

# **TRINITY SCHOOL**

## **of Durham and Chapel Hill**



# **Upper School**

# **Course Selection Guide**

**2009-2010**

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# CONTENTS

<b>MISSION AND ACADEMIC POLICIES</b> .....	1-2
■ Mission ■ Graduation Requirements ■ Student Course Load	
■ Academic Honors ■ College Prep, Honors and Weighted Grades	
■ Add / Drop Policy	
<b>HUMANITIES</b> .....	3-4
■ Humanities 9: Ancient Civilizations	
■ Humanities 10: The Western World from Medieval to Modern Times	
■ Humanities 11: American Studies	
<b>ENGLISH &amp; HISTORY ELECTIVES</b> .....	5-7
■ Modern and Postmodern Literature ■ Shakespeare's Tragedies	
■ Independence and Intifada: A History of the Israeli-Palestinian Conflict	
■ Economics ■ Modern China ■ America in the 1960s	
■ Globalization and the World Economy	
<b>MATHEMATICS</b> .....	8-10
■ Algebra I ■ Algebra II ■ Honors Algebra II ■ Geometry ■ Honors Geometry	
■ Pre-Calculus ■ Honors Pre-Calculus ■ Honors Calculus	
■ Advanced Topics ■ Honors Advanced Topics	
<b>SCIENCE</b> .....	11-14
■ Physics ■ Honors Physics ■ Chemistry ■ Honors Chemistry ■ Biology	
■ Honors Biology ■ Honors Chemistry: The Chemistry of Energy	
■ Honors Chemistry: Biological Chemistry ■ Field Biology	
■ Anatomy and Physiology	
<b>LANGUAGE</b> .....	15-18
■ Latin I ■ Latin II ■ Latin III ■ Honors Latin IV-V	
■ Spanish I ■ Spanish II ■ Spanish III ■ Spanish IV ■ Honors Spanish V	
■ Introductory New Testament Greek I ■ Introductory New Testament Greek II	
<b>VISUAL ARTS</b> .....	19-20
■ Foundation Art ■ Advanced Art: Drawing ■ Advanced Art: Painting and Sculpture	
■ Watercolor I ■ Watercolor II ■ Honors Master Studio	
<b>PERFORMING ARTS</b> .....	21
■ Drama ■ Instrumental Ensemble ■ Vocal Ensemble ■ A Cappella Groups (Extra-Curricular) ■ Chamber Music Groups (Extra-Curricular)	
■ Musical Production (Extra-Curricular)	

<b>REQUIRED SEMESTER COURSES</b> .....	23-25
■ Computer Skills Competency Test ■ Health & Wellness	
■ Theology Studies I ■ Rhetoric ■ Senior Thesis ■ Theology Studies II	
<b>GENERAL ELECTIVES</b> .....	26-28
■ Yearbook ■ Robotics ■ Service Learning: Literacy and The Augustine Project	
■ Service Learning: Solving Domestic Hunger	
■ Physical Fitness and Strength Training ■ The Art of Film	
<b>OTHER STUDY OPTIONS</b> .....	29-30
■ Independent Study ■ Virtual High School Global Consortium	
■ Other Study Options beyond Trinity	
<b>EXTRA-CURRICULARS</b> .....	31
<b>TYPICAL COURSES BY GRADE LEVEL</b> .....	32
<b>KEEPING COLLEGE IN MIND</b> .....	33-42
<b>TRINITY SCHOOL ACADEMIC AND EXTRACURRICULAR PLAN</b> .....	43

# MISSION AND ACADEMIC POLICIES

## Mission

The mission of Trinity School is to educate students in kindergarten to grade twelve within the framework of Christian faith and conviction—teaching the classical tools of learning; providing a rich yet unhurried curriculum; communicating truth, goodness and beauty.

## Graduation Requirements

Students must earn the total number of a minimum of 20 credits, as noted below.

English*	4.0 credits
History*	3.0 credits
Math <sup>#</sup>	3.0 credits
Science	3.0 credits
Foreign Language	3.0 credits
Bible/Religion	1.0 credit
Computer <sup>◆</sup>	0.5 credit
Visual and/or Performing Arts	1.0 credit
Health & Wellness	0.5 credit
Rhetoric	0.5 credit
Senior Thesis	0.5 credit
TOTAL	20

Notes:

\* English and History are combined in one Humanities Seminar for three of the four years.

<sup>#</sup> Students who take Algebra II in ninth grade will complete the UNC Minimum Course Requirements (MCR) by 11th grade (Algebra II, Geometry, pre-Calculus), as well as the Trinity minimum requirements. Students who take Algebra I in ninth grade will complete the Trinity math requirements by 11th grade (Algebra I, Algebra II, Geometry), but will need to take an additional math class in 12th grade to complete the UNC MCR. Students intending to apply to selective colleges are advised to take 4 years of Upper School mathematics.

<sup>◆</sup> This credit is satisfied by passing a computer literacy proficiency test; student tutorials are available as necessary.

## Student Course Load

These requirements define a minimum upper school program and are designed to allow flexibility for students with special interests. Students typically take five core academic classes (humanities / English & history; math; science; and language departments) and one or two electives; a student must be enrolled in at least four classes. Enrolling in six core academic classes is an exception and requires the permission of the advisor, the Director of College Guidance, and the Director of the Upper School.

## Academic Honors

Trinity honors Upper School students' academic achievements in three ways:

1. **Trinity Scholar.** Students are designated Trinity School Scholars for any semester in which they earn no grade lower than a B and have an A- (unweighted 3.67) or higher overall average.
2. **Academic Honor Roll.** Students are included on Trinity's Academic Honor Roll for any semester in which they earn no grade lower than a B.
3. **Trinity Permanent Collection.** The Trinity Permanent Collection includes truly exceptional works ranging from original poetry, art, and expository essays to science investigations, orations, and mathematical solutions. Teachers nominate substantial student work for consideration, and an independent faculty panel meets twice yearly to review nominations and update the Collection. As it grows, much of the collection will be available on the Trinity website.

## College Prep, Honors and Weighted Grades

All of Trinity's Upper School courses are taught on a *college prep* or *honors* level. To help convey the deeper expectations of its honors courses, Trinity adds an additional 25% to the grade point value for each honors semester grade when calculating GPAs for transcripts. For instance, the grade-point value of a "B" in an honors course is  $3.0 \times 1.25 = 3.75$ . For all *internal* purposes, including Honor Roll and Trinity Scholars, Trinity uses only *unweighted* GPAs. The following chart summarizes the grading system:

			Grade Point Value	Honors (+25%)
Excellent	A+	97-100	4.33	5.41
	A	93-96	4.00	5.00
	A-	90-92	3.67	4.59
Very Good	B+	87-89	3.33	4.16
	B	83-86	3.00	3.75
	B-	80-82	2.67	3.34
Satisfactory	C+	77-79	2.33	2.91
	C	73-76	2.00	2.50
	C-	70-72	1.67	2.09
Passing	D+	67-69	1.33	1.67
	D	63-66	1.00	1.25
	D-	60-62	0.67	0.84
Failing	F	≤ 59	0.00	0.00

There are good reasons not to weight one level of course over others. Trinity weights its honors grades solely because, in its judgment, not doing so would disadvantage our students who apply to those relatively few, typically large universities that do not recalculate a transcript's GPA, but instead allow applicants with weighted and unweighted GPAs to compete for admission spots without adjustment.

Trinity does not numerically rank its students. College admission offices, however, can approximate class standing based on the standard distribution of course grades and GPAs that Trinity provides them on its school profile.

Students who earn a passing grade of D+ or lower in the second semester of a required course cannot advance to the next sequential level in that discipline without (1) completing satisfactory remedial work and (2) scoring a C- or higher on a second examination of that work. This additional academic work is not reflected on the transcript.

## Add / Drop Policy

Students may add courses to their schedule through the first eight meetings of a course. Students may drop a course from their schedule without penalty through the 20<sup>th</sup> meeting of the course. Courses dropped after this time appear on the student's transcript as "Withdraw Pass" or "Withdraw Fail." The exception is a course replaced up to December 1 by its academic equivalent—for instance, Honors Physics replaced with Non-Honors Physics or Algebra II replaced with Algebra I. In these cases, the transcript records the second, replacement course. Under special circumstances, students may petition the Director of the Upper School for exceptions to this policy.

# HUMANITIES

**Overview.** Trinity’s Humanities Program, a fully integrated study of history, English, and the Bible for the freshman, sophomore, and junior years, provides students a deep understanding of the interconnectedness of ideas, culture, and events and a rich engagement as developing writers and thinkers. Primary and secondary historical sources and literature in the form of novels, plays, and poetry form the spine of the program’s study, and these are supplemented by study of music and art from within and beyond the relevant time periods. Humanities classes meet eight periods weekly—twice the amount of time allotted to most other disciplines—and students receive one credit in history and one in English for each Humanities course completed.

In order to unify the courses’ subjects, the program focuses on five overarching themes: 1) God, Philosophy and Truth; 2) Government and Politics; 3) Social Structure; 4) the Impact of Technology and Science; and 5) Art and Aesthetics. As students examine the various ideas that emerge from their study, they evaluate them against a developing understanding of God’s truth, goodness and beauty. Throughout the program, students write extensively in a variety of forms, doing so both to process and deepen their understandings and to hone their skills as writers. The program places emphasis on discussion and Socratic dialogue, which, complemented by lecture and other forms of instruction, provide vital ways for students to engage with challenging ideas and timeless truths.

**Goals.** In all three years, the Humanities Program’s overarching goals include an increasing ♦depth and tenacity as critical and creative thinkers and problem-solvers; ♦elegance, efficiency, and persuasion as writers and speakers; ♦ability to use grammar and language correctly and to enrich style and meaning; ♦strength as readers of fiction and non-fiction; ♦ability to evaluate philosophical movements and thinkers; ♦ability to interpret history and culture through the hermeneutic established by the Christian tradition and scriptures; ♦ability to analyze and create art as a way of making meaning of the thought and culture of Western civilization; ♦respect for collaboration, divergent thinking, and diverse gifts and backgrounds; and ♦value ethically, intellectually, and spiritually for that which is true, good, and beautiful.

**Honors study.** Humanities study can be undertaken at both non-honors and honors levels. Rather than offer separate courses for the two levels, honors and non-honors students reside in the same classrooms. In addition to completing the courses’ standard curriculum, honors students propose inquiry into significant questions of personal interest. Guided by their instructor, they conduct independent research, read additional literature, produce in-depth responses to their questions in written and artistic forms, and publicly present and defend their conclusions at an evening symposium each spring. In addition, those essays and tests assigned for all students in the humanities course are graded at a higher, honors level. Academic qualities important to success in Honors Humanities include an ability to read, think, and question insightfully, to connect and synthesize ideas and information, to manage long-term, open-ended projects, and to write with focus, organization, and persuasion. Admission into Honors Humanities study is contingent upon acceptance of the student’s proposed plan of honors study.

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## Humanities 9: Ancient Civilizations

Level: Honors and Non-Honors  
Prerequisites: None  
Credit: 2.0 (English and history)

This course’s historical focus is on the study of ancient civilizations, particularly Mesopotamia and the early Hebrew people, and the rise and fall of the Roman Empire. Particular emphasis is placed on the classical world and its impact on the present. The course’s literature, interwoven with the five themes of the course, includes a variety of novels, plays, and poetry from both the ancient and modern worlds, helps students interconnect and deepen their understandings of ideas and themes, and often serves as the focus of the course’s frequent and varied writing assignments. The course also includes the study of grammar and vocabulary. The course integrates the Bible into the five overarching themes, and students study it as a document written within specific historical contexts so that they can appreciate it as both a sacred text and as a primary source.

The course’s goals include deepened fluency in the interconnectedness of ideas and the events that shape them; a rich understanding of ancient cultures and their impact on the present; the continued development of persuasive, compelling prose; the solidification of grammar skills; the continued development of a broad and sophisticated vocabulary; refined abilities to read texts closely and analytically; and deepened skill in critical and creative thinking.

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## Humanities 10: The Western World from Medieval to Modern Times

Level: Honors and Non-Honors

Prerequisites: Successful completion of Humanities 9 or by permission of the instructor and the Director of Upper School

Credit: 2.0 (English and history)

This course is an in-depth exploration of the ideas and cultural movements that shaped the Western world from the fall of Rome to the modern era. Commencing study with the end of antiquity, students explore elements of the Greco-Roman, Judeo-Christian, and Germanic traditions that have shaped western society, while also examining the modern influences that continuously re-form the same. Through a chronological study of history, including political, ideological, scientific, and industrial revolutions, students examine such ideas as the tension between church and state, the power of rational thought and its impact on society, the concept of genius, class distinctions in shifting economies, and the rights of the common man. Students explore the tension between art and society, tracing the impact that one has upon the other, and the impact of exploration and colonization on explorer and colonized alike. The course's exploration will not be limited to historical documents; literary essay, novels and poetry, in addition to music and art, inform and expand the students' understanding of these concepts.

This course provides students with the ability to conceptualize themed narratives of the developing ideas of western civilization between the fall of Rome and the World Wars; to recognize, express, and forge connections among multiple disciplines and ideas; to narrate and evaluate philosophical movements and thinkers; to analyze and create art as a way of making meaning of the thought and culture of western civilization; and to interpret western civilization through the hermeneutic established by the Christian tradition and scriptures. It also refines students' ability to write efficiently and persuasively; to read literature closely and thoughtfully; to speak articulately and winsomely; and to use a broad and sophisticated vocabulary.

