



TRINITY PREPARATORY

SCHOOL

2009-2010

Course Descriptions

COMPUTER

In our ever-changing world, knowledge in computer science has become a necessity. The goal of the department is to provide each student the opportunity to develop his/her skills in word processing, spreadsheets, presentation formats, programming, web design, and multimedia by providing courses that are current in today's society as well as developing an understanding of current trends and ethical use of technology.

A sequential development in the programming courses allows students to maintain competency with current programming trends. In the programming field, students may elect to take Programming I and II, Graphics I, II, and III, and AP JAVA. Due to changes at the College Board Level, Programming I and II became JAVA starting with the 2003-2004 school year.

Students with interest in media develop skills in web design, animation, digital video, and sound. Programs such as Dreamweaver, Photoshop, Sound Recorder, Flash, Director, and Adobe Premiere Pro provide a foundation for artistically oriented students.

856. Digital Technologies and Media Literacy (semester)

This course is for students currently in grades 7-11, who have not completed Computer I. New students entering grades 8-12 are required to take this class the first year they attend Trinity.

This course will give students an exploratory look at the different technologies offered in the Computer Science Department. The course will be divided into three components deemed necessary for high school and beyond: word processing and productivity software, online resources, and media. Students will receive an overview of word processing and productivity software to assist them in their academic courses. Students will also acquire understanding and knowledge on the ethical and secure use of the Internet to enhance their research and social networking skills with an emphasis on the use of Web 2.0 tools. Students will receive exposure to media tools that will further enhance their understanding of presentation tools. Required for graduation and may be taken in grades 8-12.

862. Multimedia I (semester – grade 7 and 8)

Students will be introduced to the basics of multimedia. The course will include discussion on what makes good media, how to design a project, and basic animation. Students will develop skills using storyboarding of ideas, creating flipbooks, more advanced techniques in PowerPoint, and building basic animations.

860. Multimedia II (fall semester)

Students in Upper School learn how to use many of the tools for developing multimedia. In the first portion of the course students will work with web design software and Photoshop to create websites. In the second portion, students learn to develop animation using Macromedia Director and Sound Forge. Students will participate in integrated projects, develop an educational training site, and learn to create animation.

861. Multimedia III (spring semester)

Students in Upper School learn how to use many of the tools for developing multimedia – sound, images, animation and movie clips – through specified up-to-date media software. Students using Macromedia Director and Adobe Premiere Pro learn how to edit video, use blue screen technology, and create media presentations. Students are also instructed on developing a media project through storyboarding, record keeping, lighting, and use of the digital video camera. Prerequisite: Multimedia II.

864. Graphics I (semester - grade 8)

Students are introduced to the basic elements of the programming language JAVA such as hardware vs. software and use of existing methods to create graphical images. There will be an introduction to variables, constants, selection structures, iteration structures, and file processing. Students learn how to write object-oriented programs as individuals and in groups. Coding and testing requires a high degree of interaction with the computer.

867. Graphics II (fall semester)

Students in Upper School will write original source code using the JAVA programming language to create geometric shapes, charts from data, detect and respond to mouse events, manipulate fonts, and implement new graphics classes. They will also learn to use existing methods to create and manipulate graphical images and their surroundings. There will be an introduction to variables, constants, selection structures, and iteration structures. Students learn how to write object-oriented programs as individuals and in groups.

868. Graphic III (spring semester)

In this class students will continue expanding their knowledge of geometric shapes, charts from data, detect and respond to mouse events, manipulate fonts, and implement new graphics classes on a higher level. Projects that will require the use of existing knowledge will be assigned and students will be required to use their organizational skills to meet deadlines. Animation and html will be covered to the extent that will lead into the web design course offered. There will be an introduction to file processing and the execution of swing comments. Prerequisite: Graphics II

865. Computer Programming I (fall semester)

Students in Upper School are introduced to the basic elements of the programming language JAVA such as hardware vs. software, variables, constants, selection structures, iteration structures, and file processing. Students learn how to write object-oriented programs as individuals and in groups. Coding and testing requires a high degree of interaction with the computer.

866. Computer Programming II (spring semester)

Students continue from Programming I by adding advanced JAVA features such as structures, matrices, vectors, and binary searches with sequential access files. The students will also learn how to pick the most sufficient solution for their computer problems. Random access files will be discussed in depth but not addressed in a practical form. This course also prepares students for the challenging AP JAVA course. Prerequisite: Computer Programming I.

871. Introduction to Film (fall semester)

Students in Upper School will study basic film techniques including script outlining, storyboarding, schedule planning, and filming techniques. Included in the study will be a look at the various genre of film such as drama, comedy, and action as well as the differences between the types. The class will view films and discuss shooting techniques, directing forms, editing, and sound. The goal is to experiment with techniques, design a semester project from the techniques, and produce a film. Prerequisite: completion of Multimedia III or permission of instructor.

872. Mindstorm Robotics I (fall semester – grade 7 and 8)

Students are introduced to the field of programmable robotics using the Lego Mindstorms NXT. The class will start by getting involved with various assembly choices and learn the pros and cons of construction styles. Groups will be formed to complete predetermined missions using the NXT drag and drop programming tools. Missions are configured by The First Lego League. The curriculum itself touches on and explores the physics and engineering concepts that will allow for robot missions to succeed. Expansion packs for remote control, claw manipulation, sight recognition, touch detection, light detection, sound response, and color recognition will also be implemented. Students will be involved in tournaments to increase their understanding and knowledge of the exploration in the field of robotics.

873. Mindstorm Robotics II (spring semester – grade 7 and 8)

Students will continue to the advanced topics as described in Mindstorm Robotics I. Tournaments will continue and industry leaders will be approached for support and information. Prerequisite: Mindstorm Robotics I.

874. STEM Robotics I (fall semester)

Upper School students will be introduced to the more advanced aspects of robot engineering. Curriculum will include topics such as mechanical design, power distribution and control, electrical components, mechanical components, pneumatic design, and programming on a more advanced level. Students will attend tournaments to further expand the understanding and knowledge in the field of robotics.

875. STEM Robotics II (spring semester)

Upper School students will continue to the advanced topics as described in STEM Robotics I. Tournaments will continue and industry leaders will be approached for support and information.
Prerequisite: STEM Robotics I

778. AP JAVA

This advanced full-year elective course includes a study of programming methodology, algorithms, pure object-oriented programming, and computer platforms. The students will specifically study the differences in programming styles and syntax between JAVA and C++. Students are given a real-world problem to solve by breaking it down, writing the methodology, and learning to work as a team to complete a large project. Students learn to read existing code and make changes to create a more efficient end-user product.
Prerequisite: B+ in Computer Programming II and III and permission of the instructor.

ENGLISH

English courses have three main objectives: to develop the capacity for both expository and imaginative writing, to increase the students' understanding of literature, and to encourage critical thinking and analysis. English is required of all students each year.

The curriculum is developmental and sequential, allowing students to progress from simple sentence structure and syntax in Middle School to a complex and articulate use of language in Upper School. Students are introduced to much of the world's great literature with selections chosen from all genres to acquaint students with works from many nations. Research techniques are adapted to each grade level, and students learn the skills of library research and literary criticism.

106. English 6

Sixth-grade English incorporates the study of literature, vocabulary, grammar, and writing. Basic reading comprehension skills are honed through the reading of short stories, poetry, essays, and novels. Critical reading and thinking skills are developed through class discussions of these works. Vocabulary skills are expanded through the study of words found in the literature read, as well as from a vocabulary text. Basic grammar, upon which subsequent English classes build, is introduced. This study includes sentence structure, usage, punctuation, parts of speech, and parts of sentence. The writing component of the class is an important one, introducing the principles of good writing and providing numerous opportunities for student writing. The writing process is stressed. Interdisciplinary writing is also a part of the program as students write in the content areas of science and history, applying skills learned in English class. Storytelling and the exploration of traditional stories from around the world is also an important component of the class.

107. English 7

Seventh-grade English is an interdisciplinary course taught in conjunction with seventh-grade U.S. history and includes art, music, and philosophy. Major genres of literature include the novel, drama, poetry, essay, and the short story. Students learn vocabulary through literature as well as the vocabulary text. They study sentence structure, usage, and punctuation and are expected to apply these skills in their writing. The writing process is emphasized, and students submit pre-writing and several drafts with formal papers. They engage in portfolio and journal writing and write response journals each quarter for their outside reading.

108. English 8

Beginning with a unit on short stories, English 8 deepens and further develops the students' critical vocabulary as they study the elements of the literature, with emphasis on plot structure, point of view, symbolism, and allegory. Major literary selections include *Romeo and Juliet*, *The Old Man and the Sea*, *Of Mice and Men*, *The Merchant of Venice*, *The Catcher in the Rye*, *Animal Farm*, and *To Kill a Mockingbird*. Writing assignments include journal entries, reaction papers, argumentative writing, and short stories. Critical and analytical essays involve multi-step development of a thesis supported and developed by examples, details, and reasoning. Themes include justice, identity, prejudice, and the courage needed to make moral choices.

109. Honors English 9

Ninth-grade English complements "Honors World History to 1700," and includes the major art, architecture, music, and ideas of this era. Works studied were either written during this time period or are about the culture being studied. Major genres include the novel, drama, poetry, and the essay. Grammar is learned through written assignments, with special emphasis on sentence variety and common grammatical errors. Process and portfolio writing, especially the five-paragraph essay format as the foundation for future analytical and research writing in later years, is integral. Students also develop their public speaking skills and increase their confidence in front of an audience by performing informative, persuasive, and interpretative speeches.

