and the Environment in World History → United States History

**Honors:** Leadership and Citizenship in World History Honors → Entrepreneurship and the Environment in World History, Honors → Advanced Placement American History → AP Macro or Micro Economics OR Honors Modern European History

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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.

## **Entrepreneurship and the Environment in World History**

This course is the second part of Trinity-Pawling's two-year world history sequence. In this class students will examine world history through the lens of entrepreneurship and man's relationship with the environment. How do humans utilize the environment and interact with one another to survive and prosper? Students will explore economic relationships, and the resulting environmental impacts, technical developments, and the resulting responses. This class will focus primarily on the time frame 1500 to the present. 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.

## **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.

## **Economics**

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 will learn to view the world through an economist's point of view by taking on the roles of entrepreneurs, resource owners, the government, and the Federal Reserve during interactive activities, discussions, and debates. Governmental policy will also be explored in relation to taxation, inflation, unemployment, and debt. Students will have the opportunity to explore the stock market and chart the progress of their investments. We will also cover the fundamentals of personal finance, including budgeting, long-term investing, credit cards, and common pitfalls to avoid.

## **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.

## Europe in the 20th Century Honors (Full Year)

This yearlong class investigates the tumultuous history of Europe from 1918 onwards. The continent that thought itself the pinnacle of human achievement was instead the battleground of poisonous ideologies for the greater part of a century. To understand why is the goal of the course. Major topics include WWI, the rise of fascism and communism, WWII, the twin disasters of the Holocaust and Stalinist repression, the Cold War, the revolutions of 1989, and the road to European integration. We will use current events as regular touchpoints to check our understanding of "how we got here." Students will be working hard on skills needed to succeed in similar courses in college; effective note-taking, research, reading, and scholarly writing will all be vital to our work.

## Civil Rights Independent Study: Civil Rights from 1920s to the Present

The goal of this course is to examine the development and evolution of the Civil Rights movement from the end of WW II to the present, using the ideas expressed in *The Sword and The Shield* by Peniel Joseph. Students will explore Joseph's definitions of citizenship and dignity and see how these ideas can be used to construct a framework to understand the Civil Rights Movement. In doing so, the students will be able to understand the many different approaches to Civil Rights and how these are rooted in the geographic and cultural differences that make up the United States.

## Trimester Courses

### Constitutional Law (Spring Term)

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 (Fall Term)

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 (Winter Term)

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 (Spring Term)

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 (Fall Term)

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 proceeding 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 (Winter Term)

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 (Spring Term)

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.*

### **Art History: The Movement of People: Exploring Art and Culture (Fall Term)**

This thematic art history class will delve into the representation of physical movement in art as well as the broader movements of cultures worldwide, including mass migration and refugee crises. Students will explore how artists have portrayed the dynamics of human movement throughout history, examining the cultural, social, and political contexts that influenced these artistic expressions. This course is designed for juniors and seniors. *May be taken for Art OR History credit.*

### **Art History: Pigment of Your Imagination: Exploring Color in Art History (Winter Term)**

This thematic art history class will focus on the role of color, pigment, paint, and color theory in art throughout history. Students will explore how artists across different periods and cultures have utilized color to convey meaning, emotions, and cultural significance. The course is organized thematically rather than chronologically, allowing students to trace the evolution of color in art. This course is designed for juniors and seniors. *May be taken for Art OR History credit.*