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## Humanities 11: American Studies

Level: Honors and Non-Honors

Prerequisites: Successful completion of Humanities 10 or by permission of the instructor and the Director of Upper School

Credit: 2.0 (English and history)

This course's history study begins with the peoples native to North America and the interactions of these peoples with European explorers and colonists. After this, its topics include the foundations of the American Republic, the early development of the United States as a nation, the geographical expansion of the nation, the Civil War, the nation's involvement in both World Wars, and the latter half of the 20<sup>th</sup> century. Through a rich variety of novels, poetry, plays, and primary source documents, students engage closely with texts and become increasingly adept at discovering interconnecting themes. Frequent writing assignments include both analytical and creative responses to the course's literature and ideas, and the formal study of vocabulary continues. In-depth study of individual books from scripture and exploration of writers' biblical allusions enrich students' understanding of and ability to critique American history, culture, and ideas and help students explore the way God's Word informs the humanities program's five themes. The course also includes readings of philosophers and apologists both historical and contemporary.

The course's goals include increased fluency in the interconnectedness of ideas and the events that shape them; understanding American history and its impact on the present; solidifying and improving skills in writing, grammar, vocabulary, and close reading; and increased critical thinking skills, particularly regarding the reading of primary sources, scripture, poetry, and fiction.

# ENGLISH & HISTORY ELECTIVES

Trinity's Upper School English and history electives are open to all seniors and, occasionally, to qualified juniors who wish to take one or more of these concurrently with their Humanities 11 class. Unlike the Humanities courses, these classes meet four periods weekly for a semester and are more narrowly focused on literature or history topics. Rather than offer separate courses for the two levels, honors and non-honors students reside in the same classrooms, and, in addition to the courses' standard curriculum, honors students engage in independent projects, and their papers, tests, and exams are graded at an honors level.

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## Modern and Postmodern Literature (English; Fall 2009)

Level: Honors and Non-Honors

Prerequisites: Successful completion of Humanities 11 or by permission of the instructor and the Director of Upper School

Credit: 0.5

For five hundred years, a 'modern' way of seeing the world charted the West's course. Starting with the elevation of science, reason, and humanism in the Renaissance, this epoch's accomplishments included a dazzling array of inventions, discoveries, and developments in fields ranging from science and math to art, politics, and philosophy. By the middle of the 20<sup>th</sup> century, though, people were less certain of modern 'progress.' Deeply affected by a confluence of factors, including the rising influence of marginalized peoples, the emergence of a new, digital 'reality,' and the horrors of 20<sup>th</sup>-century war, the West shifted to a post-modern paradigm.

This semester-long English course uses literature, supplemented with art, music, and a variety of primary source documents, to understand and critique the ideas, values, and presuppositions of the West's modern and postmodern ways of engaging the world. Throughout, it considers the roles Christians played in both epochs and the possible alternatives a Christian world view can provide. Through Socratic seminars, creative and critical writing, and presentations to the class of independently researched topics, students study modern and postmodern works such as Shakespeare's *The Tempest*, T.S. Eliot's *Murder in the Cathedral*, Huxley's *Brave New World*, Sartre's *The Stranger*, selected poetry of Romantic, Beat, and Folk writers, Morrison's *The Bluest Eye*, and Rushdi's *Haroun and the Sea of Stories*.

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## Shakespeare's Tragedies (English; Spring 2010)

Level: Honors and Non-Honors

Prerequisites: Successful completion of Humanities 11 or by permission of the instructor and the Director of Upper School

Credit: 0.5

Shakespeare's tragedies encompass the range of human experience and yield rich and profound insights in ways as relevant today as when they were written. In this semester-long English elective, students will explore major themes and ideas of Shakespearean drama through a collection of the bard's tragedies that include, among others, Hamlet, King Lear, Othello, and Macbeth, while also looking outside the plays themselves for connections in history and current events. Students will perform select scenes in class, write imaginatively and analytically, explore themes through art projects, and study film directors' interpretations of works studied in the course.

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## Independence and Intifada: A History of the Israeli-Palestinian Conflict (History; Fall 2009)

Level: Honors and Non-Honors

Prerequisites: Successful completion of Humanities 11 or by permission of the instructor and the Director of Upper School

Credit: 0.5

Israel's Former Prime Minister David Ben-Gurion said of the conflict between Israelis and Palestinians: "Our God is not theirs. There has been Anti-Semitism, the Nazis, Hitler, Auschwitz, but was that their fault? They see but one thing: we have come and we have stolen their country. Why would they accept that?" And indeed the Palestinians have not accepted it. The land between the Jordan River and the Mediterranean Sea is a land of recurring political conflict, violence, and international interventions, yielding a history so complex that even the most basic facts of the ongoing conflict remain disputable. This course will explore the many facets of this conflict, including ancient and modern historical contexts (both Israel and Palestine appeal to ancient sources in their claims over the Levant), the details of the 1948 war (end of British colonialism/invasion of Palestine/independence/creation of the State of Israel), a history of Israel's conflicts with surrounding nations and the Six Days

War in 1967, the partition of Jerusalem, the reasons and effects of the first two Intifadas, and Jewish settlements in the West Bank. The class will culminate in an analysis of Jimmy Carter's book, *Palestine: Peace not Apartheid*. Carter's book has been both lauded and vilified as the "way forward" and as "anti-Israel propaganda."

The course's goals include developing skills for reading primary texts, for conducting historical research, and for writing persuasively about one's interpretations of it. It also aims to develop students' understanding of ♦the depth and breadth of the ongoing conflict between the Israelis and Palestinians and its contemporary effects, ♦the historical context and the moral implications of Israel's use of overwhelming force and Palestinian "support" of certain forms of terrorism, and ♦how "history" gets made—how the "facts" of history are textured or manufactured and how groups tell their own histories in support of particular causes. Students will write extensively, including a formal research paper, and make presentations to the class based on what they've learned about specifically assigned groups involved in the conflict.

Christianity's place in the history of the conflict will be a central topic throughout the course, not just historically (for instance, through the Crusades), but also theologically in the Christian church's ongoing relationship with the Jewish faith. Indeed, the primary questions about this conflict are both historical and theological as Ben-Gurion's statement reveals; this conflict continues to be over "our God" and "theirs," over "our" land and "theirs." The course is open to all Seniors and to Juniors by permission.

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## Economics (History; Tentative Fall 2009)

Level: Honors and Non-Honors

Prerequisites: Successful completion of Humanities 11 or by permission of the instructor and the Director of Upper School

Credit: 0.5

This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students will learn practical applications for macroeconomics in their personal lives through assimilation of fundamental concepts and analysis of actual economic events.

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## Modern China (History; Spring 2010)

Level: Honors and Non-Honors

Prerequisites: Successful completion of Humanities 11 or by permission of the instructor and the Director of Upper School

Credit: 0.5

Linked to a multi-millennial history through the evolution of one common written language, modern China is anything but a monolithic, homogenous culture. This course takes a multidisciplinary approach to understanding the dynamic and multifarious nation-state of China since its unification in 1911. Students will examine the influence of key historical figures including Sun Yat Sen, Mao Zedong, and Deng Xiaopeng and the social and political contexts in which they lived. They also will trace the economic history of China with special attention to its changing demographics and look at critical social phenomenon, including the Cultural Revolution and the 1989 Tiananmen Square massacre, placing them in the context of China's extended history, as well as of the forces of globalization.

Students will utilize multiple forms of media, including documentaries, photo and audio journalism, maps, and music, to build an understanding of how modern Chinese society functions from a political, social, economic, and geographical perspective. Particular attention will be dedicated to Autonomous Regions, like Tibet and Inner Mongolia; Special Economic Zones, like Guangzhou and Shanghai; and Special Administrative Regions, like Hong Kong and Macau. Students will write extensively, including a formal research paper.

Goals for this course include refined skill at historical research, persuasive writing, and critical interpretations of information, and also deepened understanding of the rich and complex modern history of what certainly will remain one of the most influential countries of the 21<sup>st</sup> century.

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## America in the 1960s (History; Tentative Fall 2010)

Level: Honors and Non-Honors

Prerequisites: Successful completion of Humanities 11 or by permission of the instructor and the Director of Upper School

Credit: 0.5

In his 1964 acceptance speech of the Republican party's nomination for President of the United States, Barry Goldwater observed, "Now, failures cement the wall of shame in Berlin. Failures blot the sands of shame at the Bay of Pigs. Failures mark the slow death of freedom in Laos. Failures infest the jungles of Vietnam.... We are tonight a world divided—we are a nation becalmed." While Goldwater would eventually lose to Lynden B. Johnson, he properly summed up a main current of America in the 1960s: A nation divided; a morass of political, cultural, racial, and even theological division. This class will be a historical survey of the political climate, the Vietnam conflict, the conflicts over race, and the development of the counter-culture in America from 1954 to 1975.

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## Globalization and the World Economy (History; Tentative Spring 2011)

Level: Honors and Non-Honors

Prerequisites: Successful completion of Humanities 11 or by permission of the instructor and the Director of Upper School

Credit: 0.5

This course focuses on how the global economy is organized, how it changes over time, and how it affects other dimensions of human activity, including religion, politics, culture, and health. Utilizing a Global Value Chain (GVC) framework, students will explore recent research on industrial upgrading and regional integration to understand how countries move up or down in the global economy. They also will examine anti-globalization movements and attempt to identify winners and losers in the globalization process. Special attention will be given to the asymmetric power relations among Nation States (Countries), Trans-National Corporations (TNCs), Non-Governmental Organizations (NGOs), the Workforce (Labor), and Consumers.

This course is grounded in the work of Gary Gereffi, Duke University Professor of Sociology and Director of the Center for Globalization, Governance and Competitiveness (CGGC), and University of Colorado at Boulder Assistant Professor of Sociology Jennifer Bair. Students will form research teams to produce final projects that focus on one of the following themes: Emigration and Immigration; Energy and the Environment; Engineering and Entrepreneurship; Global Health; International Security; Nanotechnology; or North Carolina in the Global Economy.

# MATHEMATICS

Trinity’s mathematics curriculum spans the foundations of Algebra through advanced study of calculus and discrete math. Most courses are available at an honors level for students able to engage more deeply and quickly in their math studies. Placement into honors math classes requires the approval of the Director of the Upper School and is based on the student’s math grades, study habits, scores on standardized tests (such as the ERB or the PSAT), and teacher recommendation. Especially talented math students may petition the Director of the Upper School to take two math courses simultaneously, either Geometry and Algebra II or Geometry and Pre-Calculus.

Most students entering grade 9 are placed into Algebra II or Honors Algebra II. Placement into honors or non-honors math classes does not lock a student into an irreversible track but, rather, is reassessed annually, according to academic performance and cognitive maturation. The more typical math sequences in the upper school are as follows:

<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
Algebra I	Algebra II	Geometry	Pre-Calculus
Algebra II	Geometry <u>OR</u> Honors Geometry	Pre-Calculus <u>OR</u> Honors Pre-Calculus	Honors Calculus <u>OR</u> Advanced Topics (honors / non-honors) <u>OR</u> Independent Study / Online Course / college math course
Honors Algebra II	Honors Geometry <u>OR</u> Geometry	Honors Pre-Calculus <u>OR</u> Pre-Calculus	Honors Calculus <u>OR</u> Advanced Topics (honors / non-honors) <u>OR</u> Independent Study / Online Course / college math course
Honors Algebra II <u>AND</u> Honors Geometry	Honors Pre-Calculus	Honors Calculus	Advanced Topics (honors / non-honors) <u>OR</u> Independent Study / Online Course / college math course
Honors Algebra II <u>OR</u> Algebra II	Honors Pre-Calculus <u>AND</u> Honors Geometry	Honors Calculus	Advanced Topics (honors / non-honors) <u>OR</u> Independent Study / Online Course / college math course

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## Algebra I

Prerequisites: None  
Credit: 1.0

Algebra I is the first tier of higher level mathematics. In this course, students hone problem-solving skills using single and multiple variables and acquire proficiency in basic manipulation, error analysis, looking for patterns, and drawing and using diagrams. Its topics include basic order of operation, basic number theory, Cartesian coordinates, rational and irrational numbers, and inequalities, and significant focus is given to two-dimensional graphing, factoring, and real-world applications. Through a combination of lecture, inquiry, and group work, the course develops students’ mastery of the fundamental rules and principles of algebra, of basic number theory, and of the ability to interpret and apply algebraic concepts. Students are encouraged to discover different strategies and methods to solve problems and to appreciate that more than one solution often is possible. The course also emphasizes the ability to speak, write, and read the language of Algebra. Projects and journal writing are assigned in addition to other types of written assignments.

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## Algebra II

Prerequisites: Algebra I

Credit: 1.0

This course focuses on teaching students to use mathematical tools and models to solve problems and equations. It encourages students to communicate accurately in the language of mathematics, and to understand how to represent the ways in which numbers interact with one another. In particular students become familiar with equations of order two, functional notation, and interpreting graphical representations of functions. Students solve problems where multiple concepts are combined to facilitate a more thorough understanding of how operations interact, and to reinforce the consistent application of basic algebraic principles.

The course's core concepts include number systems, notation, functions, and graphing functions; lines, parabolas, inverse, cubic, root, and absolute values; exponents and roots and their manipulation; quadratics and solving quadratic equations. Through their study, students learn to use the Cartesian system to visually represent mathematical functions; to be facile in using inverse functions to solve complex equations; to manipulate exponents and roots to simplify expressions; and to develop a mastery of solving equations of order two.

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## Honors Algebra II

Prerequisites: Algebra I; permission of the instructor and the Director of Upper School

Credit: 1.0

Honors Algebra II covers the same topics as Algebra II, but at a faster pace and with more depth and extension.