110. Honors English 10

This course complements "Honors World and American History 1700-1900" and includes the major art, architecture, music, and ideas of this era. Representative American and British literature as well as literature from other cultures either written during or written about the period is studied. Writing focuses on critical thinking, literary analysis, reading response, and modeling. Students write both personal and analytical papers of varying lengths, correlating historical and social principles and specific themes with the literature they read. During the process they expand their vocabularies, refine their writing skills, and find relevancy in what they read. Fall semester includes reviews of vocabulary and test-taking strategies, including multiple sample tests, in preparation for the PSAT.

111. Honors English 11

Concentrating on the 20th century, the English 11 curriculum continues to complement what students are learning in their history courses. Knowledge of the literature of this time period is enriched by supplementary studies of art, music, theatre, motion pictures, and major inventions of the past 100 years. Literature is both traditional and multi-cultural in scope. Writing focuses on formal explication of shorter works and formal essays relating to issues attending the longer works. Students write personal essays in preparation for the college essay. Fall semester includes reviews of vocabulary, test-taking strategies, and multiple choice tests in preparation for the critical reading and writing portions of the PSAT and SAT.

115. AP Language and Composition (for juniors only)

AP Language and Composition is a college level course that introduces students to the rigors of college level work in writing and literature. It engages students in becoming savvy readers in a variety of periods, disciplines, and rhetorical contexts. It also helps students develop their writing skills and teaches them to respond to a wide range of writing situations and purposes. AP Language spends a lot of time discussing the craft of writing and rhetorical analysis. In terms of literature, it emphasizes wonderful literature from the twentieth century, but the focus is not exclusively twentieth century. Prerequisite: B+ or better in previous English course. There will be no appeals process for students who do not meet the grade prerequisite.

112. Honors English 12

Senior English offers a different approach to literature than previous years because it focuses less on a specific chronological period and more on examining different genres of literature. In the fall semester, the class studies the genres of comedy and tragedy in drama, focusing mainly on the works of Shakespeare. In the spring, students will study two additional genres of literature: autobiography and detective fiction. One of the main objectives of Senior English is to build a bridge between high school level work and college. Analytical reading and writing remain an integral part of the curriculum, but students will be asked to expand their repertoire of writing modes to reflect those that occur in many of the college Freshman Composition courses. Students also develop their writing skills by paying particular attention to style, diction, and grammar.

114. AP Literature and Composition

Fall semester begins with discussion and writing about two 20th-century novels assigned as summer reading followed by an in-depth study of five plays: four by Shakespeare and one by another significant playwright. Also included are a survey of critical approaches, projects involving works of short fiction and selected schools of poetry, and critical papers on longer works. During spring semester, students explore 19th and 20th century works--reading, thinking, and writing critically as they prepare and practice for the

AP exam. This college-level course involves challenging material and assignments. Prerequisite: B+ or better in previous English course. There will be no appeals process for students who do not meet the grade prerequisite.

120. Journalism/Newspaper

Students learn the techniques and obligations of journalism writing. With emphasis on principles of journalism, ethics, standards, and styles, students learn how to plan assignments, meet deadlines, and accept and/or give editing advice. Members of the class publish *The Trinity Voice*. Prerequisite: A or B in all previous English classes and demonstrated ability to work independently. Students must submit an application and newspaper adviser approval is required.

121. Yearbook

The yearbook staff plans, produces, and distributes a well-designed and accurate yearbook to the Trinity community. Students learn skills that are in high demand in the workplace: writing, analysis, organization, communications, photography, desktop publishing, computer graphics, and leadership skills.

FINE ARTS

"In the beginning God created the heavens and the earth...and on the sixth day he made man after his own image." Genesis 1

"To be creative is to be human." Unknown

The Fine Arts Department approaches each student grounded in the belief that everyone has a fundamental and insatiable urge to create. In order to guide the student to a full expression of that urge, we offer opportunities for exploration of the disciplines and their potential to communicate the truth of the human spirit. Through ongoing study and application of their craft, the students begin to hone their artistic skills as they seek to elevate their capacity for creative expression.

Due to the diversity of disciplines within the Fine Arts Department, students are urged to consult with the instructors of the course(s) they are considering. Many courses require the instructor's permission.

606. Fine Arts 6 (full year; rotating quarters)

Sixth grade classes focus on the basic skills and introductory concepts in art, music, computer, and theatre. Students participate in and observe various aspects of the arts through interdisciplinary ventures, field trips, productions, art shows, and classroom projects.

Creative Writing

614. Creative Writing 8 (semester)

This fine art course for eighth graders includes publishing a Middle School literary magazine and creating a personal anthology of poems and short stories. Class limited to 12 students.

125/126. Writing Workshop I and II (semester)

Writing Workshop I and II are designed for Upper School students as intensive experiences in the creative-writing process. The emphasis is on creativity and craft. Workshop participants will be engaged in a variety of writing strategies, all designed to trigger and promote the imaginative process with respect to poetry, the personal essay, memoir, and short fiction. Because prose and poetry are divided into separate courses, students may take both writing workshops in succession for a full-year credit. Class structure focuses on immersion in all phases of the writing process (e.g. brainstorming, drafting, peer/instructor feedback, editing, and revision). Round-table group workshops of selections from each writer's work allows for a diversity of important feedback and constructive criticism that promotes taking a manuscript to a higher, more polished level of completion, and assigned readings of the literary masters serve as informative and instructional models for student pieces. Although Writing Workshop I focuses on poetry

and Writing Workshop II on literary prose, students have opportunities to concentrate their efforts within the genre of their particular interest. By semester's end, each student will have a finished portfolio of original work. Workshops limited to 15 students.

Photography

650. Digital Photography I (semester)

Students will become proficient in digitally capturing, uploading, manipulating, and printing color and black and white digital photographs. Emphasis will be placed on the rigid rules of an exacting craft as well as on the imaginative freedom inherent in an expressive and creative visual medium. They will learn the intricacies of digital camera capture, computer processing in Photoshop, working in the digital darkroom, and output to a printer. Subjects covered include camera care and operation, principles of composition, proper exposure and capture size, cropping, image evaluation, manipulation in the digital darkroom, and proper output. There will be an intensive module on the History of Photography. There will be a variety of assignments to hone skills with the camera and on the computer. Students will need to supply their own digital camera with a minimum of 6 megapixel capture size. A D-SLR is preferred but not required. Open to students in grades 10-12.

651. Digital Photography II (semester)

Students will build on the skills they learned in Digital Photography I. Students will work on camera techniques to enhance interpretation, lighting evaluation, advanced computer skills for manipulation, and various output techniques. Topics covered will include the Image Frame, Design Basics, Graphic and Photographic Elements, Composing with Light and Color, Intent, and Process. Emphasis will be placed on the rigid rules of an exacting craft as well as on the imaginative freedom inherent in an expressive and creative visual medium. This class will concentrate on seeing photographically, making a good photograph better, and utilizing solid techniques for making outstanding images. Students will need to supply their own digital camera with a minimum of 6 megapixel capture size. A D-SLR is preferred but not required. Prerequisite: Digital Photography I

646. Photojournalism (semester)

Students shoot assignments for the newspaper and yearbook, as well as assignments that will build a portfolio in photographic news coverage. Prerequisite: Permission of the instructor.

Theatre

609. Theatre 7 (semester)

Seventh graders learn and develop their acting abilities through mime, pantomime, improvisation, voice and diction work, scenes, and monologues. Students are required to attend live theatre performances.

612. Theatre 8 (semester)

Eighth graders learn and develop their acting abilities through mime, improvisation, timed writing, voice and diction work, scenes, and monologues. Students begin to do character analysis work and rehearse and perform traditional scenes and monologues in the classroom. Experiencing live theatre is an integral part of this course.

615. The Art in Pop Culture: Finding Meaning in the Madness (semester)

What is the meaning and message in our society's current artistic expression? By treating current literature, theatre, film and television as art, this course will challenge the student to examine culture and society from an artistic vantage point, delving into and exploring the conscious and unconscious messages and thoughts inherent in our current media climate. Students should be prepared to write weekly papers and participate in lively classroom discussions. Through a sampling of current literature, film, theatre, and television, students will begin to awaken a discerning eye toward the constant barrage of society's media frenzy. Through timed writings, theatre, and performance art, they will hone their response. Open to students in grades 9-12.

620. Theatre I (fall and spring semester)

Upper School students embark on a journey through World Theater starting with the Greeks and ending with the political theatre of Brecht. During the course of each play different aspects of theatre (language, character, design, direction) are explored in individual and group creative projects. Experiencing live theatre is an integral part of this course.

677. Theatre II (spring semester)

Upper School students continue their exploration of theatre beginning with unarmed stage combat, moving through an introductory exploration of Commedia dell'arte and into a study of American theatre. The course concludes with an exploration of American social pro-active/documentary style of theatre and playwriting. Experiencing live theatre is an integral part of this course. Prerequisite: Theatre I or permission of the instructor.

621. Advanced Acting I (fall semester)

Advanced students work on vocal development using Linklater techniques, exploring and increasing their emotional range, and college level text analysis. Through the use of IPA (International Phonetic Alphabet), students learn to standardize their pronunciation of American English. The necessary skills to perform Shakespeare are introduced and explored with a public performance of the culminating work presented at the end of the semester. Experiencing live theatre and auditioning is an integral part of this course. Prerequisite: Theatre I, II, or permission of the instructor.

