Trinity-Pawling School

COURSE GUIDE

2026-2027



www.trinitypawling.org

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Graduation Requirements *(Adopted for the 2025-2026 Academic Year)*

These graduation requirements will be required for all students entering the School for the 2026-2027 academic year and beyond.

With the objective of graduating well-rounded young men, Trinity-Pawling students must complete a minimum of **128 credits** in 8 disciplines to earn their diplomas. A full-year course is worth 6 credits; a single-term course is worth 2 credits. A Trinity-Pawling graduate must earn:

- **English:** 24 credits (4 full years)
- **Mathematics:** 18 credits (3 full years)
- **Science:** 18 credits, including at least one course in each of physics, chemistry, and biology (3 full years)
- **History:** 18 credits, 6 of which must be United States history (3 full years)
- **Modern Languages:** 18 credits or completion of level 3 of a language. English Mastery Program and LEAD students are exempt from this requirement. (3 full years)
- **Visual and Performing Arts:** One trimester of art taken at Trinity-Pawling is required for each year a student attends the school. Students attending for two or more years must take at least one course in the visual arts and one in the performing arts.
- **Religion:** 2 credits (1 trimester)
- **Electives:** 22 credits from among any courses offered
- Passing grades in the **Practicum for Civic Leadership** (postgraduates may choose to complete either a GCC or SIP to satisfy their Practicum requirements)
- Passing grades in the **Institutes for Active Learning**
- Passing grades in the senior year for leading an **Institute** through the Winter Trimester.

NOTE: The prior graduation requirement for Modern Languages is 12 credits, and their graduation requirement for Visual and Performing Arts is a total of 6 credits.

Trinity-Pawling School

COMPUTER SCIENCE COURSES



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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.*

Trimester Courses

Computer Systems and Architecture (Fall Term)

In this course, students will explore how computers work from the inside out, examining the relationship between hardware and software. Students will learn about core components such as the CPU, memory, storage, and input/output devices, and learn how data moves through a system at a high level. The course also investigates operating systems and the critical role they play in managing hardware resources and enabling software to function. After building a conceptual understanding of modern computer systems, students will apply these ideas through hands-on exploration of systems ranging from desktop PCs to embedded systems.

Introduction to Robotics (Winter Term)

In this course, students work collaboratively in teams to design, build, and program robots to complete weekly engineering challenges. Through hands-on projects, students are introduced to a wide range of robotics concepts, including mechanical design, structural stability, gearing and motion, sensors, and programming logic. By the end of the course, students will have developed a strong foundation in robotics while building confidence in their ability to approach complex technical problems with a structured and innovative mindset.

Cybersecurity and Ethical Hacking (Spring Term)

In this course, students will explore how computer systems are protected and how they are attacked. Students will build foundational knowledge in networking concepts, learning how devices communicate and where vulnerabilities can arise, while also examining basic cryptography and how information is secured through encryption and hashing. The course will introduce common hacking techniques and security weaknesses from a defensive perspective, emphasizing ethical responsibility and real-world applications. By the end of the course, students will have a high-level understanding of modern cybersecurity principles and the mindset required to protect digital infrastructure responsibly.

Yearlong Courses

Introduction to Programming

Introduction to Programming is a foundational course designed to teach students how to think computationally and write effective code. Students will use the Python programming language to explore core concepts, including variables, data types, conditionals, loops, functions, and object-oriented programming, while learning how to break complex problems into logical, manageable steps. Through hands-on projects such as interactive programs and small applications, students will develop problem-solving skills, debugging strategies, and an understanding of how software is structured and built. This class will serve as a foundation that students can further develop in future advanced computer science courses.

Game Design and Development

In this course, students will explore the creative and technical aspects of video game development. Students will begin by analyzing and discussing successful games and what makes them engaging, looking at gameplay mechanics, storytelling, level design, and more. Students will apply these principles to designing and developing their own games using C# and the Unity engine. They will learn programming fundamentals, including object behavior, event handling, and input systems. From sprites to sound effects, students will complete their games by creating original audio-visual assets. Students will finish class with a completed game and a strong understanding of the artistic and technical aspects of game design.

Trinity-Pawling School

ENGLISH COURSES



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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.