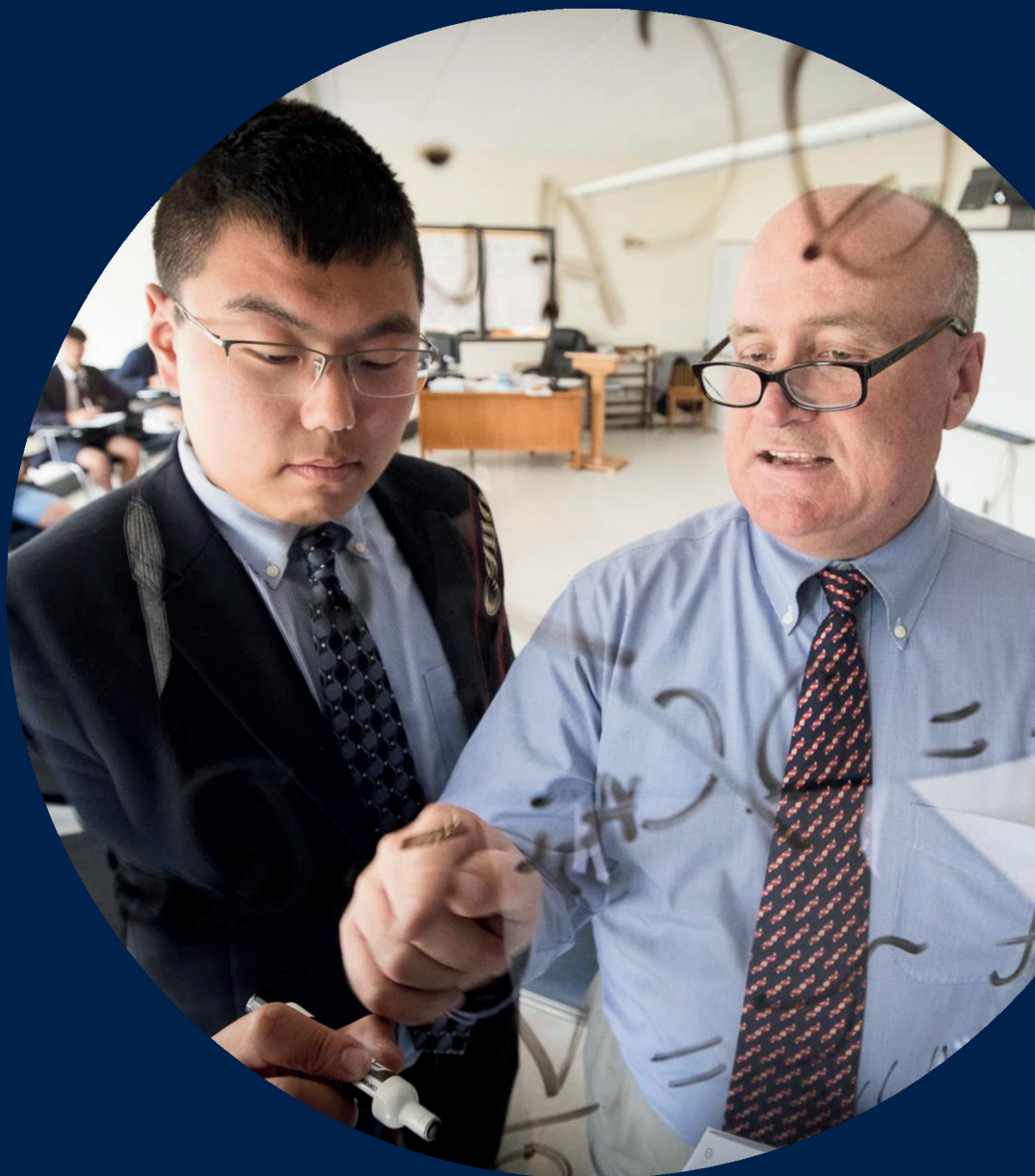
### **Art History: Curate and Captivate: Mastering the Art of Museology (Spring Term)**

This dynamic art history class will immerse students in the world of museum studies, exploring curatorial procedures, famous art exhibitions, and hands-on experiences in organizing and curating an art show. Through a combination of classroom discussions, field trips, and practical exercises, students will gain insight into the behind-the-scenes work of museums and galleries. Finally culminating in a large curated exhibit displayed around campus. This course is designed for juniors and seniors. *May be taken for Art OR History 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 1 Honors is similar to Algebra 1, but the pace is faster and the content is somewhat deeper. Algebra 1 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