622. Advanced Acting II (spring semester)

As continuation of Advanced Acting I, students continue their exploration of Shakespeare's characters and language moving onto an in-depth study of the playwriting process. Socially active theatre is explored through *The Living Newspaper Project*, *The Legacy Project*, and *The Verbatim Theatre Project* with these student written theatre pieces given a public performance at the end of the semester. Experiencing live theatre and auditioning is an integral part of this course. Prerequisite: Advanced Acting I or permission of the instructor

682. Technical Theatre (semester)

Students in this Upper School course are the creative force behind all the physical aspects of the department's productions. They will design, create, and assist with all productions on the Trinity stage.

623. Musical Theatre (fall and spring semester)

This course is performance-based with an emphasis on putting together a show or revue to be performed at the end of the semester. It surveys the history of American musical theatre and gives the student an opportunity to learn choreography and songs.

616. Performance I (fall semester)

The primary focus of this class is the full production of Anton Chekov's play *The Three Sisters*. In addition to preparing all the aspects of the production for a final performance at the end of the semester (acting, stage management, costumes, set, lights, sound, poster, program, ad sales), this class will also focus on an in depth exploration of character, plot, and text. Students will not only take the piece from the page to the stage, but also study the history, culture, and mores of the turn of the century Russia and the acting techniques of the founder of Western performance theories, Stanislavski. Prerequisite: Permission of the instructor.

617. Performance II (spring semester)

The primary focus of this class is the full production of a Shakespeare play – either *The Merchant of Venice*, *Othello*, or *The Winter's Tale*. In addition to preparing all the aspects of the production for a final performance at the end of the semester (acting, stage management, costumes, set, lights, sound, poster, program, ad sales), this class will also focus on an in depth exploration of character, plot, and text. Students will not only learn and become proficient with finding the acting clues in Shakespeare's First Folio, but also study the history, culture, and mores of Elizabethan England. Prerequisite: Permission of the instructor.

618. Master Class (fall and spring semester)

Upper School students may elect to take this independent study class upon permission of the instructor. They may choose their own focus—performance, direction, playwriting, or a combination of these three. The focus of their semester’s work will be determined by instructor/student conference and will culminate in a theatrical production. Prerequisite: Advanced Acting I and II or permission of the instructor.

673. Improvisation for the Theatre (semester)

How do the comedic artists at SNL do it? Improvisation for the Theatre explores the art of comedy and improvisation in the theatre. From its roots in Roman comedy, through the template of Commedia dell’arte, and the contemporary form of stand-up, satire and sketch comedy, students will not only study traditional texts for clues but create their own characters, scenes and improvs.

679. Stage Combat (fall and spring semester)

A specialized class for the focused theatre student who wishes to learn the basics of stage combat with an emphasis on unarmed combat. Quarterstaff and single-handed Broadsword will be introduced according to student ability level. Students will learn to notate and reproduce the combat of other choreographers as well as create their own unique choreography. Prerequisite: Permission of the instructor.

Art

607. Art 7 (semester)

In this course, seventh graders explore with many tools and materials used in artistic expression. Within a cultural and historical framework, they sculpt, draw, paint, and work with clay.

611. Art 8 (semester)

Eighth graders explore more advanced techniques and materials used in artistic expression. Within a cultural and historical framework, they sculpt, draw, paint, and work with clay.

610. Ceramics (semester – grade 8)

Ceramic students will learn traditional skills including hand building, wheel throwing, surface decoration, glazing, and firing. Students will work on individual and group projects while studying historical and contemporary examples of pottery from various cultures. Prerequisite: Art 7 and permission of the instructor. Class size limited to 10.

637. Visual Foundations (semester)

This Upper School course explores art history while discovering the methods and materials of drawing, painting, and three-dimensional art. The student will become familiar with a variety of materials and techniques. Visual Foundations is required for students who plan to continue to the advanced-level courses of Painting, Drawing, Pottery, 3-D, 2-D Design or Printmaking.

633. Drawing I (semester)

This course teaches the basics of drawing and the art of seeing. It will cover a variety of methods of drawing and rendering in pencil, pen, ink, watercolor, and pastels. Prerequisite: Visual Foundations.

639. Drawing II (semester)

Intermediate- to advanced-level drawing assignments in charcoal, pencil, ink, pastels, and more are included. The course may be taken more than once. Prerequisite: Drawing I or permission of the instructor.

632. Painting I (semester)

Beginning- to intermediate-level painting assignments using watercolor, acrylics, oils, pastels, and more are included. Study of color is emphasized in this course. The course may be taken more than once. Prerequisite: Drawing I or permission of the instructor.

629. Painting II (semester)

Advanced-level painting assignments using oils, acrylics, watercolor and mixed media are included. Still life, landscape, and portrait studies are emphasized. Prerequisite: Painting I or permission of the instructor.

661. 2-D Design I (semester)

This course is an introduction to basic design elements and principles and their applications on the two-dimensional surface. Traditional art media as well as modern technology, such as digital camera, scanner, xerox copies, and digital image manipulation software will be used. Prerequisite: Visual Foundations.

662. 2-D Design II (semester)

This course focuses on solving advanced-level design problems and in-depth research of elements and principles of design. Historical and contemporary trends of design will be reviewed. Students will use traditional art media as well as digital image manipulation software. Prerequisite: 2-D Design I.

634. Sculpture (semester)

Intermediate- to advanced-level sculpture assignments using wood, wire, clay, plaster, stone mixtures, and more are included. The course may be taken more than once. Prerequisite: Visual Foundations.

635. Pottery I (semester)

This course teaches the fundamentals of hand building, wheel throwing, and glaze techniques. Prerequisite: Visual Foundations.

638. Pottery II (semester)

Advanced-level assignments in hand building, wheel throwing, and glaze techniques are included. This course may be taken more than once. Prerequisite: Pottery I.

636. Advanced Wheel (semester)

This course is designed for students who have experience on the potter's wheel. Students will expand wheel throwing skills by working in series and sets. Students will refine finishing skills and explore firing techniques. Prerequisite: Pottery I.

663. Printmaking (semester)

This Upper School course explores the art of producing multiple images of a drawing or design. This course will familiarize the student with the print as a series of original or identical images which are produced from a plate or block. Students will use studio processes such as monotype, relief, drypoint, and screen printing. Students will be acquainted with the history of printmaking and view work by contemporary artists as they develop an experimental approach to thematic projects. Class limited to 12 students. Prerequisite: Visual Foundations.

664. Portfolio Development (semester)

This course is designed for the serious art student who wishes to create a portfolio for college or to develop one section of the AP Studio Art portfolio without submitting it to the College Board for grading. Offered at the same time as AP Studio Art, students create works that demonstrate broad experience and accomplishment or works organized around a compelling visual concept. Prerequisite: Four semesters of art classes, which can include one semester of photography, and permission of the instructor.

637. AP Studio Art (2-D, 3-D, and Photography)

This course requires advanced skills and a strong work ethic. Assignments include a combination of specific design assignments and self-directed projects. Submission of a portfolio of thirty or more works of art is required for completion of an AP portfolio. For a detailed description of the course, students should speak with the instructor. Prerequisite: Four semesters of art classes, which can include one semester of photography, and permission of the instructor. One semester of drawing is recommended.

Vocal Music

628. Middle School Chorus

Middle School Chorus is a full-year, daily ensemble class in which the primary focus is the preparation of music for public performance. Students learn to practice good rehearsal etiquette, to read music, and to execute the fundamentals of proper singing, such as breathing, vowel formation, and tone production. Music of various genres will be explored.

686. Vocal Society

Vocal Society is a full-year, daily ensemble class which explores the art of small ensemble and choral singing. The primary goal of this course is the preparation of music for public performance. Students learn to practice good rehearsal etiquette, to read music, and to execute the fundamentals of proper singing, such as breathing, tone production, and vowel formation. Music of various genres is explored.

Instrumental Music

695. Strings I

Strings I introduces the beginning-level string student to the many aspects of ensemble rehearsal and performance. The violin, viola, cello, and string bass are introduced, and each student can explore the various characteristics of the string instruments. Fundamental concepts of rhythm, music theory, sight-reading, and ear training are discussed and demonstrated on a daily basis. A planned sequence of appropriate pedagogical materials and repertoire are explored through daily rehearsal and performance.

698. Intermediate Strings II

Strings II is an interactive exploration of the wealth of masterpieces composed for string orchestra. Music of diverse musical styles is introduced, rehearsed, and performed on a regular basis. Fundamental concepts of music theory and relevant aspects of music history are presented daily. Students gain an essential perspective on the performance practice of music during the Baroque, Classical, Romantic, and Contemporary periods. Prerequisite: Permission of the instructor.

680. Intermediate Strings III

Strings III is a continuation of the skills developed in Strings II. Designed for the intermediate player, this course prepares the student for the rigors of Advanced Strings IV, with particular emphasis on ensembleship. Prerequisite: Permission of the instructor.

681. Advanced Strings IV

Building on the foundations laid in Strings III, this ensemble is designed to expand the musical, technical, and aesthetic awareness of an experienced string student. The ensemble performs frequently throughout the school year, on and off campus. Prerequisite: Permission of the instructor.

691. Beginning Winds

This ensemble is open to all students who have had no prior experience playing a wind instrument. With the aid of the instructor, students choose an instrument within the first two weeks of instruction. The emphasis of this class is to develop solid fundamentals, i.e. posture, embouchure, hand positions, breathing, and listening skills. Concepts of rhythm, music theory, sight-reading, and ear training are discussed and demonstrated on a daily basis. A planned sequence of appropriate pedagogical materials and repertoire is explored through daily rehearsal and performance. Private study is strongly encouraged and twenty minutes per day of home practice is expected.

