

TRINITY SCHOOL

of Durham and Chapel Hill



Upper School

Course Selection Guide

2016-17

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CONTENTS

MISSION AND ACADEMIC POLICIES.....	1-2
HUMANITIES.....	3-4
ENGLISH & HISTORY ELECTIVES.....	5-9
MATHEMATICS.....	10-12
SCIENCE.....	13-17
LANGUAGE.....	18-22
VISUAL ARTS.....	23-25
PERFORMING ARTS.....	26-27
REQUIRED SEMESTER COURSES.....	28-29
GENERAL ELECTIVES.....	30-31
SERVICE LEARNING PROGRAM ELECTIVES.....	32
WINTERIM PROGRAM.....	33
OTHER STUDY OPTIONS.....	33-34
CO-CURRICULARS.....	34
TYPICAL COURSES BY GRADE LEVEL.....	35
KEEPING COLLEGE IN MIND.....	36-43
OVERVIEW OF ALL COURSES.....	44
TRINITY SCHOOL ACADEMIC AND CO-CURRICULAR PLAN.....	45

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 #	3.0 credits
Science (lab courses)	3.0 credits
Foreign Language **	3.0 credits
Bible/Religion	1.0 credit
Computer ♦	0.5 credit
Visual and/or Performing Arts	1.0 credit
Health & Wellness	0.5 credit
Rhetoric	0.5 credit
Senior Capstone	0.5 credit
TOTAL	20

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.

* English and History are combined in one Humanities Seminar for three of the four years. Trinity will count other schools' history courses for students transferring into its Upper School after 9th grade, but once here, students must be in our humanities courses a significant portion of the time. At a minimum, they should fulfill the following:

Year entering Trinity	# of humanities credits required
10th	4 credits: 2 years
11th	3 credits: 1 year + 1 semester
12th	1 credit: 1 semester

The semester of humanities study can be fulfilled through either (1) one semester of a yearlong Humanities course or (2) a one-semester independent study (.5 credit) connected to a one-semester senior elective (.5 credit) in English (independent study in history) or history (independent study in English).

** Qualified students who have documented learning accommodations may be exempted from the third year of language study. A current learning evaluation and permission of the US Director are required.

♦ This credit is satisfied by passing a computer literacy proficiency test; student tutorials are available as necessary.

Student Course Load

The Upper School is committed to helping students maintain a healthy Upper School experience and to balance their overall academic load, co-curricular involvements, and other commitments. Students typically take five core academic classes (humanities / English & history; math; science; and language departments) and one or two electives.

Upper School students

1. Must be enrolled in a minimum of 4 core academic classes and 5 total classes each semester.
2. May take no more than 7 classes each semester. No more than 5 of these can be honors courses. Fall semester seniors, because of time-consuming college applications, may take no more than 6 classes, 4 of them at the honors level.

Students desiring course loads outside these parameters must receive written permission of the US Director.

Academic Honors

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

- 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.
- 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.
- 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.

Honors Courses

Trinity offers honors courses for US students with the gifts, study habits, and honors attitude to do well in them. Students must receive permission of the department chair to be placed in honors classes. Students wishing to take more than two honors classes must receive the permission of the Upper School Director.

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 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
Very Good	A-	90-92	3.67	4.59
	B+	87-89	3.33	4.16
	B	83-86	3.00	3.75
Satisfactory	B-	80-82	2.67	3.34
	C+	77-79	2.33	2.91
	C	73-76	2.00	2.50
Passing	C-	70-72	1.67	2.09
	D+	67-69	1.33	1.67
	D	63-66	1.00	1.25
Failing	D-	60-62	0.67	0.84
	F	≤ 59	0.00	0.00

Low Passing Grades

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.

purposes, including Honor Roll and Trinity Scholars, Trinity uses only unweighted GPAs.

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.

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 20th 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 College Prep 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.

At the discretion of the US Director, any student who drops a yearlong course after completing its first semester may have its grade recorded on his or her transcript.

Scheduling Students and Course Changes

Trinity attempts to place students in their top-choice electives, but it cannot always do so. Trinity may alter, reschedule, or cancel classes due to low enrollments or other reasons.

Pass/Fail

In rare circumstances, such as prolonged health-related absences, students may be required to take courses on a pass/fail basis. The US Director's permission is required.

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 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.

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 college prep and honors levels. Rather than offer separate courses for the two levels, honors and college prep students are mixed together 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, essays and tests assigned for all students in the humanities course are graded at a higher, honors level. Admission into Honors Humanities is based on academic record and teacher recommendation and requires the permission of the department chair.

Students thrive in honors humanities courses when they...

- Enjoy learning for learning's sake, are genuinely curious about the world, and enjoy thinking about the ideas and style of a book.
- Manage their time independently and meet multiple deadlines without teacher reminders.
- Love reading and read more than most of their peers; can read 20-30 pages a night without being overwhelmed.
- Grasp plot events quickly, independently, and efficiently; read meaningfully for deeper interpretations; and organize, make connections among, and synthesize varied sources and ideas into reasonable interpretations and positions.
- Thrive on peers who are motivated and come to class prepared to contribute and motivate others.
- Are comfortable and tenacious in using inquiry-based skills in a research-like approach to investigations.
- Write prose that needs little grammatical correction; communicate ideas and positions of varying levels of sophistication with clarity, good organization, and sound support; and adjust style effectively according to audience and purpose. They are coachable and possess a growing ability to self-critique their own writing.

Foundations study. For bright, motivated students with documented learning disabilities who learn best with modified readings, assignments, and assessments, Trinity offers a modified Humanities curriculum called "Humanities Foundations." Families are required to provide Trinity-approved tutoring which, ideally, occurs during the school day. Enrolling in Humanities Foundations requires the permission of the Upper School Director.

Humanities 9: Ancient Civilizations

Level: Honors, College Prep, and Foundations
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.

Humanities 10: The Western World from Medieval to Modern Times

Level: Honors, College Prep, and Foundations
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 colonize alike. The course's exploration will not be limited to historical documents; literary essays, 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.

Humanities 11: American Studies

Level: Honors, College Prep, and Foundations
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 20th 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 SEMESTER ELECTIVES

Trinity's Upper School English and history electives are open to juniors and seniors. Honors and college prep 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.

ENGLISH

Modern Monsters: The Literature of Modernism

Fall Semester

Level: Honors and College Prep
Prerequisites: Successful completion of Humanities 11 or by permission of the instructor
Credit: 0.5

The very uniqueness that can make modern literature fresh, exciting, and interesting can also leave its readers not only challenged but confused. This course will help you construct a framework in which to understand and critique the ideas, values, and presuppositions writers expressed in the literature of the 20th century. Throughout the course we will consider how a Christian should engage the issues of the modern era and how these issues are reflected in our own time. You will hone your analytical writing skills and should be prepared to engage the texts not only as literary works but also as instruments of sociology. Typical class time and assignments might include socratic seminar or student-led discussions, analytical essays, small creative encounters with the literature and art we will study, and a research-based presentation on an author or work that is emblematic of the Modernist movement.

We will focus our reading on several texts dealing with the motif of monsters and dystopia. We will read Mary Shelley's *Frankenstein*, a book that slightly predates the modern era but that is packed full of themes and ideas that will explode into the next century, and John Gardner's *Grendel*, a retelling, from the monster's perspective, of the classic Anglo-saxon epic *Beowulf*, an excellent platform for defining modern issues. We will also pair the dystopias *Brave New World* (college prep.) and *1984* (honors) together to explore ways that modern authors predicted the arc of the future. These pieces and others will help us see how the concept of a "monster" or villain changes in the 20th century and also provide a platform from which to access major themes in Modernism such as identity, isolation, and the power of creation. Other readings will include poetry and short stories from authors such as John Updike, Ursula Le Guin, Flannery O'Connor, Franz Kafka, W.B. Yeats, Emily Dickinson, and T.S. Eliot.

Faith and the Fantastic: Seeking Truth in Fiction

Fall Semester

Level: Honors and College Prep
Prerequisites: Successful completion of Humanities 11 or by permission of the instructor
Credit: 0.5

Author Ursula LeGuin wrote, "Fantasy is the natural, the appropriate, language for the recounting of the spiritual journey and the struggle of good and evil in the soul." In this class, we will explore the intersections of fantasy with Christianity; in what ways can a fantastic narrative illuminate Truth? Our quest will take us through mythology, folklore, and fairy tales as well as books from a variety of different perspectives. Our summer reading will be the imaginative children's books of explicitly Christian authors like C.S. Lewis and Madeleine L'Engle. We'll then read Edmund Spenser's *Faerie Queene*, in which King Arthur, St. George, and characters from Greek mythology help a Christian believer on his quest for Holiness. Then we will shift to modern author Toni Morrison's *Song of Solomon*, a weaving together of African folklore with the Bible. And finally, we'll read Salman Rushdie's non-Christian take on the fantastic, *Haroun and the Sea of Stories*. In each, we'll sift through the magical to find what is True.

Shakespeare's Tragedies

Spring Semester

Level: Honors and College Prep
Prerequisites: Successful completion of Humanities 11 or by permission of the instructor
Credit: 0.5

After four centuries, Shakespeare's tragedies remain among the most celebrated dramatic works ever written. In this English elective, students will explore major themes and character types of Shakespearean drama through an in-depth look at the bard's prominent tragedies: *Hamlet*, *King Lear*, *Othello*, and *Macbeth*. Students will engage in a variety of projects in order to gain a holistic understanding of Shakespeare as a person as well as the historical, social, and economic context in which he penned these plays. Such ventures will include creative writing, dramatic performance, script analysis, and film study.

The Literature of War

Spring Semester

Level: Honors and College Prep
Prerequisites: Successful completion of Humanities 11 or by permission of the instructor
Credit: 0.5

In times of peace, people often ponder questions of identity: *Who am I? Why am I here? What is my role in the world?* These questions take on greater significance in the heat of war, where intense conflict acts as a crucible that can reveal participants' true desires, allegiances, prejudices, character, and understanding of God. As we study how fictional characters

navigate very real historical conflicts, we will explore the effects of war upon cultures and individuals. While analyzing the obvious outcomes such as regime changes, border shifts, casualty lists, and ethical dilemmas, we will give extra attention to more subtle effects on humanity, particularly in regards to the shaping of cultural and personal identity.