Chinese 1 is a beginner-level class that helps students develop a basic knowledge of the Chinese language. Starting with exploring the function of pinyin and tone marks, students build an understanding of Mandarin pronunciation. Chinese 1 includes 15 different learning topics. Through learning each topic, students gain various opportunities to improve their pronunciation, expand their vocabulary, and begin to form basic Chinese sentences. After completing the 15 learning topics, students are able to apply vocabulary in different structures to make more complex sentences and to improve their interpersonal speaking proficiency. During this process, speaking Chinese using different forms in class helps students increase their speaking skills. Reading short dialogues written in familiar pinyin provides students with valuable language input to grow their comprehension ability. Listening exercises with short sentences train students to become familiar with the correct pronunciation, tone of voice, pitch, accent, word stress, and vocabulary. Students are also exposed to basic characters which helps them learn to write in Chinese as well.

### Chinese 2

Chinese 2 strengthens students in the four areas of language acquisition for a more in-depth Chinese language learning experience. Building upon mastering the function of pinyin and tone marks, the basic language structures, vocabulary, and simple conversations they learned in Chinese 1, Chinese 2 focuses on improving student pronunciation, expanding vocabulary, and forming longer and more complex Chinese sentences via different forms. Listening to longer and more complex sentences that are given by the teacher trains students to become more familiar with the correct pronunciation, tone of voice, pitch, accent, word stress, and vocabulary. Translating English sentences back to Chinese by using pinyin helps students develop the proper logic for writing Chinese sentences. Reading short dialogues written in pinyin and characters provides students with valuable language input to grow their comprehension. Because students are exposed to more characters, memorizing them is a key component to success in Chinese 2. Additionally, students start exploring Chinese holidays and cultural pieces. They are able to learn how the Chinese students on campus celebrate the holidays in China.

### Chinese 3

Chinese 3 is an intermediate class that supports students as they transition to becoming higher-level Chinese language users. Through learning different short narratives written in both pinyin and characters that increase in length and complexity over time, students increase their knowledge of different sentence structures and vocabulary to build stronger literacy skills. The different sentence structures and vocabulary also provide students with opportunities to grow interpersonal and presentational proficiency. Listening and writing practices continue to help students become familiar with the correct pronunciation, tone of voice, pitch, accent, word stress, and vocabulary. Students have opportunities to use pinyin and characters to convey meaning and write about simple thoughts with provided prompts.

## Chinese 4

Chinese 4 is an advanced class that supports students to reach a proficient level of applying the Chinese language. Through learning different long narratives written with complex sentence structures and advanced vocabulary in both pinyin and characters that increase the complexity over time, students are able to increase their knowledge of different sentence structures and vocabulary to build stronger literacy skills. The different sentence structures and vocabulary also provide students with opportunities to grow interpersonal and presentational proficiency. Listening and writing practices continue to help students become familiar with the correct pronunciation, tone of voice, pitch, accent, word stress, vocabulary, and syntax. Students also have opportunities to use pinyin and characters to record meaningful thoughts with provided prompts.

## Chinese 5

Chinese 5 is an advanced class that helps students reach a very high level in applying the Chinese language. Students decide the areas of language acquisition they would like to focus on learning or increasing. The teacher supports students to reach their goals while remaining focused on skill development and language acquisition.

## 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.

## **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**

Throughout the fall term in this new Spanish class, students will begin making very simple Hispanic dishes and will learn targeted cooking vocabulary and the cultural contexts and culinary traditions that surround each dish. We will explore different recipes from Latin American countries and Spain and the cultural context that defines both production and the proper enjoyment of each dish. As students prepare and enjoy each dish, they will engage in clear multidirectional linguistic communication, presentation, and etiquette, all while using the target language. During the winter term, students will engage in a hands-on theater workshop. Throughout the course students will create and modify appropriately challenging scripts based on targeted vocabulary and useful real-life scenarios. We will explore different genres and will utilize different spaces on campus as appropriate. Students will use the Spanish language to engage in multidirectional communication in the areas of acting, lighting, prop use, costume design and makeup. The goal is for students to continue to acquire new, high-frequency vocabulary and to use it for genuine communication. During the spring term students will recreate a traditional spring or summer solstice-based Hispanic festival. This will require the students to learn new vocabulary needed to be able to design and construct the elements of the festival using the target language. When construction is complete, students will teach the rest of the Spanish language students about the festival and invite them to join in the celebration.