692. Concert Band

This ensemble is designed for the musician who has had at least one year of experience on his/her instrument. Fundamental concepts of rhythm, music theory, sight-reading, and ear training continue to be discussed and demonstrated on a daily basis. Concepts of ensemble balance and blend are introduced. This ensemble meets every school day and performs several times throughout the year. Private lessons are strongly encouraged and opportunities for solo and chamber performance are provided outside of the class time. Prerequisite: Permission of the instructor.

675. Wind Ensemble

This ensemble is designed for the musician who has demonstrated a solid command of the fundamentals on his/her instrument. Fundamental concepts of rhythm, music theory, sight-reading, and ear training continue to be discussed and developed on a daily basis. Private lessons are strongly encouraged and opportunities for solo and chamber performance are provided outside of the class time. Prerequisite: Permission of the instructor.

672. Percussion

This ensemble is designed for the percussionist who has demonstrated a solid command of the fundamentals. Concepts of rhythm, music theory, sight-reading, and ear training continue to be discussed and developed on a daily basis. Private lessons are strongly encouraged and opportunities for solo and chamber performance are provided outside of the class time. Prerequisite: Permission of the instructor.

693. Symphony Orchestra

The Trinity Symphony Orchestra is a course that provides a survey of the great orchestral masterworks through rehearsals and performances. Wind, brass, percussion and string students address this diverse repertoire through a combination of large (tutti) rehearsals and smaller homogenous instrumental sectionals. Regular discussion, demonstration and research will lead to successful performances of music of the Baroque, Classical, Romantic, 20th Century and contemporary periods. The Trinity Symphony Orchestra will create solo/concerto opportunities and inspire young composers to write original works for this ensemble. Potential collaborative musical events could include guest artists, composers, instrumental ensembles and great works for chorus and orchestra.

676. Jazz Band

This ensemble is designed for Middle School and Upper School students who desire to examine the distinct style of jazz. Fundamental concepts of rhythm, music theory, sight-reading, and ear training continue to be discussed and developed. Students will be exposed to swing, be-bop, blues, and jazz rock forms. Students are also exposed to principles leading toward good improvisational skills. Students will attend one sectional rehearsal and two full rehearsals each week and receive .5 credit for the school year. Prerequisite: Permission of the instructor.

689. AP Music Theory

This course is designed for the serious musician who intends to pursue music at the college level. Skills learned include realizing figured bass, harmonizing given melodies, sight singing, and four-part chorale writing. For a detailed description of the course, students should speak with the instructor. Prerequisite: Score of 70% on the entrance exam.

689-2. Advanced Music Theory and Composition II

This course is designed to develop young composers who have completed the requirements for AP Music Theory. The students will continue writing music for a variety of instruments and voices and explore not only common practice theory, but integrate contemporary elements as well. The students in this course will be required to demonstrate a mastery of transposition, analysis, and aural recognition of intervals and harmonic progressions. This course will be offered concurrently with AP Music Theory and provide instrumental and vocal resources for new compositions. Theoretical review and perimetric formal analysis will be demonstrated in a sequential series of compositions and performances. Prerequisite: Completion of AP Music Theory.

Forensics/Speech

613. Speech 8 (semester)

This introductory course in public speaking for eighth graders focuses on informative and persuasive speeches as well as on oral interpretation of literature. Students learn effective structures, logical support, and valid evidence. While performance and listening skills are the primary goals of the course, stage fright, body language, and gestures are discussed.

640/ 641. Forensics I and II (semester courses)

Upper School students learn the techniques required for successful competition in forensics speaking. In these semester courses, emphasis is on all three areas of competition: debate, public address, and dramatic interpretation. Students are encouraged, but not required, to attend regional- and local-level competitions to fine-tune their skills.

642. Forensics III

Students learn the techniques required to win at the national level in forensics competition. They may choose areas of expertise to explore in depth, and independent study is encouraged. Competition at the local, regional, and national levels is required. Prerequisite: Forensics I or II.

643. Forensics IV

A continuation of the independent study program, this course requires students to participate in national-level competition. Multiple-eventing is also required at this level. Prerequisite: Forensics III.

644. Forensics V

A continuation of the independent study program, this course requires students to participate in national-level competition. Multiple-eventing is also required at this level. Prerequisite: Forensics IV.

WORLD LANGUAGES

In an increasingly global society, it is essential that students develop good language and communication skills. Linguistic proficiency and cultural understanding achieved by language study will aid students seeking success in college and beyond. The department is devoted to helping students achieve the proficiency to use language in their future role as world citizens.

Students begin language study in the sixth grade and can progress to college level courses. While the minimum requirement is two consecutive years of one language and continuous language study through sophomore year, Trinity encourages continuing language study through Upper School reaching the highest level of individual proficiency possible.

201. French IA

This course is designed for students in 6th and 7th grade who have not had prior exposure to French. Oral aspects of the language are emphasized, with attention also given to promoting proficiency in listening, writing and reading skills. An overview of the basic principles of spelling, pronunciation and grammar are given, as well as an introduction to French culture.

202. French IB

This course is designed for students in 7th and 8th grade who have completed French IA. The primary goals are to build a strong extensive vocabulary as well as master the basic grammar and syntax. An additional goal is to teach students how to listen and deduce in a foreign language without focusing on word-for-word translation. To accomplish this goal, the target language is used in the classroom from the first day and students make deductions about the meaning of words. Oral fluency through the frequent use of oral presentations continues to be stressed and more complex grammar is explored. Upon successful completion of this course, students advance to French II.

203. French I

French is spoken in the classroom as much as possible in order to fully promote students' oral proficiency. In this introduction to French language, students master elementary concepts of basic vocabulary and grammar through listening, speaking and writing activities. Frequent oral presentations are given throughout the school year. Cultural study includes specific lessons about France. Open to students in grades 8 and above.

204. French II

French is spoken in the classroom as much as possible. Emphasis is placed on proper pronunciation and further development of oral proficiency, writing and grammatical skills. Frequent oral presentations are given throughout the school year. The study of more crucial syntactical structures is implemented. Cultural study includes specific lessons about France. Prerequisite: French I or French IB.

206. French III

French is spoken almost exclusively in the classroom. Further mastery of linguistic continues to be stressed. Oral proficiency continues to be highly emphasized. The study of grammatical structures is also further explored. Prerequisite: French II.

207. Honors French III

This course is designed for students who, during their level II academic year, have consistently shown superior skills in both the oral and written aspects of the French language. In addition to the intrinsic components of the French courses, which include the continued perfection of oral proficiency and the study of more elaborate syntactical structures, compositions are also assigned. Cultural units such as Impressionism and French history are a strong component of the course. Prerequisite: B+ in French II, recommendation from the French II instructor, and approval of the Honors French III instructor.

230. French IV

Grammar is covered more in depth and in a more condensed fashion. Literary movements such as realism will be represented with Guy de Maupassant. We will read an abridged version of *Le Fantome de l'Opera* by Gaston Leroux and *Notre Dame de Paris* by Victor Hugo; we will also study some of his poems. More use of the televised French programs and news is made. Oral presentations and the study of grammar continue to be the backbone of the instruction. Frequent compositions on various topics are assigned. Prerequisite: French III.

233. Honors French IV

This course has the same components as those found in level IV. However, more advanced rules governing the grammar lessons are presented. The pace of the class is also faster, and the teacher's expectations of the students are of a higher standard. In literature, students will read *Le Petit Prince* by St Exupery as well as *L'Etranger* by Albert Camus along with the study of the existentialist movement with Jean-Paul Sartre. Students will also read French newspaper articles, watch French news broadcasts covering current events which they will summarize and comment. Two French classic movies will be shown and studied. The study of modern poetry will be presented, with Guillaume Apollinaire and Paul Aragon. Oral presentations and the study of grammar continue to be the backbone of the course. Prerequisite: Honors French III.

231. French V

Language acquisition and skills are further refined by the practical application of all language components. The study of French history and literature from the eighteenth century to the present are unceasingly emphasized together with the further development of written and oral competency. Grammar continues to be the backbone of the course. Prerequisite: French IV or AP French Language.

208. AP French Language

Understanding French in various conversational situations; development of vocabulary for reading a variety of non-technical writings without dependence on a dictionary; an ability to express oneself in French accurately and resourcefully, both in speaking and in writing are the objectives of this course. Prerequisite: Honors French IV and permission of the instructor.

210. Latin IA

In this introduction to the language and culture of the Roman world, students acquire the skills needed to read and use Latin as soon as possible. The study of English derivatives based on Latin vocabulary is an important element of the class. Open to students in grades 6 and 7.

211. Latin IB

In this continuation of Latin IA, students are introduced to more sophisticated sentence patterns and grammatical concepts are reinforced and augmented. In addition to new Latin vocabulary, students expand their English vocabulary through the study of derivatives. Students continue developing the skills needed to read Latin immediately. They also build on the pronunciation, aural comprehension, and speaking of Latin begun in level IA. Open to students in grades 7 and 8 who have completed Latin IA.

212. Latin I

This is a combination of Latin IA and Latin IB open to students in grade 8 and above. Students are introduced to the language and culture of the Roman world and learn basic grammatical concepts and terminology. In addition to new Latin vocabulary, students expand their English vocabulary through the study of derivatives. They are introduced to spoken Latin. Students develop the skills needed to read Latin immediately.

213. Latin II

Students learn more sophisticated sentence patterns and grammatical concepts. They expand their knowledge of Latin vocabulary, English derivatives, and Roman culture. Open to students in grade 8 and above with recommendation of current instructor and completion of Latin I.