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## Geometry

Prerequisites: Algebra II or permission of the instructor and the Director of Upper School

Credit: 1.0

Geometry introduces students to basic mathematical theories and implications as they apply to two- and three-dimensional figures. Students explore all aspects of geometry, geometric and deductive thinking, and the discipline's vocabulary, with an emphasis on inquiry, application of theorems, and solving mathematical equations. In addition, students examine ancient and modern civilization and culture through the eyes of mathematicians.

The course builds conceptual frames of reference based on two and three-dimensional figures and postulates, theorems, and proofs. Its main goals are for students to master the basic skills and ideas of geometry; to learn and apply principles of logic and reasoning; and to interpret, calculate, and apply geometric concepts of measurement.

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## Honors Geometry

Prerequisites: Algebra II and permission of the instructor and the Director of Upper School

Credit: 1.0

Honors Geometry studies the same topic as Geometry, but at a faster pace and with more depth and extension.

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## Pre-Calculus

Prerequisites: Geometry and Algebra II or permission of the instructor and the Director of Upper School

Credit: 1.0

The Pre-Calculus course solidifies and extends the ideas studied in Algebra and Geometry and forms a solid foundation for more advanced study in calculus or other math electives. The principal aim of this course is to provide students with a strong understanding of functions (in particular, polynomial, power, rational exponential, logistic, logarithmic, and trigonometric) and their symbolic, numerical, graphical, and verbal meanings.

This course provides students a more complete understanding of basic single-variable functions, limits, and the behavior of functions. Students will recognize the shapes of basic functions and interpret what this tells them about the relationships between numbers. They will learn how to describe the basic functions in specific mathematical terms (concavity, increasing/decreasing, asymptotes, maxima/minima) and develop mathematical models for real systems based on knowledge of numerical relationships or from regression data.

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## Honors Pre-Calculus

Prerequisites: Geometry (unless taken concurrently) and Algebra II and permission of the instructor and the Director of Upper School

Credit: 1.0

Honors Pre-Calculus covers the same topics as Pre-Calculus, but at a faster pace and with more depth and extension.

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## Honors Calculus

Prerequisites: Pre-Calculus and permission of the instructor and the Director of Upper School

Credit: 1.0

This advanced-level course engages in calculus at a level typical to a freshman level college class and requires a mastery of Algebra, Geometry and Trigonometry. Functions, graphs, limits, derivatives, rules of differentiation, definite integrals, fundamental theorem of calculus, applications of derivatives, and integrals are the main topics of this class. Through their study, students will be able to identify limits of infinite functions, to use derivatives to solve problems, and to apply simple integral functions of one variable.

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## Advanced Topics

Prerequisites: Pre-Calculus

Credit: 1.0

This course is designed to enable students with significant interest, ability and preparation in mathematics to investigate some of the subject's elegant theoretical underpinnings. Topics can include, but are not limited to Combinatorics; Graph Theory; Chaos Theory; Number Theory; Game Theory; Non-Euclidean and Finite Geometries; Boolean Algebras, Symbolic Logic, and Circuit Theory; Matrices and Markov Processes; and n-Dimensional Linear Algebras. These topics are treated with a thoroughness and rigor matching that of a University level Mathematics major, and the course should provide a glimpse of the world of the working mathematician.

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## Honors Advanced Topics

Prerequisites: Honors Pre-Calculus and permission of the instructor and the Director of Upper School

Credit: 1.0

Honors Advanced Topics covers the same topics as Advanced Topics, but students also complete individual projects that require significantly deeper investigation of select math topics. Students pursuing Honors in this course should have high interest in mathematics and the ability to engage in mathematical thinking at an advanced level. Note: Both Honors and Non-Honors levels are taught within the same class.

# SCIENCE

All of Trinity’s science courses include a lab and meet five periods weekly. Physics, Chemistry, and Biology are available at an honors level for students able to engage more deeply and at a more challenging pace in their science studies. Placement into honors science classes requires the approval of the Director of the Upper School and is based on the student’s science grades, study habits, scores on standardized tests (such as the ERB or the PSAT), and teacher recommendation. Especially motivated science students may petition the Director of the Upper School to take two science courses simultaneously in the junior year, Biology and one of two science electives offered each semester.

Placement into honors or non-honors science classes does not lock a student into an irreversible track but, rather, is reassessed annually, according to academic performance and cognitive maturation. The typical science sequence in the upper school is as follows:

<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
Physics	Chemistry	Biology	<u>Semester Electives:</u> Field Biology (Fall) Honors Chemistry: The Chemistry of Energy (Fall) Anatomy & Physiology (Spring) Honors Chemistry: Biological Chemistry (Spring)
<u>OR</u>	<u>OR</u>	<u>OR</u>	
Honors Physics	Honors Chemistry	Honors Biology  (Some may wish also to take science electives along with the Biology course)	<u>OR</u>  Independent Study / Online Course

## Physics

Prerequisites: None  
Credit: 1.0

This course focused on the basic ideas of physics and their applications to real-life situations. Although the course’s work requires basic algebra, its emphasis is on understanding the important concepts of physics, not on mathematical problem solving. Students in this course should have completed Algebra I or, with solid math competencies, be taking it concurrently.

Students learn essential concepts through demonstrations, laboratory work, and discussion. The course covers topics in conceptual physics, including but not limited to the following: objects moving with constant velocity and with constant acceleration; motions inferring forces (Newton’s 1<sup>st</sup> and 3<sup>rd</sup> laws); forces deduced from motion (Newton’s 2<sup>nd</sup> law); energy; electrostatics and electricity; waves and sound; and light. The course’s main goals are to develop an understanding of the laws of physics, particularly those of Newton; of the inquiry-based approach to the study of science and of physics in particular; and of the intricacies of experimental design. Students learn to analyze data collected through laboratory experimentation and gain a proficiency in the vocabulary of physics.

## Honors Physics

Prerequisites: Strong proficiency in Algebra and permission of the instructor and the Director of Upper School  
Credit: 1.0

Honors Physics, which covers the same topic as Physics, but at a faster pace and with more depth and extension, is designed for students with strong aptitude for and interest in sciences and who have strong ability in mathematics. This course is an introduction to the formal study of the physical sciences. Students develop understandings of major concepts in motion, forces, energy, and wave motion and build scientific models to describe the physical world by analyzing the results of laboratory experiments. The skills of experimental design, data collection, and graphical analysis are emphasized, allowing students to express these models verbally, diagrammatically, graphically, and algebraically. To solidify and extend their understandings, students construct projects such as Rube Goldberg machines and suspension bridges. These are part of a laboratory portfolio which includes results of each of the major investigations throughout the year.

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## Chemistry

Prerequisites: Successful completion of Physics, or by permission of the instructor and the Director of Upper School  
Credit: 1.0

Chemistry introduces students to the formal study of the chemical sciences and provides students the opportunity to explore the physical properties, energy, and molecular interactions of matter. Their study begins by building a fundamental understanding of the structure and components of the atom. A comprehensive view of atomic structure, in particular the role of electrons in chemical reactivity, builds a solid foundation for understanding how the characteristics of individual elements govern the physical and chemical properties of matter. This course also encompasses detailed and in-depth study of chemical bonding, chemical formulas, and chemical reactions. Following this, students study the broader concepts of reaction Stoichiometry, the role of the states of matter in chemistry, and the unique behavior and properties of gases. Finally, the study of solutions and of the special properties of acids and bases provide an understanding of the powerful role of these compounds in reaction chemistry.

This course is intended to create a fundamental understanding of the nature of matter, its energy states, and reactions, and to endow students with an appreciation for the beauty and utility of the atomic world. Its goals include proficiency in the basic language of chemistry and in the skills of experimental design, data collection and graphical analysis; understanding of the nature of chemical interactions and their predictability; and the ability to design laboratory experiments, collect and analyze meaningful data, and to present conclusions. From this course, students should attain scientific literacy and the confidence to approach scientific questions as productive citizens.

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## Honors Chemistry

Prerequisites: Successful completion of Physics, proficiency in Algebra, and permission of the instructor and the Director of Upper School  
Credit: 1.0

Honors Chemistry teaches the basic introductory Chemistry course's content in greater depth and at a faster pace. It is intended for students with solid mathematical ability, an inclination towards problem-solving, and a keen interest in the finer details of chemistry. Students design their own experiments and learn to use new information to make predictions about a larger or more probing scientific question. The course begins with a thorough treatment of the structure of the atom and the nature of the subatomic particles, including the role of electrons and energy in quantum theory. Other topics studied include chemical bonding, chemical formulas, chemical reactions, reaction stoichiometry, states of matter, the Kinetic Molecular Theory, and the unique behavior and properties of gases. The study of solutions and the special properties of acids and bases provide deep understanding of the powerful role of these compounds in reaction chemistry. Energy in chemistry is studied in the context of oxidation and reduction reactions and chemical equilibrium.

This course is intended to provide both a fundamental understanding of the nature of matter, its energy states, and reactions and a solid foundation for students considering college majors that require continued study of chemistry. Through its emphasis on inquiry, problem solving, data interpretation, and in-depth thinking, the course aims to develop a thorough understanding of the scientific approach. It also aims to endow students with an appreciation for the beauty and utility of the atomic world, an understanding of the nature of chemical interactions and their predictability, and the ability to design laboratory experiments, collect and analyze meaningful data, and to present conclusions. Above all, its goal is to develop scientifically literate students to help them be confident, questioning, productive citizens.

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## Biology

Prerequisites: Successful completion of Physics and Chemistry or permission of the instructor and the Director of Upper School  
Credit: 1.0

Biology builds on concepts learned in physics and chemistry. Its topics include the basic biochemistry of life, cell structure and function, complex organisms and systems, heredity and genetics, origins and evolution, and model organisms. With each topic, students conduct laboratory experiments to explore the physical and chemical foundations of biology. The origin of life is discussed using Christian viewpoints as well as current scientific understandings of evolution.

This course continues students' development of skills associated with scientific observation, experimental design, data collection, and critical analysis. From its study, students should attain a fundamental understanding of the basic biochemistry of life processes from atoms to enzymes to cycles; a clear picture of the structure and function of a cell and its central role in the life processes of all organisms; knowledge about the flow of genetic information in a cell as well as in an organism; the ability to identify key similarities and differences between model organisms; a grasp of the inquiry-based approach to the study of science and of biology in particular; an ability to design laboratory experiments, collect meaningful data, analyze data, and present conclusions; and an increased proficiency in the vocabulary of biology.

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## Honors Biology

Prerequisites: Successful completion of Physics and Chemistry and permission of the instructor and the Director of Upper School

Credit: 1.0

Honors Biology builds on the scientific concepts and scientific process skills studied in physics and chemistry. The course covers the major biological topics described in Biology but in more depth and at a more challenging pace, allowing for additional topics and labs during the year of study. In Honors Biology more emphasis is placed on individual and group investigations as the student is expected to become more adept at handling abstract and complicated biological concepts. The course will emphasize higher order thinking skills using online activities, laboratory investigations, independent research, collaborative learning projects, problem solving activities, and bioethical discussions. A college text will be used by students as a text reference for the course, in addition to readings in current scientific journals.

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## Honors Chemistry: The Chemistry of Energy

Prerequisites: Successful completion of Honors Chemistry, or successful completion of Chemistry and permission of the instructor and the Director of Upper School

Semester: Fall

Credit: 0.5

The Chemistry of Energy explores in detail advanced topics in chemistry that pertain directly to the production of energy by chemical means. This one-semester, lab-based course begins with an in-depth study of the control of chemical reactions by the flow of energy. Following this, chemical reactions are explored as dynamic and reversible processes whose energetics are governed by factors that determine the rate and extent of reaction. This will include the study of redox reactions and their application to energy production using electrochemistry. Nuclear chemistry, fission, and fusion will be examined in the context of energy production and nuclear waste issues. As a final topic, this course will explore how some of these advanced topics in chemistry apply to the field of chemical engineering.

The goals of this course include comprehending the nature of energy and how it is produced and stored by chemical means; the flow of energy in coupled chemical reactions; and the different forms of nuclear decay, including their potential as well as their limitations for generating useful energy. Ultimately, this course aims to help students understand that the chemistry of energy can lead to innovative ways to utilize chemicals to benefit society.

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## Honors Chemistry: Biological Chemistry

Prerequisites: Successful completion of Honors Chemistry, or successful completion of Chemistry and permission of the instructor and the Director of Upper School

Semester: Spring

Credit: 0.5

Biological Chemistry is the science and chemistry of molecules that play a role in the maintenance of organic life. This one-semester, lab-based course offers students the opportunity to investigate the fascinating relationship between chemical structure and function in several categories of biomolecules, including proteins and enzymes, carbohydrates, lipids, and nucleic acids (DNA and RNA). The course also covers some of the intermediary metabolic pathways that organisms use to harness energy from food and to utilize oxygen and includes laboratory investigation in the areas of biomolecule quantitation, extraction and separation methods, enzyme catalysis, and nucleic acid analysis. Other topics include the organic chemistry of biomolecules, structure-function relationships, protein-folding to form active sites for ligand binding, the role of enzymes in regulating chemical reactions, and the biochemistry of gene replication and expression at both the chemical and regulatory levels.

This course is a rigorous introduction to these topics for the student bound for any type of collegiate program in science, or for the highly motivated student who is simply interested in learning about these processes. Its goals include an understanding of how the complex chemicals of life follow the basic rules of chemistry to perform and to control intricate and highly regulated processes; of the basics of organic chemistry essential to study of biomolecules; of the functionality of different biomolecules at the chemical level; and the ability to recognize these functional components in differing contexts. Students will understand the role of enzymes as catalysts in chemical reactions, and will gain a solid basis in understanding the chemistry behind genetic material and how it functions as the master determinant of cell identity.