This course will include some history and philosophy, but we will focus on literature, often relying on short stories and on poetry ranging from the Old Testament to the contemporary. We will read longer works as well, digging into novels as diverse as Chimamanda Ngozi Adichie's portrayal of Nigeria in *Half of a Yellow Sun* and Leo Tolstoy's depiction of Russia in excerpts from his masterwork, *War and Peace*. We will study WWII through Irene Nemirovsky's *Suite Francaise*, the story of the Nazi occupation of Paris and through Leslie Marmon Silko's *Ceremony*, the tale of a Native American returning home after being held as a Japanese prisoner of war. We will analyze the complexities of the Vietnamese War from the perspective of an American soldier in Tim O'Brien's *The Things They Carried* and from the perspective of a North Vietnamese soldier in Bao Ninh's *The Sorrow of War*. With each work, we will look for the ways that war may reveal a deeper understanding, informed by Christian faith, of what it means to be human.

Planet Narnia and the World of C.S. Lewis

Not offered in 2016-17

Level: Honors and College Prep

Prerequisites: Successful completion of Humanities 11 or by permission of the instructor

Credit: 0.5

Using Narnia as our starting place, we'll explore the vast, rich, and mystical worlds of CS Lewis' imagination. Few authors appeal to the mind, heart, and soul the way that Lewis does. His works are brilliantly layered and can be enjoyed merely as action-packed adventure stories. Woven into every scene and chapter, however, are profound spiritual, psychological, and emotional insights, as well as both obvious and subtle symbolism and imagery that stir us at our deepest levels. In our study of the Chronicles of Narnia, we'll range into Lewis' Space Trilogy, his essays, and some of his shorter novels, like *The Great Divorce*.

HISTORY

Democracy in America

Fall Semester

Level: College Prep and Honors

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

Credit: 0.5

Can a society be both completely free and completely equal? What's the difference between equality and equality of opportunity? Should the government be able to listen to our phone calls? Are there limits to freedom of speech - especially in wartime? How can the government help people pursue life, liberty and happiness? Did the New Deal overstep federal authority? Should there be more than two political parties? Was America founded as a Christian nation? Can the president start a war with another country?

This semester-long history elective for juniors and seniors will address these questions - and many more - by focusing on the history and practice of democracy in America. Students will explore the ways Western political theory took root in America, examining America's formative documents, the writings of the Founding Fathers, and the insights of later commentators on the American political experiment. In particular, close readings of the US Constitution, the Bill of Rights, and the *Federalist Papers* will highlight such concepts as checks and balances, the rule of law, and the role and nature of the federal government. These documents and thinkers will be approached and understood on their own terms and within their historical contexts, while also

being brought into conversation with a variety of contemporary and later interpreters.

Alongside this history of political ideas will be an intensive study of the practice of American politics. Political institutions like the Supreme Court, Congress, and the Presidency will be examined, along with the rise of systems like the electoral college, the two-party system, the "fourth branch" (media), and more. Attention will be paid to the rights of individuals and groups over time as various parties have attempted to join the American democracy. Historical case studies will demonstrate the complex interplay between political ideology and democratic reality, revealing strengths, potential weaknesses, and ongoing questions in American democratic politics. For example, the question of the curtailing of certain individual rights in light of national security concerns - whether in the 1790's or the Cold War, or after 9/11 - is a recurring challenge for American political thinkers. By understanding how past Americans have practiced democracy, students will hopefully gain a more robust sense of how they might participate in this great experiment themselves.

Texts for the course will likely include a collection of primary sources of Western thinkers, excerpts from the *Federalist Papers*, Alexis de Tocqueville's classic *Democracy in America*, and a sampling of modern American political thought. The class will continuously seek to bring these ideas into conversation with contemporary American ideas, issues, events and movements.

Model UN Global Studies

Fall Semester

Level: College Prep
Prerequisites: None
Credit: 0.5 per semester

In this experiential, simulation-based, semester-long course, students study global issues intensely and gain appreciation for the interdependence and diversity of the earth's peoples; learn about the UN and its historical efforts regarding these issues; practice the political process through caucuses, blocs, deal-making, and negotiations of UN resolutions; hone skills regarding research, argumentation, speech in varied settings, and formal and informal debate; role-play as delegates from various countries, thinking on their feet and distinguishing between their national policies and their fundamental national issues; and meet students from across the country and the world. Students gain a broader view of their place in the 21st century global community and the historical, political, ideological, religious, military, geographic, and economic influences on peoples' priorities and decisions.

The course is supported with extensive resources provided by the Model United Nations program and many other online resources. Model UN has existed at both collegiate and, since 1974, high school levels. Trinity students who have prepared appropriately may travel to The College of William and Mary (Williamsburg, VA) in mid-November for a regional Model UN conference of 800-1000 high school delegates and to a number of regional conferences in the spring.

Model UN conferences give awards to delegates who exhibit exceptional conference performances. Judges base these awards on delegates' knowledge, speaking, collaboration, leadership, writing, and creativity.

Model UN issues differ every semester, in accordance with contemporary issues. Students are welcome to repeat this course throughout their time in the Upper School. Such veteran students are eligible to take on leadership positions within the class, serving as elected team "captains" who help initiate new students, organize debate topics, and serve as moderators for in-class debates.

While fundraising potentially can subsidize students' travel expenses, families should understand, at the time of course registration, that ultimately they are responsible for the full cost of travel, lodging, and food required for students to attend these conferences. Families should speak with the Upper School Director if financial assistance is desired.

The American Experience in the 1960s

Spring Semester

Level: College Prep and Honors
Prerequisites: Successful completion of Humanities 11 or by permission of the instructor and the Director of Upper School
Credit: 0.5

The 1960's remain one of the most tumultuous and influential

decades in recent American history. This period witnessed an explosion of social, cultural, and political movements that altered how the nation thought and felt about race, gender, citizenship, and politics. Employing the notion of the "long Sixties" (1954-1974), this class closely examines the presidencies of Eisenhower, Kennedy, Johnson, and Nixon; the civil rights movement; the counterculture movement; the anti-war movement; the women's movement; and the respective responses to each of these movements.

Economics

Spring Semester

Level: College Prep
Prerequisites: Successful completion of Humanities 10 or by permission of the instructor and the Director of Upper School
Credit: 0.5

This course provides students with an understanding of both micro and macroeconomic concepts, terminology, and theories such as those espoused by Milton Friedman and John Maynard Keynes. Students read a wide array of articles, case studies, and textbook materials and study actual economic events, including currently developing ones (through application of microeconomic principles, they deepen their understanding of how people are affected by macroeconomic factors and of the importance, as both individuals and members of society, of being well-informed about the field of economics).

Criminology and Legal Issues

Spring Semester

Level: College Prep and Honors
Prerequisites: Successful completion of Humanities 10 or by permission of the instructor and the Director of Upper School
Credit: 0.5

This course is about why people commit crimes, trends in crime, and our legal rights as citizens. What causes some people to commit illegal acts? Is criminality an inherited trait or does one's environment determine behaviors? In addition, after a study of the U.S. Constitution and relevant case law, we will explore practical and controversial topics of law affecting people in the United States today. When may a police officer or law enforcement agent legally search an individual or his/her possessions? What civil rights do we have as Americans? Is racial profiling legal? Why do some states employ the death penalty while others do not? What makes some drugs legal while others are labeled illegal? Do I really have a right to remain silent? Why may some people vote in elections while others have had the right revoked?

These and other questions and issues will be considered. Students should leave the course with a better understanding of the causes of, and responses to, crime. Lastly, students will gain an understanding of their legal rights according to U.S. law.

Piracy: Ancient to Modern, Nautical and Digital

Fall Semester

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

Credit: 0.5

Modern cultures often romanticize them, but throughout history "real" pirates typically have been brutal opportunists. Pirates exist only where there is something valuable, be it goods, people, slaves, or art. Piracy has historically been a nautical venture: the ocean offered pirates, privateers, Buccaneers, and Corsairs a semi-lawless geography to take advantage of a civilization's willingness to risk transporting valuables. Pirates do not simply appear but are made: What cultural and civil conditions encourage or enable pirates to thrive? What can we learn about a civilization from the underbelly vantage point of the pirate's life?

The majority of this course will explore the contexts, personalities, power dynamics, and conflicts of worldwide ocean-going piracy from those that kidnapped Julius Caesar to the modern Somali pirates who capture and ransom oil tankers. It will also seek to understand the romanticization of pirates, considering how contemporary cultures find honor among these thieves; why do law-abiders connect to stories about these law-breakers? The course will conclude with an exploration of contemporary forms of piracy in the movie and music business and ways in which the semi-lawless geographies of the internet and electronic connection are utilized to consume popular music, movies, images, and ideas.

Piracy is an ancient human practice that offers students a wide range of stories, old and new, to explore. This semester long course will involve students in individual research and project-based learning, and most of the writing will be less formal. Students will be placed "at the helm" of this class' ship, offered opportunities to navigate their research to those aspects of the history that most compel them.

Jerusalem: A History

Not offered in 2016-17

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

Credit: 0.5

"Pray for the peace of Jerusalem..."
--The Psalms

Few other cities boast a history pulled so acutely between worship and conflict. Jerusalem has been defined, in many ways, by the struggle between people preserving sacred space and people defending a homeland. Indeed, the list of empires that have conquered, defended, or laid siege to Jerusalem makes the city one of the most fought-over urban centers in

human history. Yet in the midst of this violence and conflict, Jews, Muslims and Christians continue to worship in ancient synagogues, mosques, and churches.

What does this history say about who belongs within its walls? This course will attempt to unpack thousands of years of history while interpreting it in light of these contemporary conflicts. It will explore the city's architecture, art, archeological discoveries, and places of worship along with the histories of all the people and people groups who lived there, the conflicts that scarred its walls, and the contemporary battles over who belongs.

The class will ask fundamental and complicated questions about human belonging: what is "sacred space?" How has land and history lead to the formation of people groups, conflicts, ideologies, theologies, politics, and a city? How do you define the *just* use of urban space? The course will view these questions, not only through the lens of the latest historical scholarship, but also through the framework of Christian faith, a frame consciously rooted in Jerusalem's history, called to pray for its people, and hopeful for its peace.