257. Honors Latin III

This course completes the introductory curriculum and refines and reviews knowledge of grammar and vocabulary from previous years. Students translate original Latin authors, both prose writers and poets, for the first time; they are introduced to Latin meter, scansion, and poetic devices. The Latin authors are presented within historical context. Derivative work continues. Prerequisite: Recommendation of current instructor and completion of Latin II.

258. Honors Latin IV

Students read only original authors, some of whom are part of, and, thus, good preparation for the AP curriculum. There will be selections from the following authors: Sallust/Cicero, Ovid, Vergil, Catullus/Horace, or Plautus. Grammar is reviewed and tested within the literary contexts. There is study of more diverse meters and poetic devices. The historical backgrounds are discussed. Prerequisite: Recommendation of current instructor and completion of Honors Latin III.

216. AP Latin Vergil

Students study Vergil's *Aeneid*. The syllabus is determined by the College Board AP Latin Committee, and students prepare for the national examination in May. Prerequisite: Permission of the instructor; student must have a B+ or above in Honors Latin IV.

220. Spanish IA

This course is intended as an introduction to Spanish in Middle School. Students begin to master basic vocabulary and grammar concepts through listening, speaking, reading, and writing activities and start to appreciate Hispanic traditions and culture. Frequent assessments help in the development of good oral proficiency. Open to students in grades 6 and 7.

221. Spanish IB

The Spanish IB curriculum provides a continuation of foundation building through conversation and a study of basic grammatical structures. A continuing goal is the development of good oral proficiency. Open to students in grades 7 and 8.

222. Spanish I

This course is an introduction to Spanish. Students begin to develop mastery of basic grammar and vocabulary through listening, speaking, reading, and writing activities. Communicative activities build oral proficiency. Open to students in grade 8 and above.

223. Spanish II

This course continues to focus on skills learned in Spanish I by engaging students into open ended communication. Students learn about cities, traditions and customs in the Hispanic world. Students get a deeper understanding of grammar as it increases their confidence in speaking and listening comprehension. The course's ultimate goal is to equip students with a strong foundation to successfully continue their studies of Spanish in an increasingly demanding world market. Open to students in grade 8 and above.

224. Honors Spanish II

This course stresses oral proficiency through extensively studying grammar. Students are encouraged to go beyond the skills presented in the text and to express themselves in their writing and speaking. This class is conducted in Spanish and students are required to use Spanish at all times. Students in this class are highly motivated and active learners who understand and appreciate the demands of a global community. Prerequisite: B+ or higher in Spanish IB or Spanish I and instructor's recommendation.

225. Spanish III

This course focuses on everyday communication and prepares the student to use the language appropriately in a variety of situations and contexts, both in speech and writing. The skills of listening, speaking, reading, and writing are taught through the study of a wide range of materials. This class is conducted entirely in Spanish, and students are expected to participate in class discussions and to speak Spanish at all times in order to increase oral proficiency. The course includes an overview of Latin American culture and geography as well as insights into the culture of Spain. Prerequisite: Spanish II.

226. Honors Spanish III

This course focuses on enhancement of listening, speaking, reading, and writing skills. An overview of Latin American culture and geography as well as insights into the culture of Spain are included. Study of advanced grammar structures complements an increased emphasis on composition writing. The class is conducted entirely in Spanish, and students are expected to participate in class discussions and to speak Spanish at all times in order to increase oral proficiency. Students are encouraged to follow the honors sequence leading to AP language and literature. Prerequisite: B+ in Honors Spanish II and permission of the instructor.

227. Spanish IV

The purpose of this course is to continue the learning of Spanish and to further increase the student's knowledge through the study of its culture and grammar, while continuing to develop listening, speaking, reading and writing skills. The fourth year of language acquisition is challenging, yet exciting as we progress to more complex communicative skills, with an emphasis on vocabulary building. The class is conducted entirely in Spanish, and students are expected to participate in class discussions and to speak Spanish at all times in order to increase oral proficiency. Prerequisite: Spanish III.

234. Honors Spanish IV

Although this course is primarily designed to prepare students for the Advanced Placement Spanish Language course, it is also an excellent course for seniors who plan to continue their language studies at the university level. The course focuses on strengthening all four language skills of reading, writing, speaking, and listening. Grammatical points from previous levels are reviewed and reinforced on the path to increasingly complicated and sophisticated grammatical structures. Essay writing and impromptu speaking skills reflect a growing ability to analyze and synthesize information from a variety of sources. Students will also be introduced to literature from the Spanish-speaking world. The class is conducted entirely in Spanish, and student participation is vital for success as oral proficiency is emphasized. Prerequisite: B+ in Honors Spanish III and permission of the instructor.

236. Advanced Spanish Conversation and Culture of Spain

This course is designed to improve conversational skills through the discussion of authentic materials such as films, newspapers and other written work. Student presentations may be assigned to improve public speaking in specific scenarios. The students will continue improving their listening comprehension as this course is taught entirely in Spanish. The students will continue the study of diverse cultural aspects within

the Hispanic world. Prerequisite: Spanish IV, Hon Spanish IV, or Advanced Spanish Conversation and Culture of Hispanoamerica.

237. Advanced Spanish Conversation and Culture of Hispanoamerica

This course is designed to provide students with the opportunity to practice the language through discussion of selected films and topics of interest. The course will provide students with the fundamental concepts of discourse analysis applied to culture and cinematography. The course will enable students to better understand Hispanic cultures as reflected in its cinema through the study of fundamental concepts of analysis, and to enrich students' understanding of Hispanic cultures as expressed in literary readings and on screen, as well as to prepare students to express fluently their opinions, ideas, points of view, and criticism on readings and films. Prerequisite: Spanish IV, Honors Spanish IV, or Advanced Spanish Conversation and Culture of Spain.

228. AP Spanish Language

Students taking this course should already have an increased knowledge of the language and culture of Spanish and should have attained a reasonable proficiency in listening comprehension, speaking, reading, and writing. The AP Spanish Language course should prepare students to demonstrate their level of Spanish proficiency across three communicative modes (interpersonal [interactive communication], interpretive [receptive communication], and presentational [productive communication]). The course is comparable to fifth and sixth semester (or the equivalent) of college and university courses that focus on speaking and writing in the target language at an advanced level. Prerequisite: B+ in Honors Spanish IV and permission of the instructor.

229. AP Spanish Literature

This course is designed to provide students with a learning experience equivalent to that of a third-year college course in Peninsular and Latin American literature. Students will be introduced to the formal study of a representative body of Peninsular and Latin American literary text. Content focuses on the works of Spanish and Latin American writers from medieval times to the 20th century. The reading list is determined by the College Board and may be subject to change. The reading selections are chosen to be representative of a particular author's style. Students are responsible for taking notes and communicating at all levels in Spanish, both orally and in written form. They make cross-media presentations of selected works in Spanish in order to rework the themes and materials studied. Prerequisite: B+ in AP Spanish Language and permission of the instructor.

MATHEMATICS

Trinity's mathematics program aims to provide students whose abilities range from average to gifted with the quantitative, critical thinking, and creative problem-solving skills necessary for success at college and in the real world. The courses offered range from Math 6 through AP Calculus BC. Students who complete the latter before their senior year may take an independent study of selected topics or more advanced classes at area college campuses.

College Algebra is offered as a year-long course to students in grades 11 and 12 who may take it to meet graduation requirements or as an elective. Sequencing begins with Math 6/Expanded Math 6, and every effort is made to place students appropriately so that they may experience success in their classes. The criteria used to place students include prior records, standardized test scores, and/or placement exams as well as teacher recommendations. Honors courses are recommended for students whose strength is in mathematics and who can work independently on more challenging problems.

Students who fall short of an honors or AP math course prerequisite by no more than one percentage point may appeal for placement in that course provided they have an overall GPA of no less than 3.5, a final exam grade of B or better, and strong recommendations from their current and past math teachers.

Our Middle School curriculum is accelerated so that students in grade 8 take Algebra I/Honors Algebra I. Students must take three years of mathematics in the Upper School to meet graduation requirements; four years of math in the Upper School is recommended and sought by highly selective colleges.

The four basic course sequences listed below provide guidelines for course selection. Crossovers are possible in appropriate/exceptional cases and may be made at the beginning of a school year or other convenient times with departmental approval.

<u>Sequence 1</u>	<u>Sequence 2</u>	<u>Sequence 3</u>	<u>Sequence 4</u>
Math 6	Math 6	Expanded Math 6	Expanded Math 6
Prealgebra	Prealgebra	Expanded Prealgebra	Expanded Prealgebra
Intro to Algebra	Algebra I	Hon Algebra I	Hon Algebra I
Algebra I	Geometry	Hon Geometry	Hon Geometry
Geometry	Algebra II	Hon Algebra II	Hon Algebra II
Algebra II	Precal or College Algebra	Hon Precalculus	AP Calculus AB
Precal or Prob/Stat or College Algebra	Hon Calculus or AP Stat or Prob/Stat	AP Calculus AB or AP Statistics	AP Calculus BC

406. Math 6

Mastery of numeration and computation skills in the four basic operations is learned. The program of continuous review of these operations uses whole numbers, fractions, decimals, ratios, percents, and integers. Fundamental concepts of number theory, measurement, and the geometry of plane figures are also included. Students learn the skills necessary for successfully analyzing and solving verbal problems. Students entering grade 6 and scoring less than 6 on either or both sections of the ISEE (math achievement and quantitative reasoning) will be placed in this course without being selected to take a Trinity math placement test.