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## Field Biology

Prerequisites: Successful completion of Biology and Chemistry, or by permission of the instructor and the Director of Upper School  
Semester: Fall  
Credit: 0.5

Field Biology is a one-semester, lab-based course in the fall that introduces students to the fundamental principles involved in the study of organisms in relation to their environment. The course operates at the levels of organism, community, and ecosystem. As field biologists, we will use local habitats as a laboratory and combine the principles of biology, the physical sciences, and mathematics to study the diversity and interactions of plants, animals, and microorganisms in their natural environments. Students should like to work outdoors in the local habitats of the school and the near branch of New Hope Creek. Emphasis will be given to integrating field and laboratory studies of the local organisms. The course also will examine selected works of great naturalists throughout history from Aristotle to the important naturalists of today as we consider the importance of the conservation of natural resources and environmental issues.

This course's goals include a fundamental understanding of the basic ecological principles and natural cycles in selected environments; of the flow of energy in local habitats and ecosystems; of the complexity of biological interactions at both local and global environmental levels; and of the inquiry-based approach to the study of science and of field biology in particular; an ability to design laboratory experiments, collect meaningful data, analyze data, and present conclusions; an increased proficiency in recognition of the biodiversity of organisms in a particular habitat/ecosystem. Students will learn skills important to the scientist, including field safety procedures and appropriate use of field equipment; how to take and maintain field notes; the use of field guides to identify organisms in the field and lab; how to summarize and evaluate field data to describe the structure and biological relations in a habitat/ecosystem; and how to apply ecological principles to complex environmental issues of local and global concern.

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## Anatomy and Physiology

Prerequisites: Successful completion of Biology and Chemistry, or by permission of the instructor and the Director of Upper School  
Semester: Spring  
Credit: 0.5

Anatomy and Physiology is a one-semester, lab-based course in the spring that introduces students to the structure and function of the human body and the mechanisms for maintaining homeostasis. The course includes the study of cells, tissues, and selected major systems of the human body at both the microscopic and gross structural levels. Laboratory experiences include dissecting a model organism and conducting physiology experiments, with students often serving as the "test subject" where appropriate. Emphasis will be placed on the health of a system and application of that information to personal health, although selected pathologies will also be discussed for each system studied.

This course's goals include a fundamental understanding of the relationship between anatomical structure and function from microscopic to macroscopic; of the individual systems and their function in maintaining personal health; of homeostasis in the human body as maintained by the interaction of the major systems; of the inquiry-based approach to the study of science; of how to design laboratory experiments, collect meaningful data, analyze data, and present conclusions; and of technical terms using root words to help with meaning. Students will learn skills important to the scientist, including safety procedures and appropriate use of anatomical specimens and dissection instruments; how to take physiological data as part of a research team; visualization of structures from molecular to macroscopic and relate structure to function; and how to analyze data and summarize conclusions in the form of a laboratory report.

# LANGUAGE

## LATIN

As the vehicle for God's revelation of himself in Scripture, language occupies a primary place in Christian education. Moreover, the demands of language acquisition provide an opportunity for intense cultivation of the intellectual faculties. Because of its endings-based structure, Latin requires students to think and analyze in a way that few modern languages do. There are two main ways to discover the riches of Latin: 1) Through teacher-produced charts and chants or 2) Through an intimate engagement that promotes fresh discoveries of endings, grammar, and syntax. Trinity's Latin program takes the latter approach, providing students a rich immersion in this classical language and its history and culture. American Sign Language provides assistance in retaining much of the vocabulary.

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### Latin I

Prerequisites: None  
Credit: 1.0

In Latin I, students use a textbook written entirely in Latin to discover the 3<sup>rd</sup> person singular and plural, active and passive of all regular verbs, plus the irregular verbs "to be" and "to go." They experience all noun cases for the first three declensions. They form relationships with the syntax and morphology of simple, reflexive, demonstrative, and relative pronouns. Relative clauses and prepositional phrases are studied as building blocks to effective communication. Students also become familiar with the imperative mood and various uses of the infinitive of the verb, including indirect statement. Finally, students cover cultural topics ranging from geography to family life to the bucolic existence, all the while gaining the vocabulary appropriate to each.

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### Latin II

Prerequisites: Latin I or permission of the instructor  
Credit: 1.0

Latin II builds on the foundation established through the successful completion of Latin I or its equivalent. The continuous Latin narrative of the textbook guides students through increasingly complex linguistic concepts, including degrees of adjectives and adverbs, participles, and impersonal verbs. Students learn further uses of the cases of nouns and tenses of verbs. As the narrative introduces these items, its syntax twists and turns, posing fresh challenges and drawing students deeper into the language. Cultural topics, with relevant vocabulary and sign language, range from the military and coinage to Roman dates, numbers, letters, and education.

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### Latin III

Prerequisites: Latin II or permission of the instructor  
Credit: 1.0

Latin III presupposes the foundation obtained through the successful completion of Latin II or its equivalent. Students further their mastery of the verb, including participle and infinitive forms, the subjunctive mood, the supine, and the gerund. Students also continue their exploration of the Latin noun and its many uses. The narrative in the textbook covers topics ranging from ancient sea travel to mythology to stories from the gospels, all intertwined with the characters who have become old friends by now. At appropriate points during the year, students may move from the textbook to ancient Latin writings. Latin III students will have gained sufficient facility with Latin to focus on ancient authors by the conclusion of this year.

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### Honors Latin IV-V

Prerequisites: Latin III or permission of the instructor and the Director of Upper School  
Credit: 1.0

In this course, students begin to move fully into the joys and trials of engaging the minds of Latin authors. Further grammar study occurs, along with additional vocabulary acquisition, but these gradually become incidental rather than central as authors and their writings become the course's main focus. The grammar, vocabulary, and culture that we study will enhance and support our interaction with the authors themselves. The content of the Latin IV-V class will vary from year to year. It will

range from poetry to prose, from ribaldry to philosophy, from drama to politics. Students will encounter the historical accounts of Suetonius or Livy and the playful meanderings of Ovid or Martial. They will strive with Cicero on the Senate floor or Caesar in Gaul and with Terence or Plautus on the theatrical stage. The works of Augustine and the venerable Bede will introduce students to Christian biography and history in a fresh way. Each author will present unique opportunities: poetry requires scansion; politics presupposes history. Student will strive to understand the Latin as the Romans did, but they will also begin to appreciate the challenge of faithful but idiomatic translation. Throughout the course, students will wrestle with questions of truth, goodness, and beauty. Do these reside in the artistic expressions of “pagans”? Does God’s grace extend so far that the echoes of True Love can be found in the history and mythology of ancient unbelievers?

## SPANISH

Studying a new language allows a view into the hearts and minds of the people who speak it. Proficiency in the Spanish language, the nation’s second-most spoken language and one of growing global importance, offers powerful ways to appreciate and interact with the rich diversity of Hispanic culture. Spanish is taught in Trinity’s upper school through a communicative approach that stresses proficiency in listening, speaking, reading, and writing. All classes are conducted in the target language with the goal of enabling students to converse with native speakers, think in the language, and understand and appreciate other cultures. Placement in Spanish is determined by the proficiency level of the student when he or she enters the upper school. At the beginning level of Spanish, students learn how to communicate using basic vocabulary, grammar, and syntax and become familiar with culture and civilization. In advanced levels, they study literature, history, civilization, and contemporary culture.

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### Spanish I

Prerequisites: None  
Credit: 1.0

Spanish I covers basic-level vocabulary and grammar, including the basic tenses of regular and irregular verbs, noun-adjective agreement, and basic-level syntax. Significant in-class time will be devoted to listening comprehension and speaking. Through individual, paired, and group activities, students are encouraged to express themselves in typical situations and everyday activities. This course also includes the study of the cultural and historical background of various Spanish-speaking countries, and activities are constantly infused with aspects of the respective cultures and their contribution to our global society. At this level students will be able to form fundamental grammatical communicative structures such as greetings, talking about one’s self, giving an opinion, and conjugating words in the present tense. Students will be able to express the immediate future and will be introduced to the simple past or preterit. Students will engage in basic conversation and exchange information orally and in writing in the target language, as well as understand and interpret basic information on a variety of topics. Video materials, interactive CD’s, and other resources reinforce class presentations and facilitate each student’s active practice of the language.

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### Spanish II

Prerequisites: Spanish I or permission of the instructor  
Credit: 1.0

In Spanish II, students continue to develop communicative skills by reinforcing concepts learned in Spanish I and expanding their knowledge of vocabulary, verb tenses, and grammatical structures. Students will continue their study of the preterit and be introduced to the imperfect tenses and command forms of the verbs. Emphasis is given to deepening their understanding of Hispanic cultures, customs, habits, and traditions. Contemporary articles, themes, images, and music will be used to create context for active practice of listening, speaking, reading, and writing skills. Group and pair work in the classroom, along with oral and written assignments, will help students move toward proficiency in the language. At this level, students will be able to engage in conversation and exchange information and opinions orally and in writing, as well as understand and interpret written and spoken language on a variety of topics in the target language. At various times during the course, students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics and will demonstrate an understanding of the relationship among practices and perspectives of cultures other than their own.

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## Spanish III

Prerequisites: Spanish II or permission of the instructor

Credit: 1.0

Conducted entirely in Spanish, this course stresses a thorough review of Spanish grammar, extensive oral practice, reading comprehension skills, and composition. In addition to reviewing concepts covered in Spanish II, students are introduced to new vocabulary, the present subjunctive, the present perfect, and the formal future. Group and pair work remain essential ways of acquiring new concepts and promoting a meaningful communicative experience. Emphasis is given to learning about cities, cultural events and practices, literature, art, and cinema of Latin American countries and Spain. Selections of works by major Spanish and Latin American authors are studied and discussed. Through oral presentations and written assignments, students deepen their understanding of Hispanic cultures, personal interactions, and values. At this level students will deepen their ability to understand and interpret written and spoken information and opinions orally and in writing in the target language as well as increase their ability to engage in conversation and exchange information on a variety of topics. Students will present information, concepts and ideas to an audience of listeners or readers on a variety of topics and demonstrate a broadening understanding of the Hispanic cultures covered throughout the course. In addition, students will begin to develop insight into the nature of language and culture by comparing Spanish language and culture to their own.

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## Spanish IV

Prerequisites: Spanish III or permission of the instructor

Credit: 1.0

Conducted entirely in Spanish, this course reviews the most difficult forms of grammar and verb usage and introduces new vocabulary and the compound tenses. Students view films and foster critical thinking skills and fluency of expression through reading selections from modern Spanish and Latin American authors and expository and creative writing. Articles from newspapers and magazines will also be discussed. Students continue learning about cities, cultural events and practices, literature, art, and cinema of Latin American countries and Spain. Through oral presentations and written assignments, students deepen their understanding of Hispanic cultures, personal interactions, and values.

At this level, students engage in more complex conversation and exchange information and opinions with more facility orally and in writing in the target language. They understand and interpret more complex written and spoken language on a variety of topics, are able to present more complex information, concepts, and ideas to an audience of listeners and readers on a variety of topics, and can use language to demonstrate understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

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## Honors Spanish V

Prerequisites: Spanish IV and permission of the instructor and the Director of the Upper School

Credit: 1.0

Honors Spanish V is a literature-based course designed to give students an opportunity to read and interact with various works written in the Spanish language while continuing to refine their oral, written, listening, and reading. Students analyze various works of literature, connect them with their historical and cultural settings, and use textual evidence in class discussions and papers to support ideas and interpretations. In the process of doing this, students refine their ability to link phrases and sentences cohesively; to converse about more specific topics outside the realm of commonplace linguistic interchanges and dominating idioms; and to understand Spanish culture. Students review advanced grammar topics and write essays on a wide range of themes. In Honors Spanish V, students should begin the year already comfortable communicating in social situations and speaking and reading with a solid degree of fluency.

## NEW TESTAMENT GREEK

Trinity occasionally offers two semesters of New Testament Greek. Level I was offered in Spring 2009; Level II, the continuation of the course, is offered for Fall 2009. Note that this course is for enrichment, but does not satisfy Trinity's language requirement.

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### Introductory New Testament Greek I (*not offered in 2009-10*)

Prerequisites: None  
Credit: 0.5

This is an introductory course for students with no background in classical or New Testament Greek. One of the key goals of this course is to help students learn enough Greek to read the New Testament. This is the first semester of a two-semester class, and students will need to take the second semester to complete this goal. More specifically, this course will enable the student to master the rudiments of New Testament Greek grammar, morphology, and vocabulary; to gain an understanding of the ways languages differ and the ways that they are similar; to give the student a better foundation for the syntax, grammar, vocabulary, and etymology of English; to gain understanding in the way languages construct and convey meaning; to understand some of the challenges of translating one language into another; and to gain some sense of how the study of Greek can be a vehicle for spiritual growth and formation, through more careful reading and meditation of the New Testament.

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### Introductory New Testament Greek II (Fall 2009)

Prerequisites: Introductory New Testament Greek I or permission of instructor  
Credit: 0.5

This second part of the Introduction to New Testament Greek continues with the goals of the first course; this is a two-part course, and the first and most important goal (to learn to read the New Testament) will not be completed with the first semester alone. This work accomplished in the second semester will enable the student to master about 600 words of New Testament Greek, which comprise about 90% of all the vocabulary of the New Testament. The more complicated grammar and syntax of the New Testament will be covered, and students will spend more time reading the actual text of the New Testament. Students will be taught a simple, devotional way of maintaining their Greek by regular reading of the New Testament, which should strengthen their solid foundation beyond this course.