Art History: the 14th Century to the 20th Century

Not offered in 2016-17

Prerequisites: Foundation Art or instructor's permission
Credit: 0.5

Experience history as told by art! In this semester-long class, we will examine various art forms -- from painting, to architecture, to sculpture, to the birth of photography -- then explore what these many artworks vividly express about the time and culture from which they were made. Both art and history students alike will benefit from this course as they learn to interact with the visual arts, see history from a new perspective, and find inspiration from the living traditions of the past.

This course will begin in the Gothic era as the roots were laid for the changes of the Renaissance, move on through the 16th century into the Baroque era, continue through the Romantic period, and conclude in the mid-20th century and the birth and development of Modern art. Special emphasis will be placed on the art of the Renaissance and the Baroque, Romantic, and early Modern periods. Students will also be exposed to artwork outside the Western tradition, including works from Asia, the Americas, and Africa. Students will study slides during in-class lectures, participate in discussions about artworks and the artists who created them, and complete a research paper on an artist or artwork of their choosing. This class will include 2 exams.

Music History

Not offered in 2016-17

Level: College Prep
Prerequisites: Humanities 10 or by permission of the instructor

Credit: 0.5

A blended course: See note at end of description

Discover why Beethoven is considered one of the greatest composers of all time... Why modern music can sound so jarring and dissonant... Why medieval chant continues to inspire and

“center” us.... In this course, students follow the development of Western classical music from medieval times up through the 20th century. It's a fascinating story that mirrors and influences the centuries' developments in other art forms; in scientific, philosophical and social movements; and in changes in human values. Melody moves between obscure and dominant, forms evolve from loose to formulaic to liberated, and new technologies expand the ways to make music. Through this course, students will be able to describe the characteristics of and influences on the main eras of classical music and to identify music by era and, for a selection of pieces, by composer and and title. They'll also understand the fundamentals of aesthetic theory.

This class also will treat music as a catalyst for imaginative engagement beyond music, from poetry to philosophy to theology. Students will use music as creative “prompt” for their own artistic or philosophical musings, will “compose” their own works according to their interests and gifts, and will think collaboratively about what makes art in any form “good.”

Note: This is a “blended” course. It makes liberal use of superb online content through sources such as Yale’s Open Course program. The course will be conducted in a blend of “live” and virtual sessions, with much of the lecture material occurring virtually. On average, the class will meet “live” once weekly; for the balance of their class and homework time, students will listen to lectures and music and participate in discussions and certain assignments online with weekly deadlines that allow their online work to occur according to their own schedules.

The “Bull City”: Reconstructing Durham through Historical Investigation and Service Learning

Not offered in 2016-17

Level: College Prep

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

Credit: 0.5

In 1861 Durham, North Carolina, with a population less than five thousand, soon would be devastated by the Civil War. 150 years later the “Bull City” is now home to a quarter of a million people and was ranked by the New York Times in 2011 as one of the top 41 places to visit in the world.

How did this tobacco city undergo such tremendous change? How were things like emancipation, industrialization, immigration, and integration experienced? What strengths does the city have and what problems does it face? This course will explore these and other questions to better understand the intriguing narrative of the “City of Medicine” within the historical context of both the South and the nation as a whole. Vital to this exploration will be the idea that history is the present.

Students will become historians, teachers, and active citizens in this semester-long history and service-learning elective. Relying heavily on primary sources, students will construct their own original research and projects in order to contribute to the growing archive of Durham history. They will use Digital Durham, a Duke-run website and database, to help launch them into

further inquiry and better grasp the role of historian. Central to the mission of this course is the idea that students heighten their awareness and understanding of their community when service learning is connected to that place. Durham itself will become the classroom as students explore the city, collaborating with their classmates and fellow citizens, and ultimately make a positive contribution to their community.

MATHEMATICS

Trinity's mathematics curriculum spans the foundations of algebra through advanced study of calculus and statistics. 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 department chair and is based on teacher recommendation and the student's previous performance. Especially talented math students may petition the Director of the Upper School to take Honors Geometry and Honors Algebra II concurrently.

Honors study. Students thrive in honors math courses when they...

- Are self-disciplined, organized, and conscientious; work effectively with peers in and outside of class; and initiate the process of seeking help from the teacher when needed.
- Persevere in solving problems; understand mathematical concepts and how they are applied in context rather than simply memorizing material for a test.
- Enjoy the satisfaction of finding solutions and of learning and understanding math for its own sake, rather than simply memorizing material for a test.
- Have critical thinking skills and are driven to develop these further.
- Retain conceptual understanding across different mathematical disciplines and easily make connections among different mathematical topics.
- Persist in comprehending written technical information.

Most students entering grade 9 are placed into Algebra II or Honors Algebra II. Students new to Trinity take a math placement test. Placement into honors or college prep math classes is reassessed annually, according to academic performance and cognitive maturation. The more typical math sequences in the upper school are as follows:

Grade 9	Grade 10	Grade 11	Grade 12
Algebra I	Algebra II <i>or</i> Honors Algebra II	Geometry <i>or</i> Honors Geometry	Pre-Calculus <i>or</i> Honors Pre-Calculus
Algebra II	Geometry	Pre-Calculus	Statistics <i>or</i> Honors Statistics
Honors Algebra II	Honors Geometry	Honors Pre-Calculus	Honors Calculus I
Honors Algebra II <i>and</i> Honors Geometry	Honors Pre-Calculus	Honors Calculus I	Honors Calculus II
Honors Pre-Calculus	Honors Statistics <i>or</i> Honors Calculus I	Honors Calculus I <i>or</i> Honors Calculus II	Honors Calculus II <i>or</i> Honors Statistics <i>or</i> Independent Study

Algebra I

Prerequisites: Teacher recommendation
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 operations, 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 there is more than one way to find a solution. Through the use of graphing calculators students learn to solve problems graphically and with the use of tables as well as symbolically. The course also emphasizes the ability to speak, write, and read the language of Algebra.

Algebra II

Prerequisites: Algebra I and teacher recommendation
Credit: 1.0

This course focuses on 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, function 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. Through the use of graphing calculators students learn to solve problems graphically and with the use of tables as well as symbolically.

The course's core concepts include number systems, notation, functions, an introduction to matrices and graphing functions: linear, quadratic, absolute value, power, exponential and their inverses. Students will also study the manipulation of exponents and roots; and solving quadratic equations by factoring, completing the square, quadratic formula, graphing and the use of tables. Through their study, students learn to use the Cartesian system to visually represent mathematical functions; to be facile in using inverse functions to solve equations.

Honors Algebra II

Prerequisites: Algebra I and teacher recommendation
based on student's performance at that level
Credit: 1.0

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

Geometry

Prerequisites: Algebra II and teacher recommendation
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.

Honors Geometry

Prerequisites: Algebra II and teacher recommendation
based on student's performance at that level
Credit: 1.0

Honors Geometry studies the same topics as Geometry, but with more depth and extension. Honors Geometry includes a heavy focus on proof writing and is thus best suited for the mathematically mature student able to handle mathematical abstraction.

Pre-Calculus

Prerequisites: Algebra II, Geometry, and teacher
recommendation based on student's
performance at these levels
Credit: 1.0

This course serves students who have completed Algebra I, Algebra II and Geometry, and will benefit from more advanced study of Algebra before continuing to Statistics. The approach of this course will be to solidify Algebra skills into the advanced Algebra level, by exploring applications and student understanding of theory, rather than memorization of rules. The principal aim of this course is to provide students with a strong understanding of functions (in particular, polynomial, power, rational, exponential, logarithmic, and trigonometric) and their symbolic, numerical, graphical, verbal meanings with real-world applications.

Problem solving skills will be developed and regularly emphasized through independent work on challenging problem sets for each unit. Students who complete this course successfully will be well prepared for college-level mathematics.

Honors Pre-Calculus

Prerequisites: Algebra II, Geometry, and teacher recommendation based on student's performance at these levels

Credit: 1.0

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

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.

Statistics

Prerequisites: Pre-Calculus or teacher recommendation

Credit: 1.0

From TV ads and sports talk to stock reports and Gallup polls, statistics are an integral part of everyday life. In this course, students engage in making meaningful inferences and interpretations about real-world data sets. They explore data for patterns, conjecture about relationships of variables and devise means to measure their studies of variables, develop mathematical models and simulations, and draw conclusions from data collected from these models. In the process, students become statisticians, making connections between all aspects of the statistical process, including design, analysis, and conclusions, using paper and pencil, graphing calculators, and computer readouts.

Honors Statistics

Prerequisites: Pre-Calculus and teacher recommendation based on student's performance at that level

Credit: 1.0

Honors Statistics covers the same topics as College Prep Statistics, but at a faster pace and with more depth and extension. Students who do well in Honors Statistics are prepared for the Advanced Placement Statistics exam.

Honors Calculus I

Prerequisites: Pre-Calculus and teacher recommendation based on student's performance at that level

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. Students who do well in this course are prepared for the Advanced Placement Calculus AB exam.

Honors Calculus II

Prerequisites: Honors Calculus I and teacher recommendation based on student's performance at that level

Credit: 1.0

This advanced-level course offers the highly motivated student a rigorous exploration of topics that include the study of parametric functions, vector-valued functions, polar functions; improper integrals, methods of integration, applications of integrals, and infinite series. A review of Calculus I topics will be covered throughout the course. This course corresponds to the second-semester Calculus II course taught at many colleges and universities. To better prepare the students for Calculus III in college, additional topics will include a more in depth study of vectors and conic sections.

Independent Study in Mathematics

Prerequisites: Honors Calculus II and teacher recommendation

Credit: 1.0

Following Honors Calculus II, a student may want to continue their study of mathematics according to their interests.

Topics of study could include, but may not be limited to: multivariable calculus, mathematical modeling, linear algebra, Euclidean and non-Euclidean geometry, number theory, and discrete mathematics.

SCIENCE

All of Trinity's science courses include a lab and meet three 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 college prep science classes does not lock a student into an irreversible track but, rather, is reassessed annually, according to academic performance and cognitive maturation and requires the permission of the department chair.

Honors study. Students thrive in honors science courses when they...