405. Expanded Math 6

This course is intended for students entering grade 6, who have solid study habits, excellent computational skills, and genuine problem solving ability. It includes all the topics covered in Math 6 but progresses at a faster pace. Additional topics in elementary algebra, geometry, and statistics are covered as well. Students scoring some combination of 6's and 7's on the math sections of the ISEE exam will be tested for placement in this course. Prerequisite: A score of at least 6 on both math sections of the ISEE **and** a B+ on Trinity's Expanded Math 6 placement exam.

407. Prealgebra

Students learn the skills necessary for success in Algebra I. Topics include elementary algebraic equations, inequalities, and polynomials and graphing, as well as review and maintenance of basic math skills. These skills include computation with whole numbers, decimals, integers and rational numbers, solving equations, ratio and proportion, and working with percents. Additionally, students are introduced to informal geometry, probability, statistics, and problem solving. Students entering grade 7 and scoring less than 7 on either or both math sections of the ISEE (math achievement and quantitative reasoning) will be placed in this course without being selected to take a Trinity math placement exam.

408. Expanded Prealgebra

Students learn the skills necessary for success in Honors Algebra I and are expected to excel in computational skills, to be particularly industrious, and, above all, to understand and use mathematical theory. Topics include the use and properties of number systems, ratio, proportion, equation solving in one variable, polynomials, problem solving, graphing, informal geometry, probability and statistics. Prerequisite: A score of at least 7 on both math sections of the ISEE, an A+ in Math 6 or at least a B+ in Expanded Math 6, and/or an A- on Trinity's Expanded Prealgebra placement exam.

409. Introduction to Algebra

Fundamental mathematical concepts and operations are learned as a firm base to prepare for Algebra I. Major areas of study include the decimal system, rational and irrational numbers, integers, percents, and geometry. Concepts as well as practical applications are discussed. An introduction to algebra is presented through equation solving, graphing, inequalities, and two-step problem solving. Prerequisite: C+ or below in Prealgebra.

410. Algebra I

This course provides the foundation for more advanced mathematics courses. Topics include sets, variables, structure and properties of the real number system, solving and graphing first degree equations/inequalities, systems of linear equations/inequalities, integral exponents, operations with polynomials, factoring, operations with rational algebraic expressions, relations and functions, quadratic equations, radical expressions, irrational numbers, and word problems. Prerequisite: C- in Introduction to Algebra or B- in Prealgebra or B- on the Algebra I placement test for new students.

411. Honors Algebra I

Providing a rigorous and in-depth study of algebra and emphasizing deductive reasoning skills, this course is a foundation for more advanced mathematics courses. It develops the skills needed to solve mathematical problems. Topics include, but are not limited to, operations and properties used within the real number system, algebraic and graphical solutions to first-degree equations and inequalities in one and two variables, relations and functions, direct and inverse variation, operations with polynomials including all forms of factoring, rational and irrational algebraic expressions, quadratic equations, quadratic inequalities, and quadratic functions. Prerequisite: A+ in Introduction to Algebra and A on the Honors Algebra I placement test, permission of department chair, and summer work; or A+ in Prealgebra, B- on Honors Algebra I placement test, permission of the department chair, and summer work; or B+ in Expanded Prealgebra; or B+ on Honors Algebra I placement test for new students.

412. Algebra II

This course continues the study of the structure of algebra and the foundation for applying the skills to other mathematical and scientific fields. Topics include extending the study of the structure and properties of the real number system, complex numbers, relations, functions and graphs, polynomial functions, quadratic equations and inequalities, real exponents, word problems, polynomials and rational expressions, and logarithms. Conic sections are introduced if time permits. Prerequisite: Algebra I and Geometry.

413. Honors Algebra II

This advanced course presents an in-depth study with emphasis on theory, proof, and development of formulas, as well as their applications. Topics include, but are not limited to, algebraic structure, first-degree equations in one and two variables solved algebraically and graphically, systems of equations and inequalities, functions and relations, polynomials and rational expressions, exponents and radicals, logarithms, complex numbers, conic sections, polynomial equations, sequences and series, permutations, combinations, probability, and matrices. Prerequisite: B+ in Honors Geometry; or at least a B+ on Honors Algebra II placement test for new students; or A+ in Geometry and a teacher recommendation.

414. Geometry

Students learn about sets of points in the plane and space, gain understanding of the deductive method of thinking, develop creative thinking involving the discovery of relationships and proofs, and develop skill in applying the deductive method to mathematical situations. Topics include the Euclidean geometry of lines, planes, angles, triangles, polygons, circles, area, volume, similarity, congruence, geometric inequalities, constructions, tessellations in the plane, and logic. Prerequisite: Algebra I.

416. Honors Geometry

Students begin the first semester with a rigorous, in-depth study of geometry, emphasizing basic concepts and properties; methods of proof; angle relationships; triangles, quadrilaterals, and other polygons; perpendicularity and parallelism in the plane and in space; congruence and similarity of geometrical figures; circles and spheres; and areas and volumes. Topics in the second semester include, but are not restricted to, transformation geometry, geometric probability, and an introduction to trigonometry. Relevant aspects of algebra, general probability theory, and geometric constructions are integrated into the curriculum throughout the course. Prerequisite: B+ or above in Honors Algebra I or A+ in Algebra I and permission of department chair, or a minimum of B+ on the Honors Geometry placement test for new students.

418. Precalculus

Three broad areas are covered: algebraic functions (including polynomial, rational, exponential, and logarithmic functions); analytic geometry (including coordinate proofs of geometry theorems and the conic sections); and trigonometric functions (including triangle trigonometry and the circular functions). The characteristic properties of these functions and their use as mathematical models for solving real world quantitative problems are explored. Prerequisite: B- or above in Geometry and Algebra II.

420. Honors Precalculus

This advanced course covers selected topics including, but not limited to, polynomial, rational, algebraic, exponential, logarithmic and trigonometric functions; limits; conic sections, vectors, linear transformations, sequences and series; and an introduction to calculus. Prerequisite: B+ or above in Honors Geometry and Honors Algebra II.

422. Honors Calculus

This course provides an introduction to topics covered in a college level calculus class. These include a review of the properties of functions studied in precalculus, limits and continuity, the derivatives and antiderivatives/integrals of functions and their applications to real world problems encountered in the physical, biological, and human sciences, and in business. Prerequisite: C or above in Honors Precalculus or B or above in Precalculus and permission of the department chair.

425. AP Calculus AB

The level of course work each year depends upon the preparation of that particular class. All classes cover, as a minimum course content, the AB syllabus. Some may proceed to the BC level. They may then have an option for which exam to sit. Students enrolled in this course who are interested in physics should enroll in AP Physics C. Prerequisite: B+ in Honors Precalculus or A+ in Precalculus or A+ in Honors Geometry and Honors Algebra II with permission of the department chair.

426. AP Calculus BC

This highest-level course reviews all the topics of AP Calculus AB and progresses through the study of more advanced topics in calculus in preparation for the BC exam. Prerequisite: A minimum score of 3 on the AP Calculus AB exam or A+ in Honors Precalculus with permission of the department chair.

434. AP Statistics

This course covers the entire AP Statistics syllabus, which is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. Students are exposed to four broad conceptual themes: 1) exploring data (observing patterns and departures from patterns); 2) planning a study (deciding what and how to measure); 3) anticipating patterns (producing models using probability theory and simulation); 4) statistical inference (confirming or disconfirming models through inferential and diagnostic methods). Prerequisite: Open to juniors and seniors who have a minimum of B- in Honors Precalculus or B in Precalculus.

435. Probability and Statistics

This course includes work in conditional probability, numerical data sampling and analysis, and estimation, as well as random variable functions, binomial distribution, normal distribution, the analysis of correlation and regression, and statistical report writing. Open to seniors only who have completed Geometry, Algebra II and/or College Algebra and permission of the department chair.

439. College Algebra

This course reviews basic algebra and progresses through more advanced topics including polynomial and rational functions, systems of equations and inequalities, mathematical induction, sequences and progressions, the binomial theorem, and probability theory. Some basic trigonometry may be covered as well. Prerequisite: Open to juniors and seniors who have completed Geometry and Algebra II or any higher-level course in the regular math track and permission of the department chair.

PHYSICAL EDUCATION

806 (girls)/816 (boys). PE 6

807 (girls)/817 (boys). PE 7

812 (girls)/822 (boys). PE 8 (semester)

Trinity's physical education program is based on the standards developed by the National Association of Sports and Physical Education (NASPE) and Sunshine State Standards (SSS). Daily PE is required for students in grades six and seven throughout the school year. Students in grade eight participate daily in PE for one semester. All activity classes are separated by gender. Students are assessed in five areas: participation, motor skills, physical fitness, log of out-of-class physical activity, and content knowledge. The curriculum includes the following units of activity: badminton, basketball, flag football, pickle ball, recreational games, soccer, softball, swimming, team handball, tennis, track and field, volleyball, and general fitness.

829 (girls)/819 (boys). Personal Fitness (semester)

Ninth grade students are encouraged to complete this course in the fall or spring semester. They may complete the course during the summer session prior to their ninth grade year, but space is limited. This course is designed to increase the student's personal fitness level through daily exercise and training. The class will give students the knowledge and desire to establish personal health and fitness programs, help them realize that daily physical activity will increase their energy level and productivity, and provide lifetime fitness activities. The goal of this course is to provide participants an overall health and wellness awareness that will lead to behavior change. This course satisfies the graduation requirement.

810 (girls)/811 (boys). Life Management Skills 8 (semester)

809. Life Management Skills (semester)

Life Management Skills is offered as a semester course in the eighth grade. Upper school students who have not yet received credit for this course can take it during the summer, fall, or spring semester. Students learn the skills they need to become health literate, maintain and improve health, prevent disease, and reduce health related risk behaviors. The curriculum includes units on mental, emotional, social, and family health; growth and development; nutrition; personal health; alcohol, tobacco, and drugs; communicable and chronic diseases; consumer and community health; and injury prevention and safety. This course satisfies the graduation requirement.