# VISUAL ARTS

The Trinity Upper School Visual Art department seeks to provide students with meaningful, rich encounters in art-making. Inspired by the mission of Trinity School, the program emphasizes the value of aesthetic beauty while celebrating personal, creative expression. The program takes a broad approach, introducing students to drawing, two-dimensional and three-dimensional design through studio projects that incorporate a wide range of materials. Beginning courses provide groundwork in rudimentary skills, emphasizing the elements and principles of design as a strategy for visual communication. Instructors encourage exploration, practice, and play by cultivating a classroom environment that balances investigative creativity and technical skill-building. Striving to build connections between studio projects and art history, students study traditional historic art from a wide range of cultural backgrounds. Students also consider contemporary art and design, observing current trends and practices within the visual arts. Individual and group critiques foster conversations that assess strengths and weaknesses, as students build the confidence to successfully articulate opinions. The Visual Art department strives to provide inspiring spaces for growing artists—both those seeking a rigorous path in artistic excellence and those beginning their exploration of creative expression—offering stimulating, transformative experiences for each.

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## Foundation Art

Prerequisites: None  
Credit: 0.5

This beginning art course takes a comprehensive approach, providing students with the opportunity to create works of art using a variety of media and techniques, including drawing, mixed media, and sculpture. Students are encouraged to think critically and creatively as they make drawings, two-dimensional designs, and sculptures. Through hands-on studio experiences and sketchbook assignments, students work with concepts such as composition, color, form, scale, and content. Discussions and slide lectures provide exposure to art history from a diverse range of cultures, providing context for their own creative work. An examination of beauty as it relates to the cultural values represented in the art and design world will encourage discussions that explore its significance.

The course places a strong emphasis on basic drawings skills, including contour drawing, gesture drawing, proportion, perspective, and composition, while developing techniques using a wide range of drawing materials. Building on these skills, students will then focus on color theory, using the elements and principals of design to provide tools for project creation. Individual and class critiques will encourage beginning literacy in art criticism as students identify media processes, design elements, and conceptual ideas in works of art.

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## Advanced Art: Drawing

Prerequisites: Foundation Art or permission of the instructor  
Credit: 0.5

Serious art students are challenged to sharpen perceptual skills as they achieve excellence in image-making. Course members will develop skills in two-dimensional and three-dimensional drawing techniques as they explore new materials and develop a personal style. The sketchbook will serve as a visual journal for process work, homework, and practice sketches. Students frequently will view slides of the work of artists from a variety of cultures, both past and present, to enhance their own projects. An examination of beauty as it relates to the cultural values in the art and design world will encourage discussions that explore its significance. Students exercise their drawing skills through direct observation of still life, portraiture and still images and will experiment with drawing as a means to express personal and abstract ideas. The course's goals include skills and techniques for the production of creating drawing, two-dimensional and three-dimensional projects, while investigating a deeper expression of personal style; advanced literacy in art criticism, including identification of media processes, design elements, and mood and expression in works of art; and employment of the elements and principles of design within the context of project creation.

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## Advanced Art: Painting and Sculpture

Prerequisites: Foundation Art or permission of the instructor  
Credit: 0.5

In this continuation of Advanced Art study, students learn painting techniques that allow for further study in color theory and practice painting what truly exists before the eye. Three-dimensional materials, including wire, plaster, and found objects, provide the opportunity to design within actual space. Students are encouraged to work on a larger scale and in multiples, and

to experiment with nontraditional mediums and mark making. Weekly sketchbook assignments will be a core requirement for the class.

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## Watercolor I

Prerequisites: Foundation Art or permission of the instructor  
Credit: 0.5

This course is designed to be a formal introduction to traditional painting with watercolor. Students will learn how to handle basic materials and will be introduced to a variety of techniques. Instruction in color mixing, brush style applications, and water interactions are integral to this course. Students will be exposed to the work of historical and contemporary watercolorists as inspiration for their own work. Peer evaluations and discussion will be used to analyze, describe, and interpret works of art and to serve as a catalyst for exploring the nature of beauty in art. Subject matter will be at the discretion of the instructor.

Understanding color and learning proper handling of brushes, pigments, and paper will serve as the backbone for this class. The students will create double primary and split complementary color charts, as well as value, tinting, and glazing charts. Wet-on-wet washes, smooth washes, dry brush, highlights, and shading will be demonstrated in class and practiced daily by students. Students will be taught methods of critiquing their own work as well as the work of their peers.

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## Watercolor II

Prerequisites: Watercolor I or permission of the instructor  
Credit: 0.5

Watercolor II builds on the basic skills acquired in Watercolor I. In addition to reviewing techniques, students will focus on the elements of design with an emphasis on composition. Students will be exposed to the work of historical and contemporary watercolorists as inspiration for their own work. Peer evaluations and discussion will be used to analyze, describe, and interpret works of art and to serve as a catalyst for exploring the nature of beauty in art. Subject matter will be at the discretion of the instructor.

Independent thinking and planning of paintings will be the emphasis of this class. Sketchbooks and thumb nail sketches in tonal values will be important. Students will learn how to piece together two to three different images to form one painting, thus creating original work. Students also will experiment with limited palettes and imperfect triads to deepen their understanding of color. Students will critique their own work and the work of their peers on a regular basis.

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## Honors Master Studio

Prerequisites: Advanced Art I and II and permission of the instructor  
Credit: 1.0

Designed for highly motivated students of art, this course offers its members the chance to experience the rigor of developing a portfolio that articulates visual excellence and personal expression. Students must be highly self-motivated, possess solid artistic skill, work successfully independently, and demonstrate strong vision in their work. Members of the course are expected to produce a large volume of quality work and should expect to spend time outside of class on their portfolio each week.

Under the guidance of the instructor, students will set goals for the term based on a personal concentration. Weekly process critiques are an integral part of this course as are assigned projects given by the instructor. In addition, the instructor will meet individually with students to discuss ideas and process, and to suggest references and alternate approaches. Students may also receive guidance in the development of an art portfolio suitable for college admission criteria, or may use their portfolio to submit for the AP Studio Art exam. Each student will complete the course with a digital or slide portfolio and will participate in a final presentation of works.

# PERFORMING ARTS

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## Drama

Prerequisites: None  
Credit: 0.5

This fall-semester class equips students to move from script to stage performance and provides instruction in all basic elements of stage performance, from vocal range and volume to body movement and interaction with other performers on stage. Beginning with his most important tool, the body, the actor in this course will explore the range of vocal and physical potential to create and portray characters. Students will learn to analyze scripts for interpretation and will perform works of oral interpretation, monologues, and dramatic scenes or one-act plays. The class also will include blocking and movement on stage, as well as exposure to various aspects of behind-the-scenes play production. Students will also attend a professional theatrical performance and study it for elements in class discussion. Finally, all students will take part in producing, either behind the scenes or on stage, a dramatic performance for an audience.

The course's goals include equipping students to overcome their inhibitions and use the full range of their voices, bodies, and minds to create characters on stage; to understand and experience the team-work required to produce a theatrical performance; to appreciate drama as an art form—a means of creative expression that allows an audience to experience vicariously and learn from the plot unfolding on stage; and to develop students' confidence.

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## Instrumental Ensemble

Prerequisites: Audition with the instructor  
Credit: 0.5 (semester) or 1.0 (year-long)

In this ensemble-based class, students learn about scales, chords, and chord progressions and combine wind instruments (such as Trumpets, Saxes, Trombones, and Clarinets) with Guitars and Percussion to perform different genres of music, including jazz, Broadway, film, Christian, and classical. Opportunities for performance will be available as scheduling permits. The goal is for this group to play at special events, plays, possible field trips, and as many venues as possible. This course is most suitable for students who are naturally gifted or who have been playing three years or more. Note: This class meets twice weekly on Tuesdays and Thursdays. Each class is 90 minutes and includes the Arts Block period just before lunch and the lunch period itself. Students in Instrumental Ensemble have free periods the other two Arts Block periods each week.

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## Vocal Ensemble

Prerequisites: Audition with the instructor  
Credit: 0.5 (semester) or 1.0 (year-long)

Two, three and four-part singing, both a cappella and accompanied, and the development of good vocal technique and stylistic and choral singing, comprise the focus of this class. The repertoire will include but not be limited to barbershop, folk, madrigal, and contemporary pieces as we explore and sing different styles of music while experimenting with the infinite possibilities of our voices. The art of harmonization, improvisation, and vocal percussive singing will be encouraged and developed as vocal knowledge and confidence of the singers grow. A goal for the 2009-10 Vocal Ensemble class is an overnight trip to perform outside the Triangle area.

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## A Cappella Groups (Extra-Curricular)

Trinity's Upper School encourages student-led *a cappella* singing groups which rely heavily on student leadership supported by faculty sponsors. Group repertoire generally is contemporary pop. Groups rehearse at times convenient to the participants' schedules.

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## Chamber Music Program (Extra-Curricular)

Trinity provides expert coaching of audition-based, small ensembles of musicians who prepare music for performances within and beyond Trinity. Chamber groups rehearse once weekly at times convenient to the participants' schedules. Chamber music repertoire generally is classical.

# REQUIRED SEMESTER COURSES

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## Computer Skills Competency Test

Prerequisites: None

Credit: 0.5

Students new to the Upper School are assessed for basic computer application skills and information literacy. Those who pass this assessment may waive the Computer Skills course requirement and substitute another elective. Those who do not pass the competency test are required to take an independently arranged series of sessions designed to address the student's knowledge or skill deficiencies. The competency test focuses on technical (programming formulas in Excel spreadsheets, for example) and ethical issues (using the internet for good or ill) as well as on using technology well to acquire and produce information.

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## Health & Wellness

Prerequisites: None

Credit: 0.5

The primary focus of this course, typically taken during the freshman year, is to discover and understand the components of physical health within the context of a Christian world view, as well as understanding the connections between physical, mental, and spiritual health. There is a strong emphasis on topics that relate to the particular issues facing adolescents in our country at this time.

The human body is a magnificent creation of God, in whom “we live and move and have our being” (Acts 17:28). In this course students examine the care and feeding of this body from the perspective of how God designed it to function optimally. Students work to develop a Christian perspective on health and wellness in a society that simultaneously places tremendous emphasis on physical appearance and prowess, yet promotes very unhealthy lifestyle habits.

The course examines a broad range of health and wellness issues related specifically to adolescents, including nutrition, physical activity, mental / emotional health, sexuality and sexual wellness, contemporary health risks, social aspects of health and wellness, and substance abuse. The course's goals include developing an understanding of and a Christian perspective on the various aspects of health and wellness and knowledge, skills, and resources to develop a wellness plan that specifically encompasses physical activity, nutrition, and mental / emotional health.

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## Theology Studies I

Prerequisites: None

Credit: 0.5

The goal of this one-semester course is to help students read and live the Scriptures more faithfully and knowledgeably. At least three things are necessary in order to meet this goal: (1) to understand one's self and one's world; (2) to understand the Scriptures themselves; and (3) to understand some of the ways Scripture has been read and lived in the past. Knowledge of these three things is bound up together, and this course will be defined by the boundaries of this triangle: self, Scripture, and the church. The nature and history of Scripture will complete our introductory topics; we will explore basic guidelines for sound reading of God's Word. With this background, figures from the church, past and present, will help to broaden our perspective of what Scripture is, how it should be read, and how it should be lived.

In our engagement of “self,” our scope will be the entire world of the modern teenager. Any issue that concerns or any entity that influences any teenager in this class—and beyond—is relevant to this class. Indeed, whatever informs contemporary culture, from science to pluralism, may be addressed. As we engage Scripture, our scope will include all 66 books of the Bible, seen through the interpretive lens of the student and any historical figure we study. The historical figures themselves will transcend the boundaries of time, race, sex, and denomination.

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## Rhetoric

Prerequisites: None

Credit: 0.5

Masterful rhetoric derives from years of rigorous study in grammar, logic, and dialectic. Through the reading of famous speeches (primary sources), handbooks of rhetoric (secondary sources), extensive writing and speaking assignments, and in-depth classroom application, students learn the basic tenets of effective argumentation and effective expression of their ideas through the spoken and written word and develop an increased sense of self-confidence in their ability to deliver a quality speech.

To prepare to do this, students study classical approaches to rhetoric, including both theoretical models and famous examples of speeches from the Greek and Roman world as well from the New Testament and the writings of church fathers. They also survey contemporary forms of the ideas of ancient rhetoricians. The goal of this historical survey is not only to establish an introduction to the basic methodology but also to define the purpose of rhetoric in a democratic society. Throughout, students try out the concepts and principles they encounter and learn to distinguish the different kinds of rhetoric (forensic, deliberative, and epideictic) and the characteristic function of each. Students learn the three forms of persuasion (ethos, logos, and pathos) and to use them effectively according to such considerations as audience and argument. Students review the principles of logic (induction and deduction, and also common logical fallacies). Finally, students learn to employ a variety of rhetorical devices and tropes, to present direct evidence, to employ memorization techniques, and to use public speaking skills effectively.

The goal of this course is to provide students with a toolkit for inventing and delivering their own persuasive, original speeches. Students acquire increased fluency in the basic components of an effective argument; understanding of the purpose and function of rhetoric in society; solidified skills in grammar, formal and informal logic, and dialectic; and increased public speaking skills, particularly the invention, delivery and defense of a persuasive argument. Students are required to deliver a persuasive speech on a topic of their choosing to a limited audience of peers and teachers. The subject of the speech will be determined by the student in conjunction with the instructor, and must clearly indicate the student's mastery of the principles learned in the course.

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## Senior Thesis

Prerequisites: Successful completion of Junior year core academic courses and Senior standing

Credit: 0.5

From the outset of their time at Trinity, students are encouraged and challenged to develop their scholarly interests and to refine their skills and habits as independent thinkers, undergirding and enhancing their studies with a vibrant Christian perspective. The culmination of this process is the Senior Thesis, which provides a unique opportunity for students to pursue research and scholarship in a topic of their choosing, sparked by classes they've taken or by longstanding personal interests. As their work unfolds, they apply skills that are the foundation of their Trinity educational experience, including creativity of thought, intellectual engagement, critical thinking, mental discipline, and the ability to problem-solve and meet complex challenges.