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 Henriquez, 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.

Trimester Courses

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 Placement Courses

AP English Language

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

AP English Literature

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

Trinity-Pawling School

HISTORY COURSES



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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 the Modern World → United States History → Electives

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

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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 the Modern World

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.

Economics and Entrepreneurship

Economics and Entrepreneurship will allow students to gain an understanding of basic economic principles while also building entrepreneurial skills that will allow them to succeed in business. The Fall Term will be economically focused, as students will learn about topics ranging from scarcity and opportunity cost to supply and demand and types of market structures. Real world application will coincide with the curriculum in the classroom. The Winter Term will start by generating ideas for a new business with the ultimate goal of pitching their business to a panel of "sharks" in May. Students will complete a "Business Model Canvas" to help them work through various aspects necessary to start a new company. A key feature of the class will be bi-weekly interviews for students to ask experienced entrepreneurs questions about their startup process. In addition to the entrepreneurial spirit of the class, aspects of the new AP Business curriculum will be taught such as math, marketing, and business ethics.

World History: Ancient Civilizations (Honors)

This Ancient Civilizations course follows the development of human societies from first man-made monoliths to the fall of the Western Roman Empire in 476 CE. Beginning with early agricultural settlements like Çatalhöyük, students will explore the rise of the first river valley civilizations in Mesopotamia, Egypt, the Indus Valley, and China, examining state-building, religion, law, and social hierarchy. After this, the course will shift to the Bronze Age and the classical Mediterranean world, analyzing the political evolution of Greece and Rome, and the spread of Hellenism under Alexander the Great. Ancient global connections in history will also be studied through comparing Rome and Han China, the rise of Christianity, and the causes of imperial decline. The final unit emphasizes thematic analysis, culminating in a research-based capstone project. Throughout the course, students will engage deeply with primary source documents, DBQ writing, Socratic seminars, structural analysis and comparative historical studies to develop critical thinking and historical argumentation skills.

Advanced Placement Courses

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.

AP United States History

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

AP Art History

In AP Art History, students will observe and learn about artworks from prehistoric to contemporary eras. Spanning over six continents and millennia of human existence, students will read, discuss, analyze, and synthesize major works of art and the historic context around each of them. To perform well on the AP exam, students will be asked to know and understand over 250 works of art. In addition to learning the individual artworks, the class will explore the mediums that these artists use. This studio aspect of the course builds richer meaning and understanding of the works we see. *May be taken for History OR Art credit.*

Trimester Courses

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)