842. Conditioning I (semester)

This course is for students in grades nine through twelve. The purpose of the course is to introduce the student to the basic fundamental principles of weight training and conditioning. Areas that will be covered include identifying muscles of the body, identifying physiological considerations, stretching and flexibility, proper use of the equipment, and safety precautions. Prerequisite: Personal Fitness.

843. Conditioning II (semester)

This course is designed for students in grades nine through twelve. The purpose of the course is to expand the student's background on the basic fundamental principles of weight training and conditioning and explore the areas of proper nutrition, effects of supplements and drugs, and creation of an individual fitness program. Prerequisite: Conditioning I.

844. Team Sports (fall semester)

Students will participate in a variety of traditional team sports. Class time will include skill development, rules and regulations, and strategies in sports such as basketball, flag football, and volleyball. Prerequisite: Personal Fitness.

845. Racquet Sports (spring semester)

Participants will be exposed to skills, strategies, rules and regulations of individual or dual sports such as tennis, badminton, ping pong, and pickle ball. Prerequisite: Personal Fitness.

SCIENCE

To be an informed citizen today, one must understand the language, the attitudes, and the methods of science. The science department strives to develop scientific literacy by having the student obtain a thorough understanding of scientific principles. A successful science student develops the characteristics, attitudes, and techniques of a scientist, some of which are an inquiring mind, accurate and critical observations, alertness to recognize the unexpected, willingness to reject old ideas and to accept new ones when sufficient data warrant, resistance to the tendency to make generalizations on the basis of insufficient data, and scientific writing.

Laboratory work is central to every course; it is this experimentation which distinguishes science from other disciplines.

Students who do not meet the grade prerequisite for a course may initiate an appeals process which includes 1) recommendation from previous science teacher, 2) department chair meeting with principal to evaluate student's overall academic performance, and 3) final decision made by department chair and principal.

506. Science 6

An introduction to the major areas of biology, this course focuses on selected topics in human biology, genetics, plants, and animals. A "hands-on" approach develops the student's power of observation and critical thinking skills. Students learn the proper use of basic laboratory equipment and procedures. Special emphasis is placed on the use of the microscope, the scientific method, and collection of data.

507. Science 7

Emphasis is placed on further developing critical thinking skills and cooperative learning while studying four varied science disciplines. The four disciplines that are discussed include the scientific method and units of measurement, weather, ecology, and astronomy. Additionally, students continue to utilize the basic laboratory skills introduced to them during the previous year.

508. Physical Science

Students in grade 8 are introduced to the basic concepts of chemistry and physics through a hands-on, discovery approach. They examine concepts of atomic theory and structure, bonding, chemical reactions, and stoichiometry in the chemistry semester. In the physics semester, students examine concepts of motion, forces, work, energy, power, and electricity. Critical thinking skills and practical laboratory methodology are further developed.

509. Honors Biology

This required Upper School freshman course emphasizes the ten major themes of biology: biological systems, cell theory, form and function, inheritance by reproduction, environmental interaction, energy, regulation, evolution and adaptation, bioethics, and science as inquiry. Students discuss contemporary topics as well as the moral issues surrounding biology. Laboratory skills are continually reinforced with particular emphasis on data accumulation and interpretation. This course is a prerequisite for all Upper School science courses.

510. Honors Chemistry

Students learn the basic principles of chemistry, including a logical problem-solving approach as applied to chemical theories. Some concepts examined include states of matter, atomic theory and structure, stoichiometry, thermodynamics, and qualitative analysis. Laboratory experimentation reinforces the theoretical modes studied in the classroom. Prerequisite: B in Algebra I or Honors Algebra I.

515. Honors Physics

Students learn the fundamental laws of physics in four major subject areas. One full semester is devoted to Newtonian mechanics, which is the study of motion, forces, momentum, and energy. The second semester includes studies of fluid mechanics, thermodynamics, electricity and magnetism, and the wave nature of

light, including geometric optics. These subjects are presented in a context that is related to everyday, observable phenomena, and are accompanied by numerous demonstrations and laboratory exercises. Prerequisite: A math course that includes trigonometry. Exceptions may be made for seniors who are concurrently enrolled in precalculus.

520. Environmental Science

This course is open to juniors and seniors and deals with man's impact on the environment. Students study ecosystems, biodiversity, population dynamics, resource supply and depletion, environmental ethics, and decision-making. Students develop an understanding of these complex interrelationships while working on field investigations and a study of Lake Martha. Students are responsible for completing several projects during the year. Prerequisite: Completion of Honors Biology.

525. AP Environmental Science

This course is open to juniors and seniors and is designed to provide students with the scientific principles, concepts, and methodologies required to understand the complex interrelationships of the natural world. Topics include population dynamics, biodiversity, resource supply and depletion, environmental ethics, and decision-making. Field investigations of the Trinity campus are used to reinforce and apply theories taught in the classroom. Students are responsible for several research projects during the year. Prerequisite: B+ in Honors Biology and Honors Chemistry.

531/532. Animal Diversity I and II (semester)

This course will focus on animal diversity from an evolutionary perspective. Not only will we discuss the diversity of the different animal phyla and their anatomies, but also the broad-scale evolutionary processes that produce diversity. Each semester will begin with an overview of evolutionary theory, phylogeny of animals, and methods of taxonomy. We will then cover each of the major phyla and dissect a typical specimen from each. Additionally, live specimen behavioral experiments may be conducted. The dissection component is required. Animal Diversity I (invertebrate) will be offered in the fall semester. Animal Diversity II (vertebrate) will be offered in the spring semester. Animal Diversity I is not required for Animal Diversity II. Prerequisite: Completion of Honors Biology.

535. Honors Anatomy and Physiology

This advanced course is designed for the self-motivated student who has a strong interest in the biological sciences. The textbook used is college level. The course includes an in-depth study of the structure and function of the human body. All systems and their interdependence are discussed. Laboratory activities supplement the lecture material and include physiology experiments to demonstrate functions of various systems and major units on histology, the skeletal system, and dissections (including a cat and various organs). Students are responsible for research projects during the year and discuss bioethical issues relating to topics of study. Prerequisite: B+ in Honors Biology and recommendation of biology instructor.

540. AP Biology

This course meets seven periods per week and stresses the basic facts and synthesis of these facts into major concepts and themes. Coverage of three general areas is emphasized: molecules and cells, genetics and evolution, and organisms and populations. Twelve major lab topics are also covered. Prerequisite: B+ in Honors Biology, B+ in Honors Chemistry, and recommendation from chemistry instructor. We strongly recommend but do not require that students have taken Honors Anatomy.

545. AP Physics B

In this introductory course in college physics, students learn the basic natural laws governing the following specific areas: mechanics (kinematics, dynamics, mechanical energy, and linear momentum), fluid mechanics (Archimedes principle, steady flow, and the Bernoulli effect), heat and thermodynamics (thermal properties of matter, gas laws, and heat engines), electricity and magnetism (electrostatics, direct current, and electrodynamics), wave phenomena (periodic waves, wave interference, sound, light and geometric optics), and twentieth century physics (the photoelectric effect, electron energy levels, energy of photons, and nuclear reactions). Concepts are reinforced with numerous laboratory investigations and experiments. Prerequisite: Completion of Honors Precalculus and recommendation of current science teacher.

546. AP Physics C

This is a calculus-based course in introductory university physics for scientists and engineers. It includes an in-depth study of Newtonian mechanics and an introduction to electricity and electrodynamics, if time permits. Concepts are reinforced with numerous laboratory investigations and experiments. Students must take the AP Physics C (mechanics) exam and may take the AP Physics C (electricity and magnetism) exam if they do the extra work required. Prerequisite: Completion of, or current enrollment in, AP Calculus AB and recommendation of current science teacher.

550. AP Chemistry

This course meets seven periods per week and is structured according to the course description for AP Chemistry. It includes a detailed study of bonding, chemical reactions, equilibrium, electrochemistry, thermodynamics, and kinetics. Prerequisite: B+ in Honors Chemistry and recommendation by chemistry instructor.

SOCIAL SCIENCE

Charting a Course: History for the 21st Century

The vision of the social science department is to develop well-educated people who share a body of knowledge; understand common cultural references; preserve a set of values; acknowledge the role of religion and ethics; and are prepared to participate with confidence in the dynamics of political, economic, and social groups.

Middle School students are required to complete a three-year sequence: *World History and Geography*, *U.S. History*, and *Civics*.

306. World History and Geography

This sixth-grade course offers students a look at the geography, history, and culture of regions of the world. They follow the sweep of history from its beginnings in the Middle East through the growth of Europe, Africa, and Asia, to the emergence of the nations of the Western Hemisphere.

307. U.S. History

The seventh-grade course presents a lively chronological history of the United States from the period of early exploration to the present day. Important themes include the shaping of a national identity from our diverse population, developing and preserving democratic institutions, and moving forward in a global perspective. Through this course students will become more aware of and understand the impact of relevant historical events, people, and beliefs within our society.

308. Civics

The eighth-grade course is directed toward developing a sound, basic understanding of the theories, the structure, and the functions of the U.S. political system. Students learn the rights and responsibilities of citizens and the importance of individual civic participation in the democratic process. Topics include analysis of the three branches of government at the local, state, and federal levels; the role of the political parties; and economic fundamentals. Students also learn about foreign affairs and selected social, economic, and political problems.