## **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 a newly re-envisioned Spanish 3 class for the 2025-2026 school year, students will begin making more complex Hispanic dishes and will learn targeted cooking vocabulary and the cultural contexts and culinary traditions that surround each dish. We will explore different recipes from Latin American countries and Spain and the cultural context that defines both production and the proper enjoyment of each dish. As students prepare and enjoy each dish, they will engage in clear multidirectional linguistic communication, presentation, and etiquette, all while using the target language. Building on the novice-level course, this



course will be more presentational in nature and will require students to create and record a cooking demonstration. During the winter term, students will engage in a hands-on theater workshop. Throughout the course, students will create increasingly challenging scripts based on targeted vocabulary and useful real-life scenarios. We will explore different genres and will utilize different spaces on campus as appropriate. Students will use the Spanish language to engage in multidirectional communication in the areas of acting, lighting, prop use, costume design and makeup. Continuing to build on the previous novice version of the course, the goal is for students to continue acquiring new, high-frequency vocabulary and to use it for collaborative dialogue with their teacher and partners in the creative process. During the spring term students will recreate a traditional spring or summer solstice-based Hispanic festival. This will require the students to learn new vocabulary needed to be able to design and construct the elements of the festival using the target language. When construction is complete, students will teach the rest of the Spanish language students about the festival and invite them to join in the celebration. This course builds on the novice version, but will also require students to produce a short documentary on both the festival itself and on the design and construction process. All four modes of communication, reading, writing, speaking, and listening will be required to complete the course.

## **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

### Ethics (Fall or Winter Term)

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 (Winter or Spring 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, Singer, and Yuval Noah Harari, we will seek wisdom from ages past in order to unlock a powerful life in the present.

### Ecotheology (Fall or Spring Term)

Ecotheology explores the relationship between God, humans, and the natural world. Throughout the term, the class examines the ethics of environmental stewardship and the idea that we share a deep kinship with the natural world. To find that kinship, we'll explore the beauty of the natural world, theophany, animism, religion, epiphany, and the value of trees, rocks, and water. Additionally, we'll explore the question: has technology alienated us from our natural environment and how do we get back to the “rooted life?” Overall, the aim is to equip students with a language and understanding of the importance of ecological connection to the natural world via religion and spirituality.

### World Religion (Fall or Spring Term)

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.

## **Sports Ethics (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 (Winter Term)**

*May be taken for History OR Religion credit*

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.

## **History of Race in Sports 2 (Spring Term)**

*May be taken for History OR Religion credit*

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.





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 many courses, and students can advance their studies in several trimester elective courses. Advanced Placement courses include AP Biology, AP Chemistry, AP Physics 1, AP Physics 2, AP Physics C, and AP Environmental Science. Beyond the classroom, students with an affinity for scientific work can further their interest in clubs or independent studies. 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 in science, including at least one course in each of physics, chemistry, and biology.

## Course Sequences

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

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

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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 junior 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 (Science 8) is 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 are 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, and electricity/magnetism. The curriculum is project-based with a strong emphasis on discovery learning.

## 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. *Prerequisite: Algebra 1.*

## 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. Frequent experimentation provides hands-on experience in standard laboratory procedures and requires preparing written reports of experimental observations. Students are frequently expected to study new material before class in order to participate in class discussions. This course also serves as a primer for Advanced Placement Chemistry. *Prerequisite: Algebra 1.*

## 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 are 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 Advanced Placement Biology course, which is usually the recommended next course for Biology Honors 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.