- Possesses a genuine curiosity about the world and how things work and a keen desire and commitment to learn for the sake of knowing and understanding
- Catch on quickly to math-related concepts, especially in Honors and Advanced Physics and Honors Chemistry courses
- Read and efficiently retain significant amounts of information from textbooks, especially in Honors Biology
- Retain in memory the details of technical language, formulas, and scientific laws
- Regularly take risks in thinking, including in new situations, when integrating knowledge from a variety of disciplines to solve problems and explain observations
- Enjoy reading about science outside of that required for the class
- Are able to and enjoys learning independently as opposed to from an entirely teacher-directed approach
- Desire to understand the distinction between opinion and fact
- Are interested in technical writing and in learning to be specific in expressing ideas or observations
- Are both comfortable and tenacious in using inquiry-based skills in a research-like approach to laboratory investigation

The typical science sequence in the upper school is as follows:

Grade 9	Grade 10	Grade 11	Grade 12
Physics	Chemistry	Biology	Advanced Physics (Yearlong)
OR	OR	OR	Ecology (Fall)
Honors Physics	Honors Chemistry	Honors Biology	Honors Chemistry of Energy (Fall)
		Some may wish to take science electives (see grade 12) along with Biology	Anatomy & Physiology (Spring)
			Biochemistry & Genetics (Spring)

Physics

Prerequisites: None

Credit: 1.0

This course focuses 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 1st and 3rd laws); forces deduced from motion (Newton's 2nd 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 teacher recommendation

Credit: 1.0

Honors Physics, which covers the same topics 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.

Chemistry

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

Credit: 1.0

Chemistry introduces 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.

Honors Chemistry

Prerequisites: Successful completion of Physics and teacher recommendation

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.

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 or other core sciences. 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.

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.

Honors Biology

Prerequisites: Successful completion of Physics and Chemistry and teacher recommendation

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 magazines.

Advanced Physics

Level: Honors

Prerequisites: Calculus (may be taking it concurrently) and Physics (preferably Honors Physics) and teacher recommendation

Credit: 1.0

Advanced Physics is a yearlong honors course open to seniors, and juniors by permission, who have completed Calculus or are taking it concurrently. Building on the 9th grade Physics class, this class teaches electricity and magnetism, wave motion and optics, heat and thermodynamics, and some of modern physics, with a review of Newtonian mechanics. Students must have daily protracted access to a computer with Internet connectivity.

SCIENCE SEMESTER ELECTIVES

Honors Chemistry of Energy

Fall Semester

Level: Honors

Prerequisites: Successful completion of Honors Chemistry, or successful completion of Chemistry and teacher permission

Credit: 0.5

Honors 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.

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.

Students in this course also prepare for and take the SAT II subject test in Chemistry.

Ecology

Fall Semester

Level: College Prep

Prerequisites: Successful completion of Chemistry, or by permission of the instructor

Credit: 0.5

All forms of life are linked together on this living planet we call Earth. Life is also intimately connected to the land, water, and air. Energy flows and matter cycles through those links in patterns that support all life, including human society. Ecology has allowed us to learn enough about those patterns to know that they are changing, due to human agriculture, industry, and development. Ecology allows us to determine our impact on the biosphere, and to determine how we can ensure a healthy future.

This lab course offers students deep engagement with science and the opportunity to think in interdisciplinary ways about how we humans can address issues of environmental sustainability. Topics include nutrient cycling and the flow of energy through the trophic levels of the ecosystem; the environmental factors that define an organism's ecological niche; how broad patterns in ecosystems translate into global biomes; the value of wild

species and biodiversity; and the dynamics of natural populations.

The course will study the often, positive impact of ecological disturbances caused by events such as volcanoes and forest fires, and the process of succession as the environment recovers. Topics related to human environmental impacts will cover population; soil and freshwater resources; energy production; air, water and land pollution; hazardous chemicals; and climate change. Students will learn how complex and interconnected the earth's environmental systems are, how changes to one part of them can have far-reaching impact, and how science factors into environmental decision-making.

Labs will include environment-focused research, such as observing the effect of fertilizer on algae; creating a "World in a Jar" to observe energy flow through an ecosystem; determining what plants would work best in a garden planted on the school grounds, studying what type of population growth occurs in a yeast culture, and investigating how acid rain affects seed germination.

Ultimately, this course aims to better equip Christians to consider their stewardship role of the complex environmental issues facing God's creation.

Anatomy and Physiology

Spring Semester

Level: College Prep

Prerequisites: Successful completion of Chemistry and Fall semester Biology, or by permission of the instructor

Credit: 0.5

Anatomy and Physiology is a one-semester, lab-based course 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.

Biochemistry and Genetics

Spring Semester

Level: College Prep

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

Credit: 0.5

This course extends the study of biochemistry and genetics beyond Trinity's yearlong Biology course, with an emphasis on how these two fields inform good health and stewardship of the environment. Students gain a working vocabulary of organic chemistry, understand how vitamins and minerals are necessary for optimal enzyme function, and explore interpretation of genetic and biochemical data, including enzyme reactions.

The lab component for this course introduces students to some of the current methodologies associated with molecular biology and genetics. Organic extraction, spectrophotometric quantitation, and enzyme isolation are explored in the context of a careful experimental design.

LANGUAGES

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. Students in Trinity's Latin program receive a rich immersion in this classical language and its history and culture and gain a genuine appreciation for its continued relevance.

Honors study. Students thrive in honors Latin courses when they...

- Have a genuine curiosity about the ancient world and the Latin language and enjoy learning about them.
- Delight in translating original Latin texts and are eager to make cross-curricular, cross-cultural, and personal connections.
- Understand grammatical concepts quickly and apply them with facility; possess a strong memory for words and their forms; understand and can use linguistic terms effectively; and are able to draw upon their ever-growing knowledge about significant classical historical events, people, and literature.
- Read and efficiently retain significant amounts of information from textbooks, online sources, etc.
- Are willing to think creatively and logically, participate spontaneously and thoughtfully, and contribute to fellow students' learning experiences in positive ways.
- Desire to learn independently and see their own education as student-driven more than teacher-driven.

Placement into honors courses requires the permission of the department chair.

Latin II

Prerequisites: Latin I or permission of the instructor

Credit: 1.0

In Latin II, students learn increasingly more complex linguistic concepts, including degrees of adjectives and adverbs, impersonal verb constructions, and participial usage. Students further their knowledge of the uses of noun cases and verb tenses, are introduced to the subjunctive mood, and translate Latin passages written by classical, medieval, and Renaissance authors. These writings not only pose fresh challenges and draw students deeper into the language, but they also offer insight into real people who lived during different periods of history and faced real-life challenges. The study of cultural topics ranges from Roman calendar-dating to various forms of classical entertainment. Students increase their knowledge of colloquial Latin and continue to develop their skill of conversing in this ancient language.

Latin III (College Prep and Honors)

Prerequisites: Latin II or permission of the instructor

Credit: 1.0

In Latin III, students further their mastery of Latin verbs, particularly in regard to their participial and infinitive forms, as well as their usage in the subjunctive mood. Students are introduced to Julius Caesar and translate excerpts of his military commentaries on Roman conquest. These passages include vivid descriptions of first century B.C. inhabitants of modern-day France, Germany, Switzerland, and Britain. A study of Rome's politics and army enhance the students' understanding of the context of Caesar's writings. In addition, Latin III students

continue to increase their knowledge of Roman life, classical mythology, and idiomatic Latin.

This class is open to both college prep and honors students. Both levels study the same content, but honors students are assessed at a higher level and sometimes have adjusted or different assignments.

Honors Latin IV

Prerequisites: Latin III or permission of the instructor

Credit: 1.0

In Latin IV, students read verses penned by the master poet Vergil. They translate excerpts of Rome's epic *Aeneid*, experiencing Mediterranean adventures, observing the traits and interplay of human and divine characters, and appreciating a text written as entertainment, history, and political propaganda. Vergil's remarkable skill with words and sounds give the Latin IV students a deeper and richer appreciation for the Latin language, and their study of this poet's writings gives them a greater understanding of a significant source of inspiration for Western literature and art. This course is enhanced with supplemental studies of topics that range from Roman religion to classical philosophy.

Honors Latin V

Prerequisites: Latin IV or permission of the instructor

Credit: 1.0

The content of the Latin V class varies from year to year, ranging from poetry to prose, from ribaldry to philosophy, from drama to politics. Students encounter the lyrical verses of Catullus and Horace, the playful poetry of Ovid and Martial, and the carefully phrased letters of Pliny the Younger. They strive with Cicero on the Senate floor or with Plautus on the theatrical stage. The

works of Augustine and the venerable Bede introduce students to Christian biography and history in a fresh way. Each author presents unique opportunities for in-depth study and application: poetry requires scansion; politics presupposes history; jokes assume connotation. Students grow in their appreciation of faithful, idiomatic translation and wrestle with whether or not the

qualities of truth, goodness, and beauty reside in the artistic expressions of ancient Roman authors.

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. 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 into Spanish courses 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. In all levels students will develop insight into the nature of language and culture by comparing Spanish language and culture to their own.

Honors study. Students thrive in honors Spanish courses when they...

- Enjoy learning the Spanish language and about the people and cultures associated with it.
- Manage time well during and beyond class; are motivated, self-disciplined, and committed to mastering material without shutting down; and meet deadlines independently without teacher reminders or step-by-step directions.
- Thrive on peers who are motivated, come to class prepared, contribute to class in meaningful ways that enrich students' learning experiences, and receive constructive criticism positively.
- Make connections naturally between new material and previous study; have a strong memory for vocabulary and verb tenses, learn them efficiently, and are good at drawing on words and grammar learned in previous levels; grasp grammar concepts easily and are able to incorporate them into use of the language; take risks when speaking in front of others; and use the Spanish they know flexibly and creatively to communicate. Minimal review of previous years' material at the start of the next level is necessary.

Foundations study. Foundations Spanish I and II are available to students who, with supporting psych evaluation report, qualify for this significantly altered Spanish class. Students doing Foundations Spanish satisfy their language graduation requirement upon completion of Foundations Spanish II.

Spanish I

Prerequisites: None
Credit: 1.0

Spanish I covers basic-level vocabulary and grammar, focusing on the present tense of regular and irregular verbs, the immediate future, noun-adjective agreement, and basic-level syntax. Students will express needs and wants using two-verb combinations. 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. Students are tested on listening, speaking, writing, and reading skills.

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 and online resources reinforce class presentations and facilitate each student's active practice of the language.

By the end of Spanish I, students will be able to recognize and correctly express communicative structures such as greetings, telling the time, describing the weather, talking about one's self and activities, giving an opinion, describing people, and asking questions.