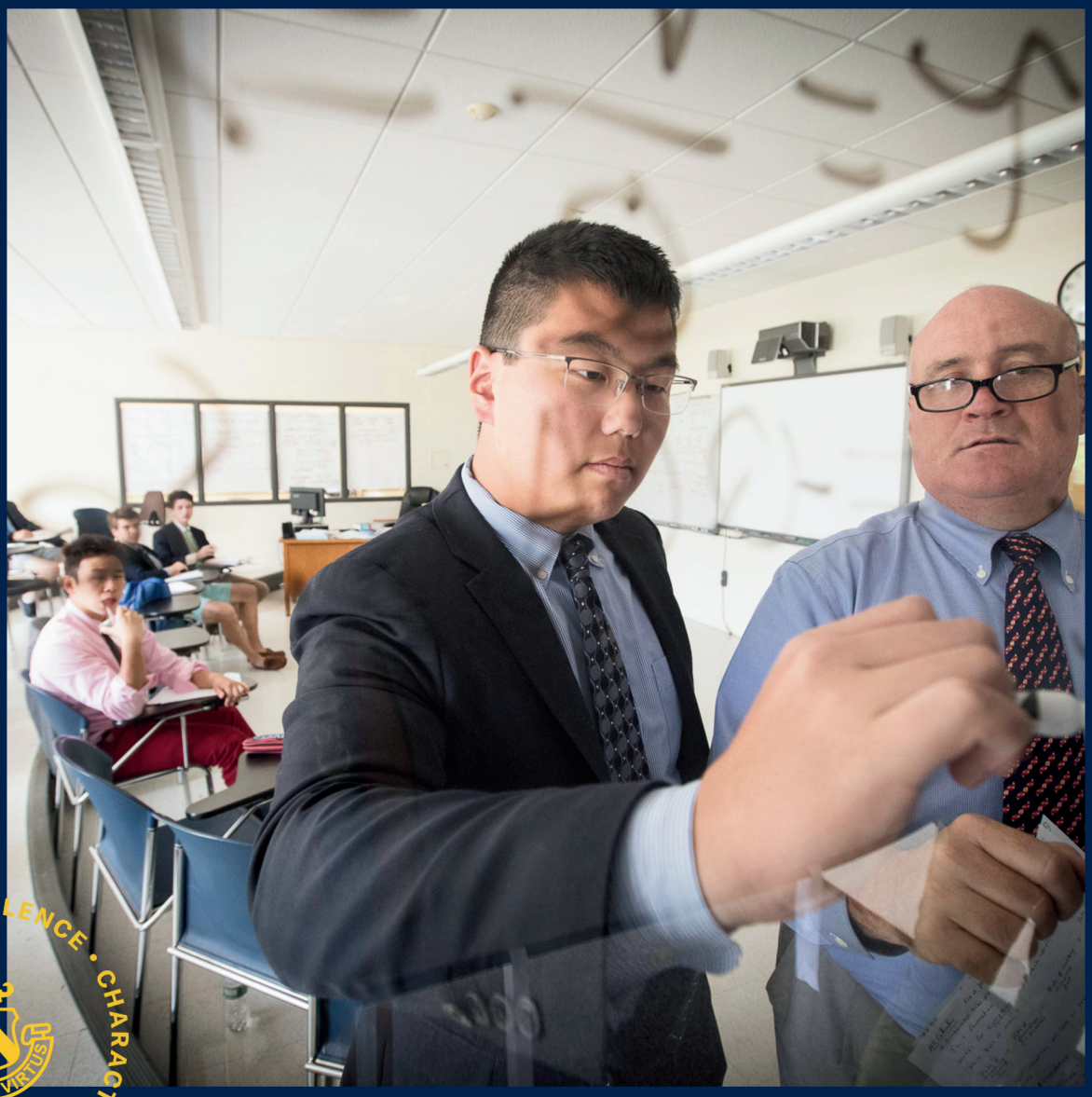
Athletes during the 1950s and 1960s were actively involved in Civil Rights issues, yet until very recent times, modern athletes of the post-Civil Rights generation were not as involved in social issues. Why? Recent events have challenged this notion, as many current sports figures are speaking out about 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.*

Contemporary History and Government: The Legislative Branch (Fall Term)
Contemporary History and Government: The Judicial Branch (Winter Term)
Contemporary History and Government: The Executive Branch (Spring Term)

Organized around the three branches of the federal government, the course explores the Constitutionally outlined structure and functions of each branch and asks students to examine how the federal government operates in real time. Drawing on primary sources, historical accounts, and a range of media sources, students will delve into how Constitutional questions of representation, power, checks and balances, appropriations, and rights play out day to day. Assessments will generally include presentations and papers. This class may be taken as a year-long course or as an individual trimester elective.

Trinity-Pawling School

MATHEMATICS COURSES



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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 3 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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Pre-Algebra

This course combines lessons from 7th and 8th grade math courses that all center on algebraic problem-solving. The course begins 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 will also have an introduction to geometric reasoning as it relates to problem-solving. The course will 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 work with inequalities through graphing and algebraic manipulation. Students will exit this course prepared to take Algebra 1 and/or Geometry.

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.

Business Math

This course provides students with a practical foundation in financial and managerial accounting while developing essential personal and organizational budgeting skills. Students will learn how businesses and individuals track financial performance, make informed decisions, and plan for future financial success.

The course begins with core financial and managerial accounting principles, including the accounting cycle, how to read financial statements, revenue and expense tracking, cost analysis, and the use of accounting information for decision-making. Students will then apply these concepts through budgeting, learning how to create, analyze, and adjust budgets for both personal and business contexts. Topics include debit/credit overview, income planning, fixed and variable expenses, cash flow management, and financial goal setting.