*Prerequisites: Biology and Chemistry*

## **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 eleven 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.

## **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. *Prerequisite: Algebra 2 and Chemistry (preferably Honors)*

## **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.

*Prerequisite: Chemistry and Biology*

## **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 in daily discussions 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. *Prerequisite: Algebra 2. Completion of Biology and Chemistry is 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 fluids and fluid dynamics. All enrolled students are required to take the AP Exam. *Prerequisites: Concurrent enrollment in or prior completion of Pre-Calculus*

## 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. All enrolled students are required to take the AP Exam. *Prerequisites: One physics course, AP Calculus AB*

## Trimester Courses

### Ecology (Fall Term)

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 (Winter Term)

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 (Spring Term)

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 (Fall, Winter, Spring Term)

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.

### Middle School Art (Fall, Winter, Spring Term)

In our Middle School art classes, students explore various mediums and subject matters through engaging projects that foster creativity and collaboration. We work in a wide array of mediums and subject matters. Assignments range from artist inspired projects to independently developed ideas. Each project emphasizes teamwork, problem-solving, and patience, providing a well-rounded artistic experience. Every Middle School student will walk away with a foundational level of understanding in the visual arts while being exposed to art history and cultural conversations.

### Middle School Theater Practices (Fall, Winter, Spring Term)

This course introduces students to the Theater Arts through a myriad of exercises, games, and project-based lessons that offer the students the opportunity to further their confidence in theatrical performance. With the use of performing, playwriting, and directing foundations, every student will leave the course with a strong sense of who they are in the performing arts.

## Trimester Courses in the Performing Arts

### Introduction to Public Speaking (Fall, Winter, or Spring Term)

Introduction to public speaking principles offered to Upper School students who are eager to learn basic, foundational skills to become a more confident speaker in public settings. A student who takes this course will learn lessons which will scaffold a keener understanding of who they are and how they communicate their point-of-view to the ever-changing landscape of young adulthood. Projects will include interview and research projects, personal narrative exercises, and persuasive tactics and practices. It is expected that every student will speak in every class to ensure their process-oriented work is improving class-by-class.

*There is no prerequisite for this course.*

## Advanced Public Speaking (Spring Term)

This Advanced Public Speaking course will continue upon the principles taught in the Introductory Public Speaking course, however, it is designed for those students who want to take their speaking skills to the next level. Each student will outline for themselves a creative trajectory through project-based learning endeavors that continue to build upon themselves throughout the course. The projects will include classic debate skill building, commercial copy exploration, and political speech research. Each student will be required to offer a “Chapel Talk” as a culmination of their work in this course. Also, every student will workshop various speech techniques to gain more confidence in speaking publicly. Again, this will be a course where every student should be prepared to speak in every class. *Prerequisite: Introduction to Public Speaking*

## Improvisation and Sketch Comedy (Spring Term)

This course is a basic-level course which introduces Upper School students to improvisational techniques and comedic acting. Throughout this course, the students will examine what makes these styles funny and why they are widely celebrated and still used in pop-culture today. Through theater games, comedy exploration, and research each student will learn fundamentals of improvisation and writing sketch comedy. The students will learn how to think on their feet, how to adjust to heightened situations, and simply say YES to risk taking. *There is no prerequisite for this course.*

## Creative Writing (Fall Term)

This course examines the creative writer that is in every student. Through a course of individual writing practices, each student will learn the basic writing techniques of playwriting, screenwriting, and poetry, to name a few. Students will examine their own creative style of writing in hope of nurturing their own freedom of expression. Through mentorship, each student will leave this course with their own body of work. *There is no prerequisite for this course, however a recommendation from faculty of the Trinity-Pawling English Department is preferred. May be taken for Art OR English credit.*

## Advanced Theater Practices (Winter Term)

This Advanced course will further explore the foundation of acting and theater performance. Through the use of scenes, monologues, and published American plays each student will explore a variety of acting styles and techniques to further their artistic expression. Each student will be required to perform in the Winter Production and/or take on a major leadership role in the Theater Department. Also, this course will give a brief overview of college training opportunities and a more informed roadmap for each student's artistic pursuits beyond Trinity-Pawling. *Prerequisite: Middle School Introduction to Theater Practices or permission from the Director of Theater.*

## Introduction to Instrumental Music (Winter Term)

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 (Spring Term)

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 (Fall, Winter, or Spring Term)

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.