In Spanish I, students are also introduced to the Spanish-speaking world, including the countries and capitals where Spanish is the official language, and major holidays. Students learn important aspects of Spanish and Latin American culture—

for example, the importance of family, the difference between formal and informal interactions, the difference between a North American and a Latin American approach to time, and how to interact respectfully with Spanish speakers.

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 by expanding their knowledge of vocabulary, verb tenses, and grammatical structures. Students learn the two main Spanish past tenses, the preterit and the imperfect and the differences between them. Group and pair work in the classroom, along with oral and written assignments, help students move toward proficiency in the language. Units deal with topics such as food, clothing, shopping, daily routine and personal care, body parts and doctor visits.

Students are introduced to aspects of Spanish and Latin American culture related to each unit's topics—for example, typical daily routines, formal and informal relationships, open-air market shopping, and typical foods. Video materials and online resources reinforce class presentations and facilitate each student's active practice of 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. Students will continue to be tested on their listening, reading, speaking, and writing skills

using traditional tests as well as interviews, presentations, and on-line recordings.

Spanish III (College Prep and Honors)

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

Conducted almost 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, the formal future, the conditional, and the imperfect subjunctive. Group and pair work remain essential ways of acquiring new concepts and promoting a meaningful communicative experience. Video materials and online resources reinforce class presentations and facilitate each student's active practice of the language.

The course's units are built around themes such as health and well-being, travel, nature, the economy and work, popular culture and the media, technology, and the sciences. Students deepen their understanding of Hispanic cultures and values through readings and class discussions. At this level students will increase their ability to understand and interpret written and spoken information, to use both presentational and interpersonal modes of communication, and to give opinions orally and in writing. 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.

This class is open to both college prep and honors students. Both levels study the same content, but honors students are assessed at a higher level and sometimes have adjusted or different assignments.

Spanish IV (College Prep and Honors)

Prerequisites: Spanish III and teacher recommendation
Credit: 1.0

Spanish IV is a continuation of Spanish III and is conducted almost entirely in Spanish. In this course, students should begin the year already comfortable communicating in social situations and speaking and reading with a solid degree of fluency. Students study the final forms of the subjunctive mood and integrate previously learned tenses with the appropriate sequence. Students review grammar topics as necessary, give presentations on different topics, and write essays on a wide range of themes. Literature plays an important role at this level. Students are introduced to some of the most renowned Hispanic authors, and they analyze various works of literature and connect these with their historical and cultural settings.

Units are based on themes such as technology, finances, government, media and entertainment, and the environment that help develop students' interpretive and communicative skills using authentic materials. Through oral presentations and written assignments, students deepen their understanding of Hispanic cultures and values.

This class is open to both college prep and honors students. Both levels study the same content, but honors students are assessed at a higher level and sometimes have adjusted or different assignments.

Honors Spanish V

Prerequisites: Spanish IV and permission of the instructor
Credit: 1.0

Supported by and meeting regularly with a Trinity Spanish teacher, students in Honors Spanish V are enrolled in Virtual High School's online Advanced Placement Spanish course, which is taught by a VHS instructor. This class prepares students to take the AP Spanish exam.

NEW TESTAMENT GREEK

Trinity occasionally offers New Testament Greek when there is sufficient interest. Note: This course is for enrichment; it does not satisfy Trinity's language requirement.

Not offered in 2016-17

Introductory New Testament Greek I

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.

Introductory New Testament Greek II

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 Trinity's mission, the program emphasizes the value of aesthetic beauty while celebrating personal, creative expression. Beginning and advanced visual art courses provide groundwork and extended development in the artist's skills, emphasizing the elements and principles of design as a strategy for visual communication. Courses 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.

Foundation Art

Fall and Spring Semesters

Prerequisites: None

Credit: 0.5

This one-semester beginning art course introduces students to the visual arts through the lenses of drawing, painting, and collage. Students are first and foremost taught to “learn to see” and so begin to observe the world around them in a more creative and critical manner. Foundation Art students will learn to see a subject on its own terms, using the modified contour drawing technique to bypass remembered mental images in order to draw in a state called “eye to hand.”

Students will be asked to rigorously practice this skill through a series of weekly sketchbook assignments, worksheets, and class projects that gradually develop the technical skills needed to take on more complex assignments and more challenging subjects. The course begins with contour drawing and progresses to teach the elements of proportion, perspective, value, portraiture, and composition. Through hands-on studio experiences, in-class presentations, and class discussions, students are encouraged to reflect upon how the technique of “learning to see” might apply beyond the realm of life-drawing.

The theme of “learning to see” progresses into color theory as students study the elements of painting. Discussions and slide lectures provide exposure to art history, the elements of design, and artwork from a diverse range of cultures, providing context for students' own creative work. The class culminates in a project in which students apply the techniques they have learned beyond the realm of pure observation as they use collage and multi-media approaches to produce an artwork that combines observational and imaginative rendering processes.

A sketchbook, drawing pencils, and art eraser will be provided to students at the first day of class. Parents will be billed for these supplies.

Studio Art I and II

Studio Art I (Fall); Studio Art II (Spring)

Prerequisites: Foundation Art

Credit: 0.5

Made especially for the sophomore year, Studio Art I and II combine to create a yearlong study of various techniques and media that challenge art students to sharpen their perceptual skills and to achieve excellence in image making. Students will broaden their artistic experience through focusing on a wider variety of subjects, including drapery, architecture, and the human figure. Through the exploration of new materials, techniques, historical periods, and artistic styles, course members will strengthen skills in two-dimensional and three-dimensional drawing and painting techniques, including under-drawing, perspective drawing, color theory, figure drawing, and portraiture.

Advanced media materials include watercolor, pen and ink, marker, drafting tools, printmaking, and others. Students will also learn how to be more purposeful in their consideration of composition through discussions of the principles of design and how such visual arrangements can be used for visual storytelling. The sketchbook serves as a visual journal for process work, practice in new media and techniques, weekly sketchbook assignments, and preparatory sketches for projects. Students frequently view slides of the work of artists from a variety of cultures, both past and present, to enhance their own projects.

Advanced Studio Art

Spring Semester

Prerequisites: Studio Art I and II or instructor permission

Credit: 0.5

Made especially for juniors, this semester-long class challenges serious art students to produce their very best work while also learning to develop their own personal style and artistic voice. Students will continue to be introduced to new techniques, such as multi-media, abstraction, and 3-D artwork in sculpture and assemblage, as well as using the skills acquired in previous classes to express personal and abstract ideas. Class discussions and demonstrations will be held to show how various techniques fit within a larger historical context and worldview. Each student will be assigned an artist to study and to present to the class, so as to add historical and theoretical knowledge in the enrichment of their studio experience.

The second half of the class is structured around select artists and art movements and how these artists used their styles to

express a particular worldview; for example, Rembrandt, Romanticism, Art Nouveau, Cubism, Formalism, and Expressionism. Students will learn techniques suited to each movement and produce art in which students are encouraged to internalize this technique and make it their own. The class culminates with a project in which students will merge their observational drawing technique with their own stylizations to offer an interpreted picture of the world around them. This class is made to fit within the junior year schedule and students will leave this class ready for the demands of the senior year "portfolio" class.

Ceramics I

Spring Semester

Prerequisites: Foundation Art or instructor's permission

Credit: 0.5

This class will give students the experience of building with clay. Students will learn the full process of creating ceramic artwork, from drawing the initial sketch, to building with clay, firing, and glazing. Emphasis will be placed upon the three basic hand-building techniques (pinch, coil, and slab) and composing works in dialogue with the elements of design. In addition to hand building, students will learn the basics of using a pottery wheel and learning to manage and recycle their own clay.

Students will make use of a sketchbook for the purpose of taking notes on process and techniques, honing visual ideas, and planning out projects through sketches. Projects will explore both functional and sculptural compositions. Traditional, historical, and avant-garde ceramic arts will be incorporated into the studio experience. Students will also learn various techniques for surface decoration, including texturing and glazing. Students must schedule weekly studio-time to work on their technique outside of regular class time.

Ceramics II

Not Offered in 2016-17

Prerequisites: Foundation Art or instructor's permission

Credit: 0.5

This continuation of study in ceramics builds upon and develops the skills of Ceramics I and empowers students to produce ceramic artworks of higher quality and greater complexity. Through in-class presentations and their own research, students will be exposed to traditional and contemporary ceramic artists as partners in dialogue as they delve deeper into the craft of composing three-dimensional forms. Students will be introduced to more advanced techniques in slab-building and coil-building, as well as banding wheel techniques. Students will learn to construct more demanding functional vessels such as teapots and pitchers, as well as create vessels as part of a set.

For many projects, students will have the freedom to choose between hand building or pottery wheel. The class will also focus on the different styles of ceramics, especially in terms of functional work, looking at work by different ceramic artists and exploring the wealth of tradition in North Carolina pottery. Students must schedule weekly studio-time to work on their technique outside of regular class time.

Digital Photography I

Fall Semester

Prerequisites: Foundation Art or instructor's permission

Credit: 0.5

This introductory course is designed to introduce students the art of photography. Students will learn the basic concepts of imaging through the use of both film and digital SLR cameras. Students will become proficient in making quality photographs through the study of light, key compositional devices, and learning to capture moments of interest. Students will learn the basics of digital imaging software (Adobe Photoshop CS) through the development of "RAW" images and the creation of digital artwork and posters.

Students will learn proper use and care for their cameras, lenses, and tripods; basic studio equipment; and photo printers. Weekly photography assignments establish the core of this class, and every week students have class-time to edit their photographs and take part in class discussions and critiques. Each student must have regular access to his or her own digital SLR camera in this class.

Students must have access to a digital single lens reflex (DSLR) camera, which is able to produce RAW quality images.

Digital Photography II

Not Offered in 2016-17

Prerequisites: Foundation Art or instructor's permission

Credit: 0.5

In this continuation of photographic study, students are challenged to hone their skills as photographers and delve deeper into this art form. Students will be introduced to new techniques and equipment as they learn to use studio lighting, off-camera flashes, wireless transmitters, and shutter releases. Students will be introduced new digital imaging software through Adobe Lightroom and learn more advanced techniques and tools in Adobe Photoshop CS. Students will hone their skills as event photographers by photographing events for Trinity School. The class will include presentations on various movements in the history of poster design, which will be employed for the production of posters for Trinity Upper School events.