The course culminates in a Real-World Budgeting Project, where students design and present a comprehensive budget based on a realistic life or business scenario. This project requires students to research costs, justify financial decisions, manage constraints, and reflect on the long-term impact of their financial choices. By the end of the course, students will have developed practical financial literacy skills and a strong understanding of how accounting information supports effective planning and real-world decision-making.

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.

Advanced Placement Courses

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



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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

18 credits of Modern Languages are required, which equates to 3 full years of Modern Languages courses. English Mastery Program and LEAD students are exempt from this requirement.

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.

Advanced Chinese Literacy and Expression 1

This course supports students in deepening their understanding of Chinese characters by exploring their structure, radicals, stroke orders, and historical development. Through guided exploration of how characters are formed and how their components relate in meaning, students will build stronger recognition skills of Chinese characters and better comprehensive skills of Chinese literacy. This course also emphasizes the development of effective writing skills in Chinese. Students will learn to organize ideas clearly and logically, employ appropriate transitional phrases and connectors, and apply newly acquired vocabulary and grammatical structures in Chinese writing. By integrating character knowledge with writing practice, the course will also help students improve their interpersonal skills to communicate more effectively in Chinese.

Advanced Chinese Literacy and Expression 2

This course builds upon the literacy foundation established in the previous class while emphasizing expressive and communicative competence. Students will continue expanding their knowledge of Chinese characters while focusing on advanced vocabulary usage, idiomatic expressions, and nuanced meanings.

A major goal of this course is to increase speaking proficiency through active use of newly-learned words and expressions. Students will participate in discussions, presentations, and storytelling activities to strengthen pronunciation, fluency, and confidence. Students will also engage in the deeper reading of Chinese books and authentic texts (written with Chinese characters), analyzing themes, cultural references, and writing styles. Through reading, discussion, and reflection, students will refine their ability to interpret complex ideas and express personal opinions clearly in both spoken and written Chinese.

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 related to conversational topics such as hobbies and pastimes, school and home life, family, and travel. Students will also develop the capacity to begin reading and listening to texts and conversations about these topics and learn to express themselves in Spanish, both orally and in written form. This class is highly engaging, as it employs 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 those of citizens of the Spanish-speaking world.

Spanish 2

Throughout the fall term in this Spanish class, students will begin making very simple Hispanic dishes and will learn targeted cooking vocabulary, as well as the cultural contexts and culinary traditions associated with each dish. We will explore different recipes from Latin American countries and Spain and the cultural context that defines both the creation of 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 in the target language. Throughout the course, students will create and modify appropriately challenging scripts based on targeted vocabulary and realistic real-life scenarios. We will explore different genres and will utilize different spaces on campus (theater, MakerSpace, etc.) 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 primary 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 plan and organize 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 recreate the elements of the festival using the target language. When the construction is complete, students will teach other 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. At the 2 Honors level, students will further improve their command of all four areas of language acquisition — reading, writing, speaking, and listening. Through continued use of the storytelling and comprehensible input methods, we will ensure that students acquire high-frequency Spanish language concepts and skills successfully in the most engaging manner possible — as active learners. We will study short novels written for Spanish learners and use 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 and proficiency. 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 those of citizens of the Spanish-speaking world.

Spanish 3

In Spanish 3, students at the low intermediate level are introduced to Hispanic culinary culture as the central vehicle for language acquisition, using Comprehensible Input (CI) as the course's foundational methodology. Food is understood as a living cultural practice — a window into identity, memory, celebration, and history across Latin America and Spain — and students acquire high-frequency vocabulary and authentic language structures through doing, observing, and presenting rather than through explicit grammar instruction.

During the fall term, students build the essential vocabulary and cultural knowledge needed to prepare and discuss foundational Hispanic dishes, with emphasis on procedural language and on each dish as a

cultural artifact rooted in specific regional traditions and social contexts. During the winter term, students focus on traditional holiday foods, principally desserts and pastries, scripting, rehearsing, filming, and editing their own cooking demonstrations as part of a collaborative video series that reflects their growing command of formal oral production. During the spring term, students independently research and design their own cooking presentations, drawing on authentic Spanish-language media and engaging directly with native-speaker content rather than following teacher-assigned recipes.

All four modes of communication — reading, writing, speaking, and listening — are woven throughout the course, and the end-of-year assessment reflects the full range of vocabulary, cultural knowledge, and communicational skills students have acquired.