## Sculpture (Winter Term)

Sculpture 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.

## Woodworking (Fall, Winter, or Spring Term)

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.

## Photography (Fall, Winter, or Spring Term)

This one-trimester course in Photography familiarizes the student with the digital camera technology, editing techniques, and the artistry of image-making. First, learning the interaction between the elements of exposure, focal length, and shutter speed, the student becomes proficient in revealing detail and form. Eventually, the fundamental mechanics enable the student to capture the motion or emotion of a subject. This class will teach Adobe Photoshop, Lightroom, and will include at least one field trip to a regional landmark or photographic exhibit. A student who continues beyond one term can explore 35mm film and darkroom practices, should their interest lead them there.

## Digital Media: Photoshop (ORS, Fall Term)

This trimester course will teach students how to use Adobe Photoshop. Because it is one of the industry standard pieces of software, learning Photoshop will allow students to manipulate photographs with the same tools used by photographers, graphic designers, and all manner of hobbyists worldwide. Those students who already have experience with the software can continue to push their skills, and students are welcome to take this class more than once.

## Digital Media: Illustrator (ORS, Winter Term)

This course will guide students through the fundamental tools and techniques needed to create professional vector graphics using Adobe Illustrator. Among other things, students will learn to design logos, work with typography, and develop intricate patterns. Through hands-on projects and constructive

feedback, students gain valuable skills that can be applied to various fields, from graphic design to digital media. By the end of the course, students will have a solid understanding of Adobe Illustrator and a portfolio of work showcasing their work.

## **Digital Media: Premiere Pro (ORS, Spring Term)**

This one-trimester course provides students with a comprehensive introduction to Adobe Premiere Pro, a leading video editing software used by professionals in the industry. Students will develop a strong foundation in the essential skills of video editing, including cutting and assembling clips, adding transitions and effects, working with audio, and exporting final projects. Through a series of hands-on projects, students will learn to create compelling narratives and visual stories, enhancing their technical proficiency and creative abilities. By the end of the course, students will have a portfolio of edited videos showcasing their skills with Adobe Premiere Pro and their ability to produce high-quality digital content. This course is ideal for students interested in film, media, and digital arts, offering valuable skills applicable to various creative fields.

## **Studio Art: Drawing (ORS; Fall, Winter, or Spring)**

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.

## **Studio Art: Drawing and Painting (ORS - Fall, Winter, or Spring Term)**

In the One Room Schoolhouse model, drawing and painting 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 course, students will have knowledge in painting techniques and mediums such as watercolor, gouache, oil, ink, and pencil. At the completion of this course, students will have the foundation level of skills to pursue either drawing or painting.

Intermediate students will build upon their knowledge by expanding upon subject matter (portrait, still life, landscape), as well as materials. Students will learn a plethora of new mediums and styles of drawing throughout this term. 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, allowing them to take a deep dive into understanding and developing techniques and skills used in contemporary art making. 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.

## **Studio Art: Ceramics (ORS - Fall, Winter, or Spring Term)**

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 previous knowledge learned from Introduction to Sculpture. 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.

## **Art History: The Movement of People: Exploring Art and Culture (Fall Term)**

This thematic art history class will delve into the representation of physical movement in art as well as the broader movements of cultures worldwide, including mass migration and refugee crises. Students will explore how artists have portrayed the dynamics of human movement throughout history, examining the cultural, social, and political contexts that influenced these artistic expressions. This course is designed for juniors and seniors. *May be taken for Art OR History credit.*

## **Art History: Pigment of Your Imagination: Exploring Color in Art History (Winter Term)**

This thematic art history class will focus on the role of color, pigment, paint, and color theory in art throughout history. Students will explore how artists across different periods and cultures have utilized color to convey meaning, emotions, and cultural significance. The course is organized thematically rather than chronologically, allowing students to trace the evolution of color in art. This course is designed for juniors and seniors. *May be taken for Art OR History credit.*