Assignments for this class will be more demanding than those in Digital Photography I, requiring students to produce photographs of a higher standard for assignments that require a greater degree of problem-solving and creativity. For example, students will take on the challenge of using a shutter release to take self-portraits, using the camera like a journal as they compose a photographic diary and create compositions that interpret abstract concepts like "silence" or "home." The class culminates with students preparing, mounting, and hanging their own collection of photos and digital work for display in the halls of Trinity.

Students must have access to a digital single lens reflex (DSLR) camera, which is able to produce RAW quality images.

Art Portfolio

Fall Semester

Level: Honors and college prep

Prerequisites: One credit of Advanced Art and instructor's permission

Credit: 0.5

This course offers advanced senior art students an opportunity to participate in mature artistic community and experience a course that is both challenging and stimulating. A crucial part of this class is an advanced regiment of (mostly) bi-weekly sketchbook assignments that focuses on teaching students techniques of creativity and asks students to merge their creative process with their own theology and/or view of the world. Students will be asked to reflect on artistic identity, their own style, and the role of the artist community in the church and the world at large.

Under the guidance of the instructor, students will set goals for the term based on their area of concentration and will personalize their projects to engage their strengths and interests. Students choosing to pursue honors will have the added rigor and excitement of developing a portfolio that articulates visual excellence and personal expression. Students in this class must be highly self-motivated, possess solid artistic skill, work well independently, demonstrate strong vision in their work, and commit to producing a large volume of quality work (which will require spending significant time outside of class on their art each week). Those seeking a rich, but less intense capstone art

experience may take this class at a college-prep level. 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. Weekly process critiques are an integral part of this course, as are assigned projects given by the instructor. Each student will complete the course with a digital or slide portfolio and will participate in a final presentation of works.

Developing a portfolio requires a great deal of time and effort. Three weekly class sessions is markedly inadequate, and students are expected to spend significant time outside of class creating their artwork. To assist them in this, the studio is always open to each portfolio student so long as Mr. Clark or another teacher is present.

This class may be taken at either the Honors or College Prep level. While both levels are held to a very high standard, the Honors level students are evaluated against a more rigorous rubric, and Honors students must finish four class projects and eight additional assignments. College prep students must complete the four class projects; however, they must complete just five additional assignments.

PERFORMING ARTS

Performance Theater

Fall (shorter pieces) and Spring (full production) Semesters

Prerequisites: None

Credit: 0.5

This 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 one's most important tool, the body, the actor in this course explores the range of vocal and physical potential to create and portray characters. The class includes blocking and movement on stage, as well as exposure to various aspects of behind-the-scenes play production, and students are expected to participate in many of the jobs and decisions associated with planning, creating, marketing, and staging a theatrical production. All students 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; to develop students' confidence; and to stage excellent drama for the Trinity community.

In both semesters, the class culminates in a production, but the two semesters will be slightly different in design and pacing. The fall semester class will allow for a more deliberate exploration and development of acting skills, and the semester's performance will be a one-act play or a collection of scenes. The spring semester will stage a full, auditioned production. Both classes are open to and suitable for actors of all levels of skill and experience.

Jazz Ensemble

Fall and Spring Semesters

Prerequisites: Audition with the instructor

Credit: 0.5 (semester) or 1.0 (year-long)

This course encompasses ear training, rhythm, composition, improvisation, jazz history, musical styles, jazz theory, jazz keyboard for melodic and harmonic study, and development of technique on a specific instrument. Students wishing to learn a complementary wind instrument will have the opportunity to double; some school instruments are available for this purpose. Students will learn to read a lead sheet, transcribe a solo, and to acquire basic arranging skills. Students will be provided podcasts for listening outside of class through a Haiku page, the Noteflight program to notate arrangements and transcribe solos, and a CD for listening to pieces covered in class. Listening and consistent practice outside of class are mandatory.

The Jazz Ensemble takes two optional field trips, one in the fall and one in the spring, to jazz events in the area and performs three evening concerts each year. Students who have two or more years experience playing piano, guitar, upright bass or bass guitar, percussion, or a wind instrument are welcome to join.

Vocal Ensemble

Fall and Spring Semesters

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 includes but is not 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. Students learn the art of harmonization, improvisation, and vocal percussive singing and develop vocal knowledge and confidence. The group performs multiple times each year.

MS/US String Chamber Groups (Co-Curricular)

Fall and Spring Semesters

Prerequisites: Audition with the instructor

No Credit

MS/US Chamber Groups provide intermediate to advanced string players with an opportunity to prepare and perform music of various eras, styles, and genres, ranging from classical to modern, fiddle and pop arrangements, in a small string ensemble setting. Once enrolled in this non-credit, co-curricular activity, students are organized into trios or quartets to fit their level; each group meets weekly at a time arranged to accommodate the director's and the student musicians' schedules (typically, before school). Students are expected to practice regularly, and the groups are called upon to perform at various school functions across the year.

Trinity String Orchestra (Co-Curricular)

Fall and Spring Semesters

Prerequisites: Audition with the instructor

No Credit

The Trinity String Orchestra is a co-curricular ensemble comprised of US, MS, and advanced LS string players who rehearse and perform significant classical string orchestra works. Previous years have featured the first movement of Brandenburg 5 and Corelli's Christmas Concerto. The orchestra rehearses weekly on Tuesday evenings, 6:30-7:30.

Beginner Music Theory & Beginning Composition

Fall Semester

Prerequisites: Permission of the instructor

Credit: 0.5

This course helps developing musicians become discerning musicians by working with the twelve cognate elements of music: melody and line, harmony/counterpoint, rhythm, meter, notation and terminology, scales (Western and non-Western), tonality, form texture, articulation, dynamics, and timbre. Since music is a language, students will practice and engage in the five processes natural to developing skill within a language: listening (hearing), performing (speaking), analyzing (reading), notating (writing), and composing (creating). Skill development and assignments will include a balance of melodic dictation, harmonic dictation, sight-singing, score analysis (both visual and oral), part writing, realizing a figured bass, and harmonizing a melody.

Music from the Common Practice Period (1650-1850) will be the starting point, but students will be encouraged to analyze and create pieces in more modern styles as their interests dictates. Students will be required to use Haiku and Noteflight for submission of daily home-work assignments. A culminating project is creating, analyzing, and producing a final recording with a voice-over explaining the student's own composition using Garage Band, Finale, or Audacity music technology.

Intermediate Music Theory & Composition

Spring Semester

Prerequisites: Permission of the instructor

Credit: 0.5

This semester-long music theory course is a continuation of analyzing tonal harmony in Western music with a critical ear and by identifying elements of a piece for their function within the piece. Students will learn to evaluate a performed piece of music aesthetically by analyzing form, phrasing, rhythm, tempo, dynamics, and theme. Students will learn to identify non-harmonic tones in greater detail and will have a working knowledge of passing tones, neighbor tones, suspensions and retardations, appoggiaturas, escape tones, and anticipations.

Students will be able to identify pedal tones. An emphasis will be placed on creating original compositions that demonstrate understanding of newly acquired knowledge. Analyzing and understanding the importance of harmonic progression and sequence also will be covered. Students will delve deep into diatonic seventh chords, voice leading considerations when using seventh chords, and each of the chords functions. Students will incorporate various forms of technology to work through assignments including Prezi presentations, Noteflight and Finale music notation programs, and Powerpoint.

As a culminating project, students will use Finale, Audacity, or other comparable music software to apply what they have learned to write and record a 32-bar original composition. When finished, they will analyze it (including use of Roman numerals) and use Audacity to create a voiceover commentary on their compositional choices in their piece.

Advanced Music Theory & Composition

Spring Semester

Prerequisites: Permission of the instructor

Credit: 0.5

This semester-long music theory course focuses on advanced tonal harmony in Western Music with a critical ear and incorporates analysis of music in the 20th Century, as well. Jazz theory and composition techniques are emphasized. Students will evaluate several performed pieces of music aesthetically by analyzing form, phrasing, rhythm, tempo, dynamics, and theme. Students will learn to identify mode mixtures, Neapolitan chords, augmented sixth chords, and enharmonic spellings and respellings. Jazz Theory and extended chords and symbols will be studied and applied.

An emphasis will be placed on creating original compositions that demonstrate understanding of newly acquired knowledge. Students will incorporate various forms of technology to work through assignments including Prezi presentations, Noteflight and Finale music notation programs, and Powerpoint. As a culminating project, students will use Finale, Audacity, and other comparable music software to apply what they have learned to write and record an original jazz composition. Students will create both a lead sheet and arrangement.

REQUIRED SEMESTER COURSES

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 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 proficiencies (programming formulas in Excel spreadsheets, for example) and on using technology well to acquire and produce information.

Health & Wellness

Fall and Spring Semesters

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.

Theology Studies I

Fall and Spring Semesters

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.

Theology Studies II

Fall Semester

Prerequisites: Successful completion of Theology I and Junior year core academic courses; 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.

Rhetoric

Fall and Spring Semesters

Prerequisites: None
Credit: 0.5

This course focuses on the art of argument in both written and spoken forms. Through the study of classical and contemporary speeches and persuasive essays, handbooks on rhetoric, and extensive writing and speaking assignments and classroom practice, students learn the basic principles of effective argumentation and to express their ideas orally and on paper with confidence, competence, and efficacy. They also deepen their understanding about the purposes and limits of rhetoric in a

democratic society. Students refine and extend their skills in research and in the effective production, synthesis, and usage of information.

To aid their study, students learn a variety of classical rhetoric concepts. These include the purposes of different kinds of rhetoric (forensic, deliberative, and epideictic), the forms of persuasion (ethos, logos, and pathos) and how to use them effectively, the difference between induction and deduction, common logical fallacies, and how to employ rhetorical devices and tropes, and to employ memorization techniques.

Students are required to memorize a declamation, deliver two speeches on topics of their choosing, and participate in a judicial debate at the end of the semester. In each instance, students get the opportunity to exhibit their mastery of the principles of the course in front of an audience of peers and teachers.

Senior Capstone

Fall or Spring Semester, or Yearlong

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

Credit: 0.5

For a mason, a “capstone” is the last stone placed on top of a wall. At Trinity, the “capstone” course is a culmination of a senior’s education—a time to demonstrate the depth and richness of one’s learning, thinking, and competencies.