Spanish 3 Honors

In Spanish 3 Honors, students at the intermediate level are introduced to Hispanic culinary culture as the central vehicle for language acquisition and cultural inquiry. Using Comprehensible Input (CI) as its foundational methodology, this hands-on, kinesthetic course uses food as a lens for exploring identity, history, and society across Latin America and Spain, while developing a more conscious awareness of grammar, syntax, and register as tools for increasingly precise communication.

During the fall term, students enter the Hispanic kitchen for the first time, applying their existing language skills to procedural, sensory, and cultural contexts. Each dish is examined as both a culinary artifact and a historical document — tracing the social and economic conditions that produced it, the communities behind it, and its evolution in contemporary culture. During the winter term, students focus on traditional holiday foods, desserts, and pastries within broader social and historical narratives, producing a collaborative cooking video series in which they script, rehearse, film, and edit their own demonstrations entirely in Spanish. During the spring term, students independently research and present dishes of their own choosing, drawing critically on authentic Spanish-language media to analyze what each dish reveals about class, migration, colonization, indigenous heritage, and cultural resilience.

All four modes of communication — reading, writing, speaking, and listening — are woven throughout the course, and the end-of-year assessment reflects the full range of vocabulary, structural awareness, and cultural knowledge students have acquired.

Spanish 4

In Spanish 4, students at the intermediate level (B2) engage in a hands-on, project-based exploration of the arts using Comprehensible Input (CI) as the course's foundational methodology. Placing set construction at its center, students become active contributors to the theater department's productions while developing the vocabulary, communicational structures, and oral fluency of solid intermediate-level Spanish through purposeful, real-world collaboration.

During the fall term, students acquire the vocabulary and communication skills needed to design and build sets for the theater department's fall production, developing practical language around materials, tools, and project planning. During the winter term, they continue contributing to theater productions while beginning a collaboration with Spanish 5 Honors, exploring symbolism and visual communication in the target language. During the spring term, students take on the full role of set crew for the Spanish 5 Honors production, ensuring all structural and visual elements serve the larger meaning of the play — demanding the broadest and most complex use of language in the course.

Throughout the year, special emphasis is placed on communicational structures, oral production, and reading skills, and the end-of-year assessment reflects the full range of vocabulary and competence students have developed.

Spanish 5 Honors

In Spanish 5 Honors, students operating at the upper intermediate to advanced level engage in a hands-on, project-based exploration of theater and visual arts using Comprehensible Input (CI) as the course's foundational methodology. Building on the work of Spanish 4, this course places greater emphasis on each student's autonomy and collaborative skills, using the theater department's productions as the primary vehicle for developing communication across all its facets — oral, written, receptive, and presentational. A core goal of the course is to strengthen each student's existing abilities while systematically addressing their individual areas of growth.

During the fall term, students focus on designing and constructing a high-visibility set element for the theater department's fall production, documenting the creative and technical process through a "making of" video that serves as their term assessment.

During the winter term, set construction gives way to set design and theater workshop, as students take on a supervisory and collaborative role alongside Spanish 4 Honors while beginning rehearsals for their own end-of-year empathy play.

During the spring term, students rehearse both in and outside of class for a final theatrical production centered on real issues confronting Hispanic communities. Performed in collaboration with the theater department and actors from less resourced neighboring school districts, the play is designed to build genuine empathy across communities and to honor the depth and complexity of the Hispanic world through live performance.

All facets of communication are woven throughout the course, and the end-of-year assessment reflects the full range of linguistic ability, cultural understanding, and collaborative artistry each student has developed.

Trinity-Pawling School

RELIGION COURSES



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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.

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.

World Religion (Fall 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.

History of Race in Sports 1 (Winter Term)

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. *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 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. *May be taken for History OR Religion credit*

Trinity-Pawling School

SCIENCE COURSES



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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 that change from year to year. 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, 3 full years.

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.

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.