## **Art History: Curate and Captivate: Mastering the Art of Museology (Spring Term)**

This dynamic art history class will immerse students in the world of museum studies, exploring curatorial procedures, famous art exhibitions, and hands-on experiences in organizing and curating an art show. Through a combination of classroom discussions, field trips, and practical exercises, students will gain insight into the behind-the-scenes work of museums and galleries. Finally culminating in a large curated exhibit displayed around campus. This course is designed for juniors and seniors. *May be taken for Art OR History credit.*

## **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.

## Desktop Publishing/Yearbook

This course is designed to develop students’ skills in yearbook production by providing experiences in selected aspects of yearbook production. Students learn basic principles of yearbook production and develop skills that include writing copy, captions and headlines; digital photography; this includes the basics of photography, camera usage, compositional skills, desktop publishing, and using appropriate technology tools for media production. A special emphasis will be on staying organized, teamwork, critiquing, editing, and meeting authentic deadlines.

## 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.*

Trinity-Pawling School

# CENTER FOR LEARNING ACHIEVEMENT COURSES





# Center for Learning Achievement

Those students with neuropsychological evaluations and/or educational testing (19% of the student body) will be assessed and enrolled into the specific program that will best serve their academic support needs.

## Sequence of Courses

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

**LEAD 2nd Year: Analytical Writing**

## Reading Comprehension

The first year of the LEAD (Language through Enrichment, Analysis, and Development) 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.





### **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.

# TEACHING AND LEARNING THE TRINITY-PAWLING WAY

Trinity-Pawling's distinctive programs are purpose-built for boys to develop problem-solving skills, promote interdisciplinary exploration, and provide engaging opportunities for teamwork and camaraderie.

## WINTERSESSION

Wintersession is an intensive, two-week, student-centered learning session, held between Thanksgiving and Winter Break, where students' sole focus is their Practicum for Civic Leadership activities.

## THE PRACTICUM

### WINTER PROJECT

**Who participates?**  
7th-10th Graders

**How does it work?**

Students select from 12-15 project offerings — each project has been created to include two of the Institute themes. Two interdisciplinary faculty advisors create the projects and oversee the student group.

**Examples:**

Maple sugaring; Art and entrepreneurship of shoes; Climate change resilience; Leadership in coaching; Ancient battle reenactment; Golf range development on campus

### GLOBAL COLLABORATIVE CHALLENGE (GCC)

**Who participates?**  
11th Graders and Postgraduates

**How does it work?**

Students are randomly placed into groups of five or six. Each group chooses an Institute theme in which to focus, selects a topic of national or global interest, and then offers a solution through a 12-minute collaborative presentation to a faculty panel.

**Examples:**

NIL governance; Gun control; Endangered species; Renewable resources; NASA funding; Global conflict and world peace; NCAA transfer portal; Colorado River

### SENIOR INDEPENDENT PROJECT (SIP)

**Who participates?**  
12th Graders and Postgraduates

**How does it work?**

Students identify an area of personal interest that is aligned with one of the four Institutes. Each student creates a product that reflects his learning and engagement in the chosen theme or topic, and presents his product to his faculty mentor and a group of his peers.

**Examples:**

Compose, perform, and produce a jazz album; Produce an original short film; Host a charity lacrosse game; Data analysis of the Colorado Congressional race



## THE INSTITUTES FOR ACTIVE LEARNING

LEADERSHIP • CITIZENSHIP • ENTREPRENEURSHIP • ENVIRONMENTAL STEWARDSHIP

During Saturday Programming each week, instead of classes, all students participate in dynamic, hands-on learning experiences that are focused on one of the four Institutes for Active Learning: Leadership, Citizenship, Entrepreneurship, or Environmental Stewardship. The activities based on these four cornerstones propel the development of other critical skills for 21st-century learners, including communication, collaboration, creativity, character building, critical thinking, service, and self-awareness. Together, they hold the key to the future of boys' education.



*"Trinity-Pawling not only provided me with opportunities for leadership, but also instilled in me the importance of initiative and community involvement. The School's influence has been foundational in my growth, shaping my aspirations and preparing me for future challenges." — Hunter Baran '25*

### **Questions? Reach Out!**

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