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 Capstone, which provides a unique opportunity for students to pursue an investigation or project 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, personal responsibility, independent thinking, and the ability to problem-solve and meet complex challenges.

Projects range widely. Past ones have included writing and illustrating an original children’s book; building a remotely controlled robotic arm; writing deeply about a theological question; developing original small group curriculum and lessons on beauty and leading a group of 8th grade girls in studying it; studying the history of graffiti and creating original art in that genre; writing and recording an LP of original music; writing and directing a one-act play; and conducting a cross-cultural study of the concept of happiness. As a rough guide, seniors should spend a total of 75-100 hours on Capstone, and they are highly encouraged to choose topics that align with their passions and gifts.

Capstone is not scheduled as a “class,” and most of the senior’s work occurs during free periods and outside of school. For most seniors, Capstone is envisioned as a yearlong project, with some work occurring in the fall and the bulk of it in the spring. However, seniors are encouraged to think carefully about the project, the time commitment, the overall course load each semester, the pacing of the project’s work, and perhaps the value of the project to college applications. Occasionally, a senior may wish to complete the project entirely in the fall.

Each student’s topic selection and assignment to a Trinity Capstone advisor (typically, an Upper School teacher) occur in the spring of the junior year, guided by the Capstone teacher. Seniors meet monthly throughout the fall with their Capstone teacher and occasionally with their Capstone advisor. In the spring, they meet twice monthly with their teacher and at least several times with their advisor.

An oral presentation and defense culminates the seniors’ Capstone work. The Senior Capstone’s main goals include excellence at conceiving, sustaining, self-assessing, and synthesizing in-depth research; mastery of information, skills, and perspectives important to the 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.

GENERAL ELECTIVES

Robotics

Yearlong

Prerequisites: Robotics Apprenticeship or permission of the instructor; permission of the US Director

Credit: 1.0

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 for "professional mentors" to help coach each team and for occasional guest visits from experts in topics ranging from programming to game theory. 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 highly qualified freshmen by permission of the instructor. Except by special permission of the instructor, students are required to take the Robotics Apprenticeship class before joining a yearlong team. Students are welcome to take the course multiple years. The instructor seeks a balance of experience and talents to field a maximum of two or three high-functioning teams.

Important notes: (1) Tournament participation. All students are expected to participate in the program's robotics competitions. Typically, there are at least three in-state competitions during the winter culminating in the State competition in Greensboro. Two additional ones are possible depending on success at qualifying tournaments: the Super Regional tournament in Texas in March and the World championship in April. Those with potential personal, co-curricular, or athletic conflicts with any of these events should speak with the Upper School Director before registering for the course.

(2) Time. This course requires longer blocks of time and flexible scheduling in order to maximize both teamwork efficiency and the time provided by volunteer professionals. Each team meets as a class during the week and also on Saturdays. Attendance at the Saturday sessions is required.

Teams require additional sessions in preparation for tournaments, and attendance at these sessions, as with the standard ones, is expected to take precedence over

extracurricular activities such as sports, music, arts, and clubs. With excellent, proactive communication with the instructor, occasional absences are acceptable. 50% of the course's grade is based solely on attendance and class participation.

(3) This course has extra costs because of the travel to State (no charge), Super Regional (approximately \$1000-\$1500) and world competition (approximately \$1000-\$1500). The FIRST program includes student-led initiatives to procure corporate funding to offset these expenses, and successful fundraising lowers the above figures. Trinity strives to provide financial assistance to families unable to cover the full cost of these trips.

(4) Strong parent involvement is needed in order for the Robotics program to run smoothly, and parents are expected to help. For instance, parents help plan and volunteer at the Robotics tournament which Trinity hosts and at the end-of-year banquet; they help drive students to tournaments; and they help chaperone on overnight trips.

Robotics Apprenticeship

Fall Semester

Prerequisites: None

Credit: 0.5

Apprentice Robotics students study the basics of robotics through curriculum provided by the FIRST organization and its suppliers of robotics hardware and software. The students will be exposed to hands-on use of the Trinity Robotics program's materials and equipment as they work through the learning modules' lessons, but they will need to provide their own laptop for use during class time. Topics range from construction and design fundamentals to an introduction to programming. Apprentice students do not compete, but they get in-depth exposure to the Robotics program and receive valuable training to participate on a Robotics team in subsequent years.

Note: This class is taught by Robotics seniors who interview for this position in the spring of junior year and are supervised by a faculty member.

Yearbook

Yearlong

Prerequisites: None

Credit: 1.0

This yearlong, highly interdisciplinary course produces Trinity's yearbook, Memoria. As a production class, yearbook is in many ways similar to a small business. You will take part in all of the stages of creating the 2013-2014 Trinity yearbook, a real-world, real-time publication. In the process of getting the book to print, you will gain marketable job skills, such as teamwork, photography, picture design/layout, marketing and sales, journalistic and business writing, editing, production, working

with deadlines, sales, interviewing, and creative problem solving.

Because the culmination of this class is a huge final project that is for the whole school community, you will have a special role in the life of Trinity this year. The staff are the storytellers of the school; this is an exciting role to play as well as a privilege. You will have an immense responsibility, as the quality of your effort and care will dictate the quality of the product that your classmates receive. At the conclusion of the year there will be opportunities to enter the yearbook in competitions to earn awards for all your hard work.

Multiple talents and interests are needed among the yearbook staff, and leadership opportunities abound in the roles of student editors, chosen each spring for their leadership skills and production knowledge.

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 workdays 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 workdays. Staff should also be available for a one-day training yearbook camp the Saturday before the school year begins. This class is capped at 12, and there is an application process. Interviews for staff positions will be conducted in early April. Contact Minda Zambenini (mz@tsdch.org) for an application for the class.

Introduction to Computer Programming

Spring Semester

Prerequisites: Algebra I

Credit: 0.5

This course explores the foundational concepts for current programming techniques utilizing the Python programming language. The course is based on the adaptation of the book *Think Python* called *Python for Informatics* by Dr. Charles Severance. Python runs on most computers, implements cleanly modern programming techniques, and is offered freely under a GPL-compatible license. The basic concepts of programs, variables, expressions, statements, functions, strings, conditionals, recursion, loops, lists, dictionaries, tuples, files, and databases are explored. The skills taught in this class easily transfer to other programming languages and problem solving situations.

Honors Computer Science

Fall Semester

Prerequisites: Introduction to Programming or teacher permission

Credit: 0.5

This course is based on the [work of Noam Nisan and Shimon Schocken](#). The course objective is to integrate key notions from algorithms, computer architecture, operating systems, compilers, and software engineering in one unified framework. This will be done constructively, by building a general-purpose computer

system from the ground up. In the process, we will explore many ideas and techniques used in the design of modern hardware and software systems, and discuss major trade-offs and future trends. Through building the twelve projects, you will gain many cross-section views of the computing field, from the bare bone details of switching circuits to the high level abstraction of object-based software design.

Sports Medicine

Spring Semester

Prerequisites: None

Credit: 0.5

This semester-long course is designed for students who are interested in fields such as athletic training, physical therapy, medicine, fitness, EMT and other sports medicine related fields. The primary focus will include, but not be limited to, the following topics: the history of athletic training, organization and administration, injury prevention, physical training and conditioning techniques, nutritional considerations, protective sports equipment, psychology of sports injury/illness, tissue response to injury, human anatomy, biomechanics, kinesiology, blood-borne pathogens, and injury assessment and evaluation. Through classroom engagement and hands-on experience students will become familiar with the concepts relevant to sports medicine.

Strength and Conditioning

Fall Semester

Prerequisites: None

Credit: 0.5

This course will provide basic instruction and training on the fundamentals and techniques of strength and conditioning. This will include, but not be limited to weight training, bodyweight exercises, plyometrics, and speed/agility drills. Students will also gain knowledge of different muscle groups and proper nutrition and hydration practices. Students will be expected to dress out and participate in physical activities on most class days.

Physical Education

Spring Semester

Prerequisites: None

Credit: 0.5

This course will provide students the opportunity to learn about and participate in a variety of sports and fitness-related activities. Sports and activities covered will include but not be limited to volleyball, soccer, basketball, plyometrics, speed/agility work, and strength-training.

Students will be expected to demonstrate knowledge of the subject matter, which will include participation and written examinations. Students will be expected to dress out and participate in physical activity each class.

SERVICE LEARNING & LEADERSHIP ELECTIVES

Literacy and the Augustine Project

Yearlong

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 student at a selected elementary school with whom they will develop an ongoing relationship during the academic year with a minimum of two scheduled tutoring sessions each week.

Servant Leadership: Serving Durham's Needy

Spring Semester

Prerequisites: None

Credit: 0.5

This course examines the issues facing disadvantaged and underserved adolescents in the Durham area due to poverty, violence, lack of opportunity, and disabilities, and the biblical servant leadership principles that can help transform both those served and those who serve. Through a wide variety of readings and hands-on service at Durham's faith-based non-profit Reality Ministries, students refine their understanding of power, of how to lead and to serve, and of the many challenges confronting marginalized people. Co-teachers Jeff McSwain, Reality Ministries' executive director, and Steve Larson, Coordinator of the Reality Center, anchor the course and also facilitate an array of guest speakers expert in aspects of social justice and cross-cultural issues. Course readings include Henri Nouwen's books *The Selfless Way of Christ* and *In the Name of Jesus*, articles

and essays from a variety of Christian and secular sources, and scriptures from the Old and New Testament.

This course is designed especially with Trinity's freshmen and sophomores in mind and provides a rich foundation for the Upper School's other Service Learning courses. Students will be asked to volunteer a minimum of one hour weekly in a variety of Reality Ministry areas, including its after-school tutoring, Tuesday Night Live events, and after-school programs. Because of this service requirement, the course meets three times weekly at Trinity instead of the standard four meetings.

The "Bull City": Reconstructing Durham through Historical Investigation and Service Learning

Fall Semester

Level: College Prep

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

Credit: 0.5

See course description under History electives.

Social Entrepreneurship

Not offered in 2016-17

Prerequisites: None

Credit: 0.5

"Social Entrepreneurs are not content just to give a fish, or teach how to fish. They will not rest until they have revolutionized the entire fishing industry."