Upper School students must complete 4-1/2 credits, beginning with a required three-year sequence (two options):

Option 1

9th grade - *Honors World History to 1700*

10th grade - *Honors World and American History 1700-1900*

11th grade - *Honors World and American History since 1900* or *AP United States History*

Option 2

9th grade - *Honors World History to 1700*

10th grade - *AP World History*

11th grade - *AP United States History*

12th graders take one of the following options:

- 1) *Honors Economics/Honors Personal Finance**
- 2) *Honors Economics/Honors Government**
- 3) *Honors Economics/AP U.S. Government & Politics**
- 4) *AP Economics*

*If taken junior year, *Honors Personal Finance*, *Honors Government*, or *AP U.S. Government & Politics* would count as an elective credit. A student must take one of the other options senior year to fulfill the 12th grade social science requirement.

An additional half credit of social science must be satisfied by selecting one of the following courses: *Introduction to Ethics*, *Introduction to the Bible*, *Comparative Religions*, *Christianity and Film* (summer school only), or *History of Christianity* (summer school only).

There will be no appeals process for students who do not meet grade prerequisites.

309. Honors World History to 1700

This ninth-grade study of world history and geography provides an extensive survey of history from ancient civilizations to 1700. It emphasizes major civilizations with some study of other societies as well and begins with a review of hunting and gathering societies, the transition to agriculture, and the consequent impact to the environment. The salient characteristics of classical civilizations are identified and reviewed, including caste, Confucian family, natural law, and democracy. As students proceed in their study from one civilization to another, certain themes such as gender roles, technological innovation, the evolution of social classes, the role of the major religions, environmental transformation, growth of bureaucracy, codification of law, and the structure and types of government are considered so that students will develop several bases for comparison.

310. Honors World and American History 1700-1900

During the sophomore year, three transformational themes of modern times are emphasized: the democratic revolution, the industrial revolution, and the contact and interaction between cultures on a global scale. The course begins with a study of the factors which shaped the Age of Discovery and the initial contact between Europeans and other cultures. This is followed with the study of the ideas and ideals that led to the American and French Revolutions. The next area of focus deals with the rise of nationalism, liberalism, and socialism in Europe and America. The year is completed with coverage of the spread of technology and capitalistic enterprise, and the human gains and losses incurred by global interaction.

311. Honors World and American History Since 1900

The theme of this junior-year course is how globalization has affected international relations throughout the 20th century. It begins with a review of the industrial and technological revolutions of the world in the later years of the 19th century. Students study the spread of liberal democratic ideas in the U.S. and beyond the western world, the rise of Marxist and fascist challenges to capitalistic liberal democratic ideals, and the collapse of the European colonial empires. World Wars I and II receive special attention. Throughout the second half of the year students examine independence movements in the developing world; regions include Africa, Asia, the Middle East, and Latin America.

322. AP World History

Available to qualified sophomores, this course is organized around particular global historical themes and frameworks. Students learn specific factual knowledge and appropriate analytical skills in order to understand and interpret the causes and consequences of cultural, institutional, technological, and geographic change. The course focuses on the global contacts and the interactions between different

societies. Periodization forms an organizing principle for dealing with change and continuity throughout the course while specific themes provide further organization to the course. Prerequisite: A- in ninth grade English and history. Students must take AP United States History in 11th grade.

314. AP United States History

This junior-level course must be taken as a follow-up to AP World History or can be taken in place of Honors World and American History Since 1900 by students who meet entry requirements and wish the additional challenge of college-level work. The course is an in-depth study of the entire scope of U.S. history, with emphasis on critical thinking and evaluative writing. Text material is college-level, and students are encouraged to read outside sources of historical interpretation. Prerequisite: B+ or higher in previous year's social science course and permission of the department chair.

316. AP European History

While a global approach to the study of history is important, the world in which we live today has been significantly shaped—for better and for worse—by the inhabitants of Europe. This survey course exposes students to the history of Europe since 1450. A variety of perspectives—political, diplomatic, economic, social, intellectual, and cultural—will be explored so that students can enhance their understanding of Europe's impact on all aspects of the modern world. While much of the course is devoted to study from these perspectives, there will also be an emphasis on analysis of primary documents, identification and evaluation of historical interpretation, and the development of writing and critical thinking skills vital to success on the Advanced Placement examination. This is an elective course open to juniors and seniors. Prerequisite: B+ or higher in previous year's social science course.

318. Honors Economics (semester)

This course examines how markets for goods and services operate to solve the basic economic problem of scarcity. It focuses on the economic way of thinking about incentives, cost, and decision-making. It also explores topics from micro and macroeconomics such as supply and demand, theory of the firm, market structures, fiscal policy, Federal Reserve, and trade. Participation in the Florida Stock Market Game is required.

319. Honors Government (semester)

This course is available to juniors and seniors. If this course is taken junior year it is an elective credit. A student must take one of the other options senior year to fulfill the 12th grade social science requirement. Students examine the structure and function of our government with regard to the current political system, public policy, and the impacts of those policies. In addition to the text, the students will use newspaper articles, editorials, speeches, political debates, Supreme Court cases, and political films to explore the contemporary scope of government in the United States.

335. Honors Personal Finance (semester)

This course is available to juniors and seniors. If this course is taken junior year it is an elective credit. A student must take one of the other options senior year to fulfill the 12th grade social science requirement. Students study basic financial planning: budgeting, cash management, insurance, investments, taxation, and retirement planning.

315. AP Economics

Designed for stronger students, this course is devoted to the study of macroeconomics with selected micro topics covered as an introduction. It fulfills the senior social science requirement. Prerequisite: B+ or higher in previous year's social science course and permission of the department chair.

317. AP Government and Politics

This course is available to juniors and seniors. If this course is taken junior year it is an elective credit. A student must take one of the other options senior year to fulfill the 12th grade social science requirement. Students are offered the opportunity to examine the structures and processes of the American political system. The curriculum places equal emphasis on formalized institutions, influential nongovernmental groups (political parties, lobbyists, mass media), and policymaking (especially civil liberties). Significant time is also allocated to the comparative study of politics in six countries: Great Britain, Mexico, Nigeria,

Russia, China, and Iran. This course prepares students to take both the AP U.S. Government and AP Comparative Government exams. Prerequisite: B+ or higher in previous year's social science course and permission of department chair.

342. Psychology (semester)

Available to juniors and seniors, this course examines the history of psychology from ancient to modern times. Early philosophers and schools of psychology are studied. Major psychological theorists' lives, theoretical concepts, and important research are discussed. Topics include development, personality, abnormal psychology and treatment of psychological disorders, social psychology, cognition and language, learning and memory, intelligence and its measurement, sensation and perception, and motivation and emotion. Introduction to experimental methods and to influential experiments in the history of psychology are also covered.

341. AP Psychology

Available to juniors and seniors, this advanced course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub-fields within psychology and learn about the methods psychologists use in their science and practice. Main topics include methods, history, biological bases of behavior, sensation and perception, motivation and emotion, developmental psychology, personality, testing, abnormal psychology, treatment, and social psychology. Prerequisite: B+ or higher in previous year's social science course and permission of the department chair.

345. Introduction to Ethics (semester)

This course is open to sophomores and above who are ready to meet the challenges associated with philosophical thought and theory. The first portion of the class is theoretical and has two goals: first, to establish the relationship between worldview and ethics; second, to encounter different ethical situations through primary readings of the great philosophers. The second portion of the class is application, during which the class examines current moral issues from the perspectives of these varying ethical systems. Discussion and group readings are the primary vehicles for the critical work which occurs during the semester, and special emphasis is placed upon the intellectual/moral trends which attract attention in the university setting.

346. Honors Ethics II – Advanced Ethical Applications (semester)

This course is open to sophomores and above who have previously completed Introduction to Ethics. The content of this course will help students develop further competence in addressing moral problems, especially in the use of practical moral reasoning (applied ethics). Students will use their philosophical insights and familiarity with ethical systems from Intro to Ethics to engage more deeply the issues before them. In terms of process, the Case Study Method will be the basis of peer-to-peer, collegial discussions of readings, case studies, and films. Current events and student presentations will also be an integral part of the course. Prerequisite: Completion of Introduction to Ethics.

348. Introduction to the Bible (semester)

This course is a survey of the Hebrew and Christian Testaments of the Bible with emphasis on the major stories and passages. Reading and discussing biblical texts and connecting the texts to the development of both Judaism and Christianity are the focus of the class as well as the premise that knowledge of the Bible is essential to understanding western literature.

355. Comparative Religions (semester)

This course is open to sophomores and above. Students read many of the sacred texts from Jewish, Christian, and Islamic sources and seek to hear the voices from within each tradition. Through these primary-source readings the class considers each tradition in the light of the basic questions of a worldview: Is there a god, and if so, what is his/her/their/its nature? What are human beings, and do we have a purpose? What constitutes the "good life?" Why is there suffering? Is there an afterlife, and, if so, does it have any bearing on my current existence? Discussion and group readings are the primary means of instruction.

360. Leadership, Service, and the Developing World

Students signing up for this class should be self-motivated, intellectually curious, and open to learning in new ways, as this class will be co-taught by teachers here at Trinity and living abroad. Its purpose is to help students understand and develop leadership and service skills within a global focus. The course is discussion based and collaborative, one semester in length, and open to juniors and seniors. It will make extensive use of technology including blogs, wikis, skype, and podcasting, as well as resources including readings, interviews, and various media. Students will be required to be involved in community service throughout the term and also to collaboratively develop a larger group service project. Students choosing to implement their project may incur additional fees.

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