Each student's topic selection and assignment to a Trinity thesis advisor (typically, an Upper School teacher) occur in the spring of the junior year. Seniors are enrolled in Senior Thesis for the fall semester of the senior year as a scheduled time to meet as a seminar or individually with the Senior Thesis Coordinator and to work independently on the various facets of their project. Seniors also meet regularly with their thesis advisors at times convenient to both, but typically not during the period when Senior Thesis occurs. The thesis topic should focus on an open-ended question and be based in any of the humanities, mathematics, or sciences. Depending on the topic, it may be more theoretical or project-based. An oral presentation of the Senior Thesis occurs early in the 2<sup>nd</sup> semester before interested members of the Trinity community and a three-person thesis review panel composed of a Trinity faculty member, the thesis advisor, and one non-Trinity member approved by the thesis advisor. After an open oral presentation, the review panel participates in a private oral defense of the work and evaluates both the presentation and the oral defense. The panel's evaluation, with input from the Senior Thesis Coordinator, determines the final grade and approval of the thesis as satisfying a Trinity graduation requirement.

The Senior Thesis' main goals include excellence at conceiving, sustaining, self-assessing, and synthesizing in-depth research; mastery of information, skills, and perspectives important to the thesis topic; the ability to problem-

solve and to see multiple possibilities associated with complex situations; competent information literacy skills; and compelling written and oral expression.

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## Theology Studies II

Prerequisites: Successful completion of Junior year core academic courses and senior standing

Credit: 0.5

Theology Studies II is the second of two semester courses in theology required of all Trinity graduates. This course explores what it means to have a Christian view of the world. Students examine what sort of Big Questions all human beings ask about the world we live in; what kinds of answers different religions and philosophies (including especially a post-modern worldview) have proposed; and what distinctive questions and answers the Christian Gospel poses and proposes. This course has a strong element of what is often called apologetics: Understanding *why* we believe and addressing honestly the most difficult questions any Christian must face. One of the goals of this course is to prepare students for a thoughtful, faithful, and benevolent engagement with the secular academic culture which they are likely to encounter in their college years.

# GENERAL ELECTIVES

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## Yearbook

Prerequisites: None

Credit: 1.0

This year-long, highly interdisciplinary course produces Trinity's yearbook, *Memoria*. In the process of getting it to print, students gain in-depth knowledge of and practice with journalistic methods, including researching information, interviewing, writing, and copy-editing; yearbook production software; photography and graphic design; strategic thinking; business planning; teamwork; and complex problem-solving. Multiple talents and interests are needed among the yearbook staff. Projects include writing news, feature, sports, and editorial articles; taking high-quality photographs; designing visually appealing layouts; and selling ads.

Essential to the yearbook's successful production are the staff's student editors, chosen each spring for their leadership skills and production knowledge. The student editors of the Yearbook staff gain valuable experience in leadership and have the opportunity to attend a Yearbook conference over the summer to receive additional knowledge and training important to their leadership of the next year's staff.

Note that an application process is required of all students wishing to be in this class; see the Yearbook instructor for details. Also note that this course requires more than the typical amount of out-of-class work. Paced carefully, the load is manageable but varies according to assignments and deadlines. General staff members should expect to attend one or two weekend work days over the course of the year, plus various school events to be included in *Memoria*. Editors' loads are heavier and include three or four weekend work days.

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## Robotics

Prerequisites: Permission of the instructor

Credit: 0.5

Robotics is a hands-on course through which students learn first-hand what it is like to work in a team context to engineer a technological solution to a complex problem. After receiving the nationally announced "tech challenge" from *FIRST* (For Inspiration and Recognition of Science and Technology), the student team defines its competitive strategy, designs and builds a robot that can carry out its strategy, programs the microprocessor that controls the robot, and documents its members' thoughts and work progress in an engineering notebook. Throughout, the teacher serves as coach and also arranges guest visits from experts in topics ranging from programming to graphic design. The course builds science, technology, and engineering skills, refines creative and critical problem solving strategies, deepens participants' leadership and communication skills, and fosters an appreciation for diverse talents and ways of thinking essential to successful teams. This course is open to all sophomores, juniors, and seniors and to freshmen by permission of the instructor. Students are welcome to take the course multiple years. The instructor seeks a balance of experience and talents to field a high-functioning team. Maximum enrollment is ten students.

Important notes: (1) All students are expected to participate in the regional robotics competition, held annually in March at NC A&T University in Greensboro, NC, as well as at the world championship in April if the team is invited to participate. (2) This course requires longer blocks of time for its meetings. Depending on team progress, it may be necessary for participants to remain in the class through the lunch period once or twice weekly on days that the class meets the period before lunch. (This would not interfere with Advisory Lunch.) Participants also should be prepared on Wednesdays, when the class meets the last period of the day, to extend their Robotics sessions at least until 4:00 (no Trinity sports practices begin before 4:15, and few games will occur on Wednesdays) and sometimes, through special arrangements with sports coaches, to continue their Robotics work later than this. Attendance at periodic additional sessions outside of school is an expectation. 50% of the course's grade is based solely on attendance and class participation. (3) This course does not start until October (when the national Robotics tech challenge is announced) and runs through to March or April (when the team's competitions are finished).

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## Service Learning: Literacy and The Augustine Project

Prerequisites: None

Credit: 1.0

The goal of this course is to introduce students to the experience of learning through serving in Durham and Chapel Hill. In this class, students will work together and with the instructor to understand the underlying social, political, and economic issues that exacerbate community problems. Instruction in the classroom is combined with service and reflection, developing students who are educated community members and empowered problem solvers. Above all, this class stresses Paul's words to the churches in Galatia: "...serve one another in love."

This year-long class will focus on childhood literacy in the United States by exploring the issues from the multiple perspectives of teachers, students, parents, and community. Innovative national and local programs that support literacy practices will be examined. At the core of this class will be student training and tutoring through The Augustine Project, a local program designed to train and support volunteer tutors who provide free, one-on-one, long-term instruction in reading, writing, and spelling to low-income children who struggle with literacy skills. Class members will be taught how to tutor using a systematic, multi-sensory, and phonetic teaching approach enabling students to step out into the community to address the needs of low-income children who struggle with literacy skills. Trained student tutors will be assigned a second-grade student at Forest View Elementary with whom they will develop an ongoing relationship during the academic year with a minimum of two scheduled tutoring sessions each week.

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## Service Learning: Solving Domestic Hunger

Prerequisites: None

Credit: 0.5

The goal of this course is to introduce students to the experience of learning through serving in Durham and Chapel Hill. In this class, students will work together and with the instructor to understand the underlying social, political, and economic issues that exacerbate community problems. Instruction in the classroom is combined with service and reflection, developing students who are educated community members and empowered problem solvers. Above all, this class stresses Paul's words to the churches in Galatia: "...serve one another in love."

This class will focus on the issue of hunger and food insecurity in the United States by looking at the causes of hunger, the effectiveness of the food stamp program, and differences between rural, urban, and suburban settings. Class members will become knowledgeable about the issues through independent research, selected readings, written reflections, and group discussions. The class will develop ongoing relationships with community agencies dealing with hunger and participate in local fundraising events.

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## Physical Fitness and Strength Training

Prerequisites: None

Credit: 0.5

This semester-long course is primarily focused on developing fitness through strength training. Students learn about and participate in a variety of styles of strength training, including circuit, functional, pyramid, high intensity, and Olympic training. They learn to use different types of resistance, such as body weight, machines, and free weights. The goal is for each student to design and implement an individualized program that meets his or her individual needs and personal goals. Some academic work will be involved to enable students to become acquainted with and evaluate literature about strength training, but most of the course will be devoted to physical activity.

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## The Art of Film (*Not offered in 2009-10*)

Prerequisites: None

Credit: 0.5

It is clear from the ever-sprouting multiplexes and the annual record-breaking blockbusters that the American cinema still holds a certain corner of the cultural market. This one-semester course explores film through a study of the language of movies (framing, cinematography, directing, screen writing, blocking, etc), the viewing of a select group of movies important to the development of movie making, and the development of a critical eye able to understand contemporary movies. Much like a literature class, The Art of Film trains students to be savvy and thoughtful "readers" of film and to think Christianly about art and culture.

# OTHER STUDY OPTIONS

The Trinity Upper School works collaboratively with students who wish to pursue program-appropriate credit or non-credit study beyond the standard academic program. Reasons for such study vary. Some simply seek enrichment. Others require basic remediation or courses otherwise not available because of schedule conflicts. In rare instances, especially gifted students are ready to accelerate to Trinity's next sequential level of a discipline or to continue their study beyond the scope of Trinity's course offerings. In all cases, students wanting this study to allow them to advance to the next level of a discipline or to be counted for credit and inclusion in GPA calculations must confer with and receive the Director of the Upper School's approval prior to enrollment in the course.

The typical time to petition the Director of Upper School to undertake formal independent study or study beyond Trinity is during the Upper School's normal registration process for the following year's classes. Students pursuing such study should have mature habits of scholarship and be capable of learning in a less-monitored manner.

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## Independent Study

Prerequisites: Approval of sponsoring member of the Faculty and the Director of Upper School  
Credit: By approval of the Director of Upper School prior to enrollment

Independent Study is available to qualified students who wish to explore topics or areas of interest not offered in Trinity's regular curriculum. The student and a Trinity instructor together design the program of study and determine the number and frequency of meetings, course expectations, amount of credit to be earned, and method of grading (letter grades or Pass/Fail). Students in independent study must have mature academic study habits and be capable of learning in a less-structured, often self-guided manner. This option is available in all disciplines. Except by special petition at the time the study is proposed, Independent Study courses cannot be substituted for required courses or applied towards satisfying Trinity's minimum required credits for graduation.

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## Virtual High School Global Consortium

Prerequisite: Approval of the Director of Upper School  
Credit: Trinity-conferred credit is possible with written approval of the Director of Upper School prior to enrollment

Trinity has a formal partnership with Virtual High School Global Consortium (VHS), a fully accredited institution that offers an extensive catalogue of quality online courses. Much like Trinity, VHS caps enrollment in its classes to assure small class sizes; they are semester-based and begin and end on a standard school-year (or summer) calendar. Their courses require substantial work and student interaction, feature regular check-ins and updates, and often have significant project components. Unlike traditional courses, however, the interactions and work can occur asynchronously, according to each student's schedule. Trinity supports its VHS-enrolled students with a VHS-trained faculty member who provides technical assistance and academic oversight and serves as the liaison between the two schools.

Trinity endorses VHS courses as supplements to its own curriculum, not as replacements of it. Trinity offers a limited number of fee-free VHS course enrollments, typically to students whose exceptional academic talents extend beyond the scope of the Upper School's academic program or whose schedules of core academic classes prohibit access to ones important to their standard academic progress. Families opting for VHS courses for other reasons, such as general enrichment or remediation, pay VHS approximately \$850 for a full-year course and \$425 for a semester course. For more information, see <http://www.govhs.org>.

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## Other Study Options beyond Trinity

Prerequisite: Approval of the Director of Upper School

Credit: Trinity-conferred credit is not typically possible; petitions for special exceptions to this policy should be made to the Director of Upper School prior to enrollment

Students may wish to explore other options for study beyond Trinity. Possibilities include:

- Audited or graded classes at UNC-Chapel Hill (apply through the Undergraduate Admissions Office) or Duke University (<http://learnmore.duke.edu/academics/>)
- Independent Study through the Duke TIP program ([http://www.tip.duke.edu/independent\\_learning/index.html](http://www.tip.duke.edu/independent_learning/index.html))
- Online study through other institutions. If undertaken during the school year, asynchronous courses (those that do not require participants to be online at a specific time) are more likely than synchronous ones to work for Trinity students since they are less likely to affect the rest of a student's schedule. Possible providers of online courses include: ♦North Carolina Virtual High School (<http://www.ncvps.org>; note that private school students must work with their local school district's office in order to enroll in these courses) ♦The University of North Carolina at Greensboro ([http://web.uncg.edu/dcl/web/registration/reg\\_howto.asp](http://web.uncg.edu/dcl/web/registration/reg_howto.asp)) ♦Stanford University's Education Program for Talented Youth (<http://epgy.stanford.edu>) ♦Duke TIP e-Studies (<http://www.tip.duke.edu/e-studies/index.html>)

# EXTRA-CURRICULARS

There are many extra-curricular options at Trinity, and students are encouraged to join a manageable number of these for enjoyment, to discover new interests, and to refine talents.

Athletics	Fall	Girls Tennis Girls Volleyball Boys Soccer Cross Country
	Winter	Girls Basketball Boys Basketball
	Spring	Girls Soccer Girls Club Lacrosse Boys Baseball Boys Tennis Golf
Performance		Chamber Group Program A Cappella Singing Group
Other		Honor Council Student Council Literary Magazine Forensics (speech & debate) Math Competitions Science Competitions Bible Study
Student Clubs		<i>These form according to student interest. Ones formed in 2008-09 included:</i>  Environmental Club Improv Club

# TYPICAL COURSES BY GRADE LEVEL

The upper school schedule has seven periods (plus lunch) each day and rotates across the week a total of eight 'blocks' in which courses are scheduled. This means that each day at least one of these 'blocks' does not meet. Science courses meet five periods weekly; unless otherwise indicated in its course description, all other courses meet four periods weekly. The general expected course load is five "core" academic courses (humanities / English & history; math; science; and language) plus an elective or two each semester. Most students should have one unscheduled 'free' period. The following are examples of typical course loads at each grade level.