-Bill Drayton, Founder of Ashoka

This course provides students with a theoretical and practical introduction to social entrepreneurship. Through a combination of rich readings, films, guest speakers, classroom discussions, and field experiences, students will be inspired to find innovative ways to solve social problems that have been neglected by others in the private or public sectors. Acting as change agents for society, students will learn how to recognize opportunities others miss in order to create social value. Students will develop skills to move from brainstorming ideas to the creation and execution of a business plan. The book *Life Entrepreneurs* (Christopher Gergen and Gregg Vanourek) will serve as the primary text for the course.

Select students with promising business plans will have the opportunity to receive formal mentoring by area entrepreneurs in the spring semester as they work on their business plans and to be placed into paid summer internships with entrepreneurial businesses.

WINTERIM PROGRAM

This program involves all upper schoolers in approximately nine days of extended block study of topics typically outside the standard curriculum—a time to try something new or go into further depth in a special area of interest. Courses span the two weeks that follow Christmas break, before the new semester begins. While they vary from year to year, courses have ranged from Ballroom Dancing, A cappella, Altered Books, and Creative Writing to Mural Painting, How We Got Our Bible, The Parable of the Good Samaritan Applied, Football, Ninjutsu, Christopher Nolan: A Modern Shakespeare, and Producing a One-Act Play.

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.

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 assessment. 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.

Independent Study courses are not regarded as college prep or honors. Their grades are counted without extra weighting towards the student's GPA.

Online Courses

Prerequisite: Approval of the US Director
Credit: Trinity-conferred credit is possible with written approval of the Director of Upper School prior to enrollment
Fee: Fees vary, generally between \$300 and \$350 per semester
Note that Fuel Ed courses are not NCAA approved

Through the North Carolina Association of Independent Schools and the Virtual Independent School Network, Trinity offers high-

quality online courses. These 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 online-enrolled students with a faculty or staff "mentor" who provides academic oversight and serves as the liaison between the two schools.

Successful online students have a strong work ethic and an ability to work on their own with focus, accountability, and follow-through.

Trinity endorses online courses as supplements to its own curriculum, not as replacements of it, except when schedule conflicts make Trinity's graduation-required course inaccessible to the student. In such cases, Trinity waives the fee for the online course. Except by special petition, in all other cases parents pay the online course provider's fee. If a student drops an online course after the drop period, Trinity requires parents to reimburse to Trinity the course's tuition.

Semester Study Beyond Trinity

At its discretion, Trinity will support Upper School students in good academic and community standing who wish to study beyond Trinity for one semester. For instance, Trinity students have lived in Spain with a host family and attended a local school; attended an English boarding school; and enrolled in residential semester programs.

Residential semester programs include The Mountain School (Vermont), Maine Coast Semester, The Oxbow School (arts focus; Napa, California), the Island School (Bahamas), Outdoor Academy (near Brevard, NC), City Term (outside New York City), and The School for Ethics and Global Leadership (Washington, D.C.). Depending on the program, students in their

sophomore, junior, or senior years are eligible. Each keeps its students on track academically while offering unique experiences according to its mission, philosophy, and location.

Trinity School will exempt one-third of the Upper School tuition for up to two students each year to support these kinds of educational experiences away from Trinity in approved study. Trinity sets this discount at one-third rather than one-half in recognition of Trinity faculty's extra involvement before, during, and after the student's time away to assure a smooth departure and return. The discount will be applied to tuition paid by or on behalf of the family to Trinity School, net of all financial aid, discounts, and Trinity School scholarships.

To be eligible for this tuition discount, students should apply to the Upper School Director to pursue a one-semester alternative education experience, seeking the Director's approval no later than January 31 of the school year prior to the student's proposed absence. Families interested in exploring such programs should consult with the Upper School Director no later than the spring of the year before the semester program would occur.

Additional Options

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)
- 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:
 - ◆OpenCourses through universities such as MIT
 - ◆MOOCS ◆Stanford University's Education Program for Talented Youth (<http://epgy.stanford.edu>)

CO-CURRICULARS

There are many co-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 Swimming
	Spring	Girls Soccer Boys Baseball Boys Tennis Golf Track

Performance Chamber Strings

- Other student groups
- Honor Council
 - Student Council
 - Student Life Committee
 - Student Ambassador Program
 - *Pickett Road* (literature and arts journal)
 - Bible Study
 - Model UN club
 - *Head Lions* student newspaper
 - Math Competitions
 - Anime Club

TYPICAL COURSES BY GRADE LEVEL

The typical Upper School academic load is five “core” academic courses (humanities / English & history; math; science; and language) plus two other courses (required semester courses, general or department-specific electives, Service Learning courses, etc.) each semester. Most students should have one unscheduled ‘free’ period.

The US schedule has seven periods (plus lunch) each day and rotates across the week a total of eight ‘blocks’ in which courses are scheduled. 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.

Placement in honors or college prep courses is determined through careful review of three criteria: Academic achievement in the current course; teacher recommendation; and standardized test scores.

The following are examples of typical course loads at each grade level.

9 th Grade	Humanities: Mathematics: Language: Science: Other req'd: Electives:	Humanities I: Ancient Civilizations Algebra I (a few) or Algebra II (most) Latin or Spanish Physics Health (semester course); computer proficiency test; other electives Visual or Performing Arts, general electives, Service Learning courses
<p>This is the ideal time, should one wish to do so, to change the language one will study throughout upper school. 9th graders are encouraged to take the Foundation Art course in order to take more advanced art courses in subsequent years.</p>		
10 th Grade	Humanities: Mathematics: Language: Science: Other req'd: Electives:	Humanities II: The Western World from Medieval to Modern Times Based on grade 9 placement/performance Latin or Spanish Chemistry Theology I (semester course) Visual or Performing Arts, general electives, Service Learning courses
11 th Grade	Humanities: Mathematics: Language: Science: Other req'd: Electives:	Humanities III: American Studies Based on grade 10 placement/performance Latin or Spanish Biology Rhetoric (semester course) Visual or Performing Arts, general electives, Service Learning courses
<p>Juniors may consider taking an English or history elective in addition to their humanities course, or a science elective in addition to biology.</p>		
12 th Grade	English: History: Mathematics: Language: Science: Other req'd: Electives:	Semester course required fall and spring Semester electives available fall and spring Based on grade 11 placement/performance Latin or Spanish Semester electives Theology II (fall); Senior Capstone (spring) Visual or Performing Arts, general electives, Service Learning courses
<p>Many seniors are advised to 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.</p>		

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 9th 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 college prep 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 9th 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. Typically, they are not looking for well-rounded individuals as much as they are aiming to create a well-rounded class out of individuals with special interests, gifts, and experiences.

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 thirteen 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%)	Out-standing (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 WILL EVALUATE YOU

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 CO-CURRICULAR 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 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 9th and 11th 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 college prep 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 visual or performing 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 through the spring of 8th grade, this test measures students' academic achievement.

CWRA	A performance task assessment given to freshmen.
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 .
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 . You are responsible for registering and paying for this test.
SAT II: Subject Tests	<p>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.</p> <p>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.</p> <p>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.</p>
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 . 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 the College Counselor 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 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.

Division I 16 Core Courses:

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).

Division II 14 Core Courses:

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).

Test Scores 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.

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.

GPA 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 www.ncaaclearinghouse.net.

The Division II GPA requirement is a minimum 2.000.

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

Overview of 2016-17 Trinity US Courses

Trinity may alter, reschedule, or cancel classes due to low enrollments or other reasons. As much as possible, Upper School students are available for G and H Electives Block classes. Electives scheduled outside the Electives Blocks will not be available to all students; this may be the case especially when students' academic courses differ from the ones typical for their grade level. Semester courses include check marks in the last two columns to indicate the semesters in which they are offered.

Course		Priority Grades	Fall	Spring
Humanities	Ancient Civilizations	9		
	Western Studies	10		
	American Studies	11		
History	Economics	11-12		√
	Model UN Global Studies	9-12	√	
	Democracy in America	11-12	√	
	The 1960s	11-12		√
	The "Bull" City: Reconstructing Durham	11-12	√	
	Art History	10-12		√
	Jerusalem: A History	10-12		√
English	Shakespeare's Tragedies	11-12		√
	The Literature of Modernism	11-12	√	
	Faith and the Fantastic		√	
	The Literature of War	11-12		√
Languages	Spanish I, II, III, IV, V	9-12		
	Latin II, III, IV, V	9-12		
Math	Algebra I, II; Geometry	9-10		
	Pre-Calculus; Statistics; Calculus I, II	11-12		
Science	Physics	9		
	Chemistry	10		
	Biology	11		
	Advanced Physics	11-12		
	Ecology	12	√	
	Anatomy & Physiology	11-12		√
	The Chemistry of Energy	11-12	√	
	Biochemistry & Genetics	11-12		√
Visual Arts	Foundation Art	9	√	√
	Studio Art I	10-12	√	
	Studio Art II			√
	Advanced Studio Art	10-12		√
	Art Portfolio	11-12	√	
	Ceramics I	10-12		√
	Digital Photography I	10-12	√	
Performing Arts	Vocal Ensemble	9-12	√	√
	Jazz Ensemble	9-12	√	√
	Performance Theater	9-12	√	√
	Beginner Music Theory & Composition	9-12	√	
	Intermediate Music Theory & Composition	10-12		√
	Advanced Music Theory & Composition	10-12		√
Service Learning & Leadership	Servant Leadership	9		√
	The Augustine Project (yearlong)	12		
General	Yearbook (yearlong)	9-12	√	√
	Sports Medicine	9-12		√
	Strength and Conditioning	9-12	√	
	Physical Education	9-12		√
	Computer Science	9-12	√	
	Introduction to Programming	9-12		√
	Robotics Apprenticeship	9	√	
	Robotics (yearlong; Electives Block + Saturdays)	10-12	√	√
Required Semester Courses	Health	9	√	√
	Theology I	10	√	√
	Rhetoric	11	√	√
	Senior Capstone	12	√	√
	Theology II	12	√	√

Trinity School Academic and Co-Curricular Plan

Student's Name: _____

	9 th	Grade	10 th	Grade	11 th	Grade	12 th	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 Computer*		Theology I		Rhetoric		Senior Capstone Theology II		1 semester each *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 registering 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 1st semester grade above the divider line and the 2nd 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 others as appropriate.
- In pencil, write the courses you intend to take for each remaining year of your time in the upper school.

Date: _____

Student
Advisor
Parent