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 psychology's birth in 1879; various career options within the realm of psychology; scientific research techniques, including the differences b/w basic and applied research; and the brain's components and functions, nervous and endocrine systems. An exam or project will conclude this term. In the winter term, we will focus on social thinking and social influence; social relations; and nature and nurture as they relate to the development of intelligence, behavior, and personality. We may examine the causes and effects of stress and the promotion of physical and mental wellness. The spring term will be an opportunity for the class to choose topics to cover. Psychiatric diagnoses, psychoactive drugs, sleep, and motivation are examples. Assessments, homework, writing assignments, and projects will be undertaken throughout the year. Academic skills emphasized throughout each term will be critical reading and thinking, written expression, note-taking, collaborative learning, listening, and discussion skills.

Trimester Courses

Maple Sugaring (Winter Term)

This course builds on the momentum of several previous winter projects to introduce students to all aspects of maple sugaring. Students will explore each stage of syrup production, including tree selection, tapping, sap collection, and the transformation of sap into syrup through reverse osmosis and wood-fired evaporation. Because sap flow is highly dependent on weather conditions, the class will also include field trips to local maple farms, along with hands-on work managing the sugar bush and improving production systems for greater efficiency and output. As time permits, students will produce value-added goods such as maple candy and maple sugar. During peak sap flow, students will be actively engaged in the full process of converting sap into finished syrup. Students will come away from this course with a full understanding of how maple products are produced, and they will have the experience needed to produce it in the future.

Advanced Placement Courses

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*

Trinity-Pawling School

VISUAL AND PERFORMING ARTS COURSES



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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.

Graduation Requirements

One trimester of art is required for each year a student attends Trinity-Pawling. Students attending for two or more years must take at least one course in the visual arts and one in the performing arts.

Middle School Music

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

Middle School Art

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

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*.

Theater Practices (Fall Term)

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.

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.*

Digital Storytelling (ORS: Fall, Winter, or Spring Term)

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.

Yearlong Courses in the Performing Arts

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.

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.*

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.

Timber Framing (ORS: Spring Term)

As defined by North American standards, timber framing is the craft of building structures from timbers measuring at least 5” × 5”. In this class, students will learn this ancient craft - one that has served humanity for thousands of years and is now experiencing a revival after being nearly replaced during the Industrial Revolution. Each class will construct a structure that will serve a meaningful purpose on campus for decades to come. Using a simple set of hand tools typical of 17th- and 18th-century workshops, students will learn to read construction plans using the square rule method, lay out precise cut marks on timbers, and cut the joinery that brings each structure together. They will also hand-rive the wooden pegs used to secure each joint. Once the timbers are prepared, the class will raise the frame, giving students the satisfaction of having crafted a beautiful, functional structure that will benefit the broader community.

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 Design (ORS: Fall, Winter, or Spring Term)

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

Digital Storytelling (ORS: Fall, Winter, or Spring Term)

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.

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 term, students will have knowledge in painting techniques and mediums such as watercolor, 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, as well as materials. Students will learn a plethora of new mediums and styles of drawing throughout this term, and will expand upon portraiture, landscapes, and still life in 2D. 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.

Yearlong Courses in the Visual Arts

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 Art History

In AP Art History, students will observe and learn about artworks from prehistoric to contemporary eras. Spanning over six continents and millennia of human existence, students will read, discuss, analyze, and synthesize major works of art and the historic context around each of them. To perform well on the AP exam, students will be asked to know and understand over 250 works of art. In addition to learning the individual artworks, the class will explore the mediums that these artists use. This studio aspect of the course builds richer meaning and understanding of the works we see. *May be taken for History OR Art credit.*

Trinity-Pawling School

CENTER FOR LEARNING ACHIEVEMENT COURSES



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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

The Language through Enrichment, Analysis, and Development (LEAD) Program

LEAD 1st Year: Reading Comprehension and Composition 1
LEAD 2nd Year: Analytical Writing

Reading Comprehension

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

Composition 1

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

Analytical Writing

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

Executive Skills

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

English Mastery Program (EMP)

The English Mastery Program (EMP) is a two-year program that includes courses in Reading Comprehension, Composition 1, and Analytical Writing (see descriptions above), and supports English language learners through immersive, research-based instruction in vocabulary, grammar, reading, writing, and communication.

DISTINCTIVE PROGRAMS AT TRINITY-PAWLING

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

Trinity-Pawling School

PORTRAIT OF A GRADUATE

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.

Questions? Reach Out!

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