9 <sup>th</sup> Grade	Humanities:	Humanities I: Ancient Civilizations
	Mathematics:	Algebra I (a few) or Algebra II (most)
	Language:	Latin or Spanish
	Science:	Physics
	Other:	Health (semester course); computer proficiency test

This year, several courses are prescribed. Students are grouped heterogeneously in Humanities classes, with honors study proposed independently. Placement in mathematics, science, and language is based on the course and achievement in 8th grade. This is the ideal time, should one wish to do so, to change the language one will study throughout upper school. Students with advanced math levels may choose Geometry along with Algebra II. All 9<sup>th</sup> graders take Health one semester and are encouraged to take the Foundation Art course in order to take more advanced art courses later on.

10 <sup>th</sup> Grade	Humanities:	Humanities II: The Western World from Medieval to Modern Times
	Mathematics:	Based on grade 9 placement/performance
	Language:	Latin or Spanish
	Science:	Chemistry
	Other:	Theology I (semester course)

Students again are assigned to heterogeneous sections of Humanities, with honors study occurring independently. Mathematics, chemistry, and language placements are based on level and performance from freshman year. Sophomores take Theology I. Choosing at least one additional elective course is strongly recommended. Some may wish to take Geometry and Pre-Calculus concurrently.

11 <sup>th</sup> Grade	Humanities:	Humanities II: American Studies
	Mathematics:	Based on grade 10 placement/performance
	Language:	Latin or Spanish
	Science:	Biology
	Other:	Rhetoric (semester course)

Students once again are assigned to heterogeneous sections of Humanities, with honors study occurring independently; as before, mathematics, biology, and language placements are based on the previous year's level and performance. Some juniors may consider taking an English or history elective in addition to their humanities course, or perhaps a science elective in addition to biology.

12 <sup>th</sup> Grade	English:	Semester course required fall and spring
	History:	Semester electives available fall and spring
	Mathematics:	Based on grade 11 placement/performance
	Language:	Latin or Spanish
	Science:	Electives
	Other:	Senior Thesis (fall); Theology II (spring)

Most students continue with all five major curricular areas; some elect to drop a final year of one area in order to double up in a favorite discipline. Nevertheless, one should enroll in at least four of the five core academic areas and continue to choose as challenging a course load as appropriate while still performing well when doubling up. Seniors take Senior Thesis and Theology II.

# KEEPING COLLEGE IN MIND: ADVICE FROM THE COLLEGE GUIDANCE HANDBOOK

Generally, the College Counseling Office prefers that younger students not spend much energy thinking about college. Still, there's important advice that even they should heed.

**Earn good grades.** Colleges will see the semester grades of all your courses beginning in 9<sup>th</sup> grade. (Generally, they will not see any test scores, unless you decide otherwise, until the eleventh grade.) While colleges like to see grades that are improving over time, poor or mediocre grades even in the early years of upper school can eliminate you as a candidate at a number of institutions. Ninth grade does, in fact, matter.

Thus, the most important way to prepare for the college application process before your junior year is to earn the best grades that you can. This starts, of course, by doing your homework consistently and with full investment. It is not unusual for students with strong work ethics to earn significantly better grades than those who lack academic focus and self-discipline but who have higher SAT scores. Apply yourself fully to your studies and develop strong academic habits, which take years to form. A worthy goal is to use your middle school years to establish these so that they are solidly in place by grade 9.

**Challenge yourself academically.** It's important to challenge yourself academically. God wants you to use your talents to their fullest: Doing so glorifies and honors Him, and it's good for you. It just so happens that it's also what colleges want to see—they want students on their campuses who are intellectually curious, motivated, and self-disciplined. They like students who've tested their limits and persevered through tough situations. The more selective colleges in particular will expect to see you embrace as many advanced-level course opportunities as possible.

The best advice during the years leading up to your junior year, then, is to aim high in your courses to get all you can from them. Doing so will help you understand your preferred ways of learning and your academic strengths and weaknesses. In the upper school, pursue honors study to the extent that doing so matches your talents and overall schedule.

The inevitable question in the upper school is "Is a *C* in an honors course better than a *B* in a non-honors course?" The short answer is "It depends." The longer answer requires conversation and careful counseling. If you try your hardest and come up a bit short, that *might* be okay during these years. Think carefully about how much of a stretch would be required for a given course, and be open to considering that course even when a lower grade is a possibility. It *might* be the advisable path to take. By junior year, of course, you want grades that reflect your full abilities and appropriate academic challenge as consistently as possible.

**Invest in a limited number of extracurricular activities.** During these years it's also important to involve yourself in a select few activities outside of class—for instance, sports, clubs, a job, church activities, or service within your community. It's important, though, to do these for the right reasons—for instance, because you enjoy them, because you feel called to them, or because you're helping someone else. *Don't* do them because they will 'look good' on a college application; colleges detect that insincerity pretty easily. Unless you write about them in one of your college essays, colleges won't know about activities you're involved with earlier than 9<sup>th</sup> grade.

Don't load up on lots of extracurricular activities. Too many of them in your upper school years can actually hurt the way you appear to colleges. Colleges want to see *depth*, not *breadth* of involvement. They are not looking for well-rounded *individuals*. Instead, they want to create a well-rounded *class* out of individuals with special interests.

Practically speaking, this means involvement in just one extracurricular activity may be enough if you commit yourself to it and make a significant contribution to it. You do not have to find a cure for diabetes or end illiteracy in

the Appalachian mountains to be noticed by colleges (although such accomplishments would not hurt). Colleges want to see that you have taken advantage of your opportunities. If you are a member of Student Council, what new ideas have you brought to that group?

A note: It may come as a surprise, but being president of the senior class generally does not impress many selective colleges because in most high schools the senior class president rarely does anything. But if you are president of the class or president of anything else and you do some new and innovative things with it, colleges cheer.

***Practice who you will become and who God wants you to be.*** Your character matters—to God, to the people you know now, to the people you will know in the future, and to the colleges you’ll seek admission to in your senior year. Qualities colleges love to see in their applicants include responsibility, reliability, integrity, and initiative. They also like to see demonstrations of leadership, concern for others, creativity, curiosity, independence, enthusiasm, relative maturity, and special talents.

Christians know that no one is born with these qualities finely tuned. We’re all born broken sinners in need of Christ to mend and redefine us. Life experiences also help shape us, and over time we, with discipline, encouragement, prayer, and the Holy Spirit at work within us, can practice the qualities God intends for us to possess and see them take root and bear fruit. The more we practice them, the more they become ‘habits’ of the heart and mind. One of the best ways to do this is through extracurricular activities.

It’s helpful to know the kinds of character questions colleges include on their teacher recommendation forms. The illustration below is one example, taken from the 2008-09 Teacher Evaluation Form for the Common Application, which is accepted at many colleges and universities in the United States.

To help you reflect on the importance of your character, both separate from and applicable to the college admission process, try the following:

1. Spend one minute reading the items on the below grid to familiarize yourself with them.
2. Then, for each item, try rating yourself. Be honest about both your strengths and your weaknesses.
3. Now, try to set some personal goals for the qualities you’d like to improve.
4. Finally, share these goals with your parents, your advisor, and / or a trusted friend, and ask them to help encourage and pray for you as you try to reach your goals.

***A word about Facebook....*** ♦ A number of colleges now use the internet to learn about their applicants. Even those who don’t do this proactively sometimes receive ‘tips’ about applicants and turn to the internet to find out more about them. Students have had admissions and scholarship offers revoked because of concerning content discovered about them on the internet—even when they deleted it from their own internet pages before beginning the application process. ♦ You lose the ability to control content once you post it online even if you do so within a tight circle of trusted friends. For instance, someone else might copy something from your page onto his or her page. ♦ Thus, ask your friends to clean up anything concerning about you that appears on *their* online sites, too. And ensure that what you post, or what others post about you, would not embarrass you if your parents or your advisor saw it. ♦ If you’re not in upper school yet, under no circumstances should you have a Facebook account: Facebook policies forbid this, and you are not old enough to make wise use of it.

***...and Email addresses.*** ♦ Right now, regardless of your age, if your electronic address is off-color or edgy, change it—you don’t want a first impression to be the wrong one. ♦ Use the same email address for all standardized tests registrations and college-related research and communications.

**From The Common Application's Teacher Evaluation Form**

No basis		Below average	Average	Good (above average)	Very good (Well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few I've ever encountered
	Academic achievement							
	Intellectual promise							
	Quality of writing							
	Creative, original thought							
	Productive class discussion							
	Respect accorded by faculty							
	Disciplined work habits							
	Maturity							
	Motivation							
	Leadership							
	Integrity							
	Reaction to setbacks							
	Concern for others							
	Self-confidence							
	Initiative, independence							

## KNOW HOW COLLEGES EVALUATE A CANDIDATE

Even before you formally begin the college search process, it's helpful to keep in mind how colleges evaluate their applicants. Typically, smaller or more selective colleges invest more time getting to know their applicants, with one or two readers taking twenty to thirty minutes to evaluate each applicant and giving special attention to the student's personal essays, recommendations, and personal characteristics. Most colleges give these readers authority to admit and deny a certain number of students on their own. The rest go to the Admissions Committee, which may spend several minutes considering each of the reader's recommended decisions. Often, the college's admissions representative who visits us in the fall or spring to talk with Trinity students is the same person who will read your file when you apply.

The size and selectivity of the college has a lot to do with the decision-making process. Many colleges require at least one essay and one or more teacher recommendation. Some colleges, though, require very little information from you. If you send your SAT scores to some large public universities early in the fall of your senior year, you are likely to be admitted on the basis of those alone. Others require your SAT scores, your transcript, and a simple application with no essay. They insert your GPA and SAT scores into a formula which determines the institution's decision.

Many colleges happily accept the Common Application in place of their own institutions' application form; some who do so also require completion of an institution-specific 'supplement' that gathers additional information important to their application process.

The following repeats some of the information in the previous section. However, it's worth reiterating here to explain the criteria most colleges emphasize, to varying degrees, in their admission decisions:

***Grades in appropriately challenging courses: the most important thing.*** The first and foremost talent that colleges seek is academic. With most colleges, and there are exceptions, grades are the first things they examine. They want to see good grades in demanding courses. Everything else pales in comparison. A student with excellent grades and fair SAT scores often has a better chance of gaining admission to a selective college than a student with fair grades and excellent SAT scores.

***A well-rounded class of individuals.*** Colleges also seek to admit well-rounded classes. They look for students with unique talents and different backgrounds who have distinguished themselves in some manner and who collectively will create an interesting, stimulating class. This makes it difficult to predict which individuals they will admit, especially among the more selective colleges. Your test scores and grades on an all-honors transcript may be stellar, but the orchestra director's need for an oboist may mean that you, a violinist, aren't admitted. Someone with a 4.0 GPA and 1500 combined math and verbal SAT score who's a member of the band and an intended pre-med may be less likely to be admitted to Williams than a student with a 3.8 GPA and 1380 SAT who's interested in a classics major and who has developed his kayaking skills to the point of being an instructor for a regional Boy Scout organization. Good grades are critical and foremost, but not the sole factor in admissions.

***Standardized tests.*** Increasingly, colleges are now "test optional," meaning they no longer require you to include your SAT or ACT scores with your application. However, at many college admission offices, your scores on one or the other of these national tests are still an important piece of your application.

***GPA's and the academic index.*** Many colleges recalculate your GPA; while specific practices vary, this typically is done by focusing solely on your core academic classes (i.e., they do not include such courses as art or PE) and giving extra quality points to more challenging courses (in your case, it will be Trinity's honors courses). Using its own system, each college will arrive at a number known as an academic index that usually is based on its evaluation of your courses, grades, and test scores.

***Personal essays and recommendations.*** Well-written essays and specific commendations from your teachers and college counselor can help admission readers understand you more fully and can be

tremendously influential in the application process. Thinking and writing richly throughout your Trinity career is the best preparation for your essay; applying yourself fully to your studies and to practicing who God wants you to be is the best way to help adults recommend you highly.

**Interviews.** A number of colleges require on-campus interviews and use them to help inform their admission decisions. Others make them optional, offer only ‘information sessions’ or conversations with area alums, or do not even allow them as possibilities. Even if offered only as an option, this is something you should pursue. How to prepare? Contributing regularly in Socratic discussions, applying yourself fully to your Rhetoric class, speaking at Cornerstone or Worship, making public announcements, advocating for yourself in uncomfortable situations...: These are superb ways to ready yourself for high-stakes interviews. The College Counseling Program also will help you prepare for these.

**Demonstrated interest.** Many colleges regard an applicant’s ‘demonstrated interest’ to be a ‘plus factor’ that can make the difference for you: They like to admit students who are well-informed and enthusiastic about their campuses and, if given the opportunity, are more likely to matriculate. Examples of ways to show your interest include: ♦visiting with the college representative who comes to Trinity or attends a college fair ♦attending a college evening hosted locally at an alum’s house ♦having an on-campus interview ♦spending a day attending classes and a night in a dorm ♦emailing with a professor about an academic program.

## DEVELOP AN ACADEMIC AND EXTRACURRICULAR PLAN

Course selection is important. At Trinity, advisors beginning in the 9th grade have your college preparatory plan in mind and use the *Trinity School Academic and Extracurricular Plan* form as a tool for advising you about your goals in and beyond the classroom. We will ask you to keep this form updated at all times during your upper school years.

The Director of the Upper School and of College Counseling reviews and approves every upper schooler’s proposed course of study for the following year based on the student’s grades and teacher and advisor comments (and standardized test scores when appropriate). Each spring, he also meets individually with every rising 9<sup>th</sup> and 11<sup>th</sup> grader to discuss personal and academic goals and his or her academic plan for the following year—and is happy to meet with other students or their parents, as well. Students, you also should consult with your advisors, teachers, and parents to aid your thinking about your course selection for the coming year.

Sometimes, this requires lots of conversation. You don’t want a schedule that overwhelms, but you don’t want one you’ll sail through too easily. An entirely honors schedule may be appropriate—but then again, only non-honors courses may be wisest. The ‘safe’ path may make sense, but it may also be a missed entry into a new and exciting world of possibilities.

Most students will graduate from Trinity School with four years each in upper school English / history / humanities, math, science, and foreign language, in addition to their required courses in art, computer, Bible, rhetoric, and senior thesis. Many will have taken a selection of honors courses and a number of additional electives. This is in line with what most traditional four-year colleges expect to see as minimum study on a high school transcript:

- 4 years of English
- 3-4 years of mathematics, or through at least pre-calculus (the more competitive colleges prefer through calculus)
- 3 years of one modern or classical language
- 3 years of science (physics, chemistry, and biology)
- 3 years of history/religion
- 1 year of fine arts

One should check the admission requirements for each school one is interested in. Keep in mind that the courses listed below are the minimum requirements.

Having four years in as many core areas as possible is most impressive to traditional colleges. In their senior year at Trinity, some students choose to forego a fourth year of science, history, or language in order to “double up” in a favorite area. Students are strongly recommended to take at least four of the five basic curricular areas (English, math, science, history, language) during their senior year. While continued study in foreign language is not required through senior year, one should know that advanced language coursework and a strong SAT Subject test score in high school may place one out of college language requirements.

## UNDERSTAND STANDARDIZED TESTS

Since so many students apply to each college from so many different high schools with different grading systems and expectations, many colleges use standardized testing to help level the playing field on which they evaluate students. While grades and courses are the most important criteria used, testing is also important. Three widely used tests that colleges consider are the SAT, the SAT II subject tests, and the ACT.

Many colleges have a "floor" for scores and are reluctant to take students with scores under that floor. For example, it is rare for either Wake Forest or Washington and Lee to accept a female with a verbal SAT I score under 600. To be competitive at any of the Ivies, a student typically should have combined math and verbal SAT I scores of at least 1300. At the same time, it would be incorrect to think that a combined math and verbal SAT I score of 1350 is considered markedly different from 1320. These scores are viewed in terms of ranges. It also would be a mistake to believe that a "floor" is an absolute. There always are exceptions.

**Types of tests.** At Trinity, students take a variety of national tests pertaining to the college counseling process. Trinity registers its students for the PSAT and administers it at school. It is each student’s responsibility to register for the SAT I, the SAT II subject tests, and the ACT.

- ERB** Taken in the spring of 9<sup>th</sup> grade, this test measures students’ academic achievement.
- PSAT / NMSQT** Preparatory SAT / National Merit Scholarship Qualifying Test. Given in mid-October at Trinity to all sophomores and juniors. A counseling tool and a rough predictor of SAT scores. Scores range from 20 to 80 in each section; 50 is the approximate national average score. The results are not used by colleges, are reported only to you and to the College Counseling Office, and do not appear on your transcript. For juniors this is the preliminary qualification for the National Merit Scholarship. For more information, go to [www.collegeboard.com](http://www.collegeboard.com).
- SAT I: Reasoning Test** A four-hour test in verbal, writing, and mathematical reasoning ability. Scores range from 200 to 800 on each section; 500 is the approximate national average score. There are two types of verbal questions: sentence completion and critical reading. The math sections assess your ability to solve problems involving arithmetic, algebra, and geometry. The writing section includes both multiple choice and a twenty-minute hand-written essay. January of the junior year is the generally advised first time to take the SAT. The test is offered on seven dates each school year but it is not offered at Trinity. For more information, go to [www.collegeboard.com](http://www.collegeboard.com). You are responsible for registering and paying for this test.
- SAT II: Subject Tests** One-hour tests measuring knowledge in specific subject areas. Scores range from 200 to 800. Up to three subject tests may be taken on one test date. The SAT and the SAT II cannot be taken on the same day.

While some colleges do not require these, others, often the more selective ones, require as many as

three (typically math, writing, and one other of the student's choosing) and sometimes use them for placement in courses. Some colleges require specific tests or specify ones for applicants to certain majors. It is up to the student to research which colleges require which tests. Unlike Advanced Placement tests, colleges do not grant course credit for excellent SAT II subject test scores.

Subject Tests typically are taken in June of the junior year in subjects the student has just finished studying (certain sophomores may be advised to take the SAT II chemistry test). You are responsible for registering and paying for SAT IIs. For more information, go to [www.collegeboard.com](http://www.collegeboard.com).

**ACT** American College Testing. This is a test created by a different company that may be used instead of the SAT or SAT II depending on the college. Includes tests in four areas: English, mathematics, reading, and science reasoning. Four sub-scores plus a composite score that ranges from 1 to 36 are reported. There is also an optional writing section which some colleges require. Some students find they do better on the ACT and submit it in lieu of the SAT-I, and Trinity recommends that juniors take both. For more information, go to [www.act.org](http://www.act.org). You are responsible for registering and paying for the ACT.

**AP Tests** While Trinity's honors courses are not designed with Advanced Placement tests in mind, some students will opt to sit for AP tests at the conclusion of their honors courses. The decision to do this should occur in consultation with your college advisor and your teacher. Many colleges grant course credit for excellent AP scores. You are responsible for paying for AP tests; Trinity helps arrange their administration.

### **THINK ABOUT ATHLETICS**

For most students, athletic involvement only influences admissions by way of describing character. Participation on an athletic team helps describe your characteristics of dedication, loyalty, and determination. Quitting a team simply because you are not receiving enough playing time or you do not like the coach does not exemplify those values. Colleges are more impressed by the student who puts in the extra hours simply to make the team than they are by someone who is a starter because of simple natural ability.

Any student interested in playing sports in college must place a transcript on file with the NCAA Clearinghouse. You should also read the NCAA rules regarding eligibility. See additional NCAA information at the end of this guide.

### **MEET WITH COLLEGE REPRESENTATIVES AT TRINITY**

A wide variety of colleges and universities send admission representatives to Trinity in the fall and spring to talk with students about their institutions. Freshmen are welcome to attend these sessions occasionally. Sophomores are encouraged to attend at least several. Juniors and seniors should attend many of them, being sure to include schools they know nothing about. Only by such a process can you learn about unique programs that might suit you well.

Do not miss this opportunity. It is tremendously helpful for a successful college search, and it will help you identify your particular strengths, needs, and aspirations and find the colleges that match those. You will be much happier in the long run.

## THINK ABOUT SUMMER ACTIVITIES

College counselors are often asked what summer activities might improve a student's profile for colleges. Colleges do not have specific expectations regarding summer activities other than that a student should be active. Colleges recognize that not everyone can afford the opportunity to explore caves in southern France, climb mountains in Colorado, or study at Harvard's summer school. Some students have to find a job. Some have to help the family by watching younger siblings while parents work. Some get internships; others do community service. Colleges generally find all of these activities to be of equal value.

What makes a difference is what a student does with that specific opportunity. If you studied French under Rassias at Dartmouth, what did you learn? If you worked at a local museum, did you provide ideas that improved the workplace? If you babysat your brother, did you teach him what Rassias at Dartmouth would have taught you? Colleges appreciate individual initiative and creativity and look for activities that match your passions and interests. Use your summer to demonstrate those qualities in you.

See Trinity's *Summer Opportunities and Learning Adventures* for a rich list of possibilities.

## OTHER QUESTIONS

***What if you are doing poorly in a course?*** If you have consistently struggled with one subject, stopping your work in that area once you have met Trinity's graduation requirement probably makes sense. If you generally do well in a subject area but have had one bad term, however, we encourage you to continue with the discipline and the level. Our hope is that you will be able to improve your grades in subsequent terms and thereby demonstrate to colleges that the earlier low grade was an aberration.

***How do selective colleges view arts courses?*** Art Schools and colleges view advanced art courses as core courses and give them considerable weight in the application process. Colleges in general, however, view art courses as extremely valuable, interesting additions to a curriculum but not as replacements to the "core" building blocks. Art helps to demonstrate passions that allow one to stand out from other applicants.

***What are specialized programs looking for?*** While most students look at liberal arts institutions, some consider a focused, post-high school study in a specialized field. The appropriate high school curriculum for these programs may look a bit different. Be sure to meet early on with your adviser and the head of the appropriate department for suggestions on how to select those courses that will prepare you best.

- **Engineering Programs** generally require four years of rigorous math and science, including at least basic courses in both chemistry and physics. Coursework in computer science is also a plus.
- **Art, Drama, or Music Programs** vary a good deal. Conservatory programs, which focus almost entirely on your major, primarily consider an audition/portfolio. However, many comprehensive universities and small colleges also have exceptional programs in the arts. These colleges require the same demanding courses and grades for all applicants.

## UNIVERSITY OF NORTH CAROLINA MINIMUM COURSE REQUIREMENTS (MCR)

The University of North Carolina, effective Fall 2006, has the following Minimum Course Requirements (MCR) for admittance:

Language	6 units	Four units in English emphasizing grammar, composition, and literature, and two units of a language other than English.
Mathematics	4 units	Any of the following combinations: Algebra I and II, Geometry, and one unit beyond Algebra II; Algebra I and II, and two units beyond Algebra II; or integrated math I, II, and III, and one unit beyond integrated math III. (The fourth unit of math affects applicants to all institutions except the North Carolina School of the Arts.) It is recommended that prospective students take a mathematics course unit in the twelfth grade.
Science	3 units	At least one unit in a life or biological science (for example, biology), at least one unit in physical science (for example, physical science, chemistry, physics), and at least one laboratory course. Note: All of Trinity's Upper School science classes are laboratory courses.
Social Studies	2 units	Includes one unit in U.S. history, but an applicant who does not have the unit in U.S. history may be admitted on the condition that at least three semester hours in that subject will be passed by the end of the sophomore year.

## NCAA Freshman Eligibility Standards

Core Courses	<p>Effective August 1, 2008, 16 core courses are required for NCAA Division I eligibility. This rule applies to any student first entering any Division I college or university on or after August 1, 2008. 14 core courses are required in NCAA Division II.</p>
<i>Division I</i>	<p><u>16 Core Courses:</u></p> <p>4 years of English.  3 years of mathematics (Algebra I or higher).  2 years of natural/physical science (1 year of lab if offered by high school).  1 year of additional English, mathematics, or natural/physical science.  2 years of social science.  4 years of additional courses (from any area above, foreign language, or non-doctrinal religion/philosophy).</p>
<i>Division II</i>	<p><u>14 Core Courses:</u></p> <p>3 years of English.  2 years of mathematics (Algebra I or higher).  2 years of natural/physical science (1 year of lab if offered by high school).  2 years of additional English, mathematics, or natural/physical science.  2 years of social science.  3 years of additional courses (from any area above, foreign language, or non-doctrinal religion/philosophy).</p>
Test Scores	<p>Division I has a sliding scale for test score and grade-point average. Division II has a minimum SAT score requirement of 820 or an ACT sum score of 68. The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used. The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, math, reading, and science.</p> <p>All SAT and ACT scores must be reported directly to the NCAA initial-eligibility clearinghouse by the testing agency. Test scores that appear on transcripts are not accepted. When registering for the SAT or ACT, use the clearinghouse code of 9999 to make sure the score is reported to the clearinghouse.</p>
GPA	<p>Only core courses are used in the calculation of the grade-point average. Be sure to look at Trinity's list of NCAA-approved core courses on the clearinghouse web site to make certain that the courses being taken have been approved as core courses. The Web site is <a href="http://www.ncaaclearinghouse.net">www.ncaaclearinghouse.net</a>. Note: Trinity is in the process of gaining NCAA approval of its courses.</p> <p>The Division II GPA requirement is a minimum 2.000.</p>

For more information regarding NCAA rules, please go to [www.ncaa.org](http://www.ncaa.org). Click on "Academics and Athletes," then "Eligibility and Recruiting." Or visit the clearinghouse Web site at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net). Please call the NCAA Eligibility Center toll-free number, if you have questions (877) 622-2321.

# Trinity School Academic and Extracurricular Plan

	9 <sup>th</sup>	Grade	10 <sup>th</sup>	Grade	11 <sup>th</sup>	Grade	12 <sup>th</sup>	Grade	Required for Graduation
English	Hum I	_____	Hum II	_____	Hum III	_____		_____	4 years
History		_____		_____		_____		_____	3 years
Math		_____		_____		_____		_____	3 years
Science		_____		_____		_____		_____	3 years
Language		_____		_____		_____		_____	3 years
Arts		_____		_____		_____		_____	2 semesters
Required Electives	Health	_____	Theology I		Rhetoric		Senior Thesis	_____	1 semester each
	Computer*						Theology II		*P/F competency test
Other Electives		_____		_____		_____		_____	
Extra-curricular activities									
Distinctions									
Books read (exclude ones required for classes)									
Other (jobs, volunteer work, summer experiences...)									

**Directions**

- Complete this before turning in your course registration form for next year's classes. Read 'Keeping College in Mind' in the Course Selection Guide or College Guidance Handbook. Use it to help you chart your academic and extracurricular goals for all four years of Upper School.
- Record the semester grades you've earned in each course: Do so in the column that follows the course name—write the 1<sup>st</sup> semester grade above the divider line and the 2<sup>nd</sup> semester grade below it.
- Write an "H" in front of the course if it's an honors course (for instance, *H Chemistry*).
- Record your extracurricular activities, any academic or extracurricular distinctions, and the title of each book you've read (other than those required for classes).
- Discuss with parents, teachers, advisor, and Director of Upper School (rising grades 9, 11, and 12 and when requested).
- In pencil, write the courses you intend to take for each remaining year of your time in the upper school.