

TRINITY HIGH SCHOOL



2018-2019
COURSE CATALOG

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**Trinity High School
Program of Studies
Course Selection**

Mission Statement

Rooted in the Catholic tradition, we educate and develop students who aspire to the highest good in mind, body and spirit.

To the Students

Selection of the appropriate courses is a serious responsibility and should be done **thoughtfully** and **realistically**. Before completing your course selection sheet and making your selections on MMS, you are urged to discuss the matter with your parents, teachers, and counselor. The school policy is not to make changes in courses once the Course Selection Sheet has been signed by the parent(s) and submitted. Any exception to this should be requested in writing by the parent(s) to the Director of Studies and should have the approval of the teacher.

All requests to change courses after the course selection process is closed on March 6, 2018, will incur a \$20 course change fee. Requests to change classes after July 27, 2018, will incur a \$100 course change fee. Changes will not be made to schedules until the fee has been paid.

Requirements for Graduation

Trinity High School requires that each student schedules and passes six major subjects each year. Therefore, with these six major courses per year and the required fractional courses, a Trinity student will have 26 or more credits by graduation.

Elective Courses

The number of periods in the school day allows for the possibility of taking seven major courses instead of six. This additional subject will be considered in the simple arithmetic average in weighted GPA and in determining honor roll status.

Level Identification

Trinity High School offers four levels of study designated as:

Level AP - Advanced Placement Course - A college-level course based upon the Advanced Placement syllabus established by the College Board. Students are required to take the Advanced Placement tests in May.

Level H - Honors Course - A college preparatory course involving advanced work or in-depth study beyond the traditional academic. Students must maintain standards outlined by each department to continue in honors courses.

Level A - Academic Course - A traditional college preparatory course leading to higher study.

Level B - Basic Course - A course that is academic in content but slower in pace.

Equivalencies

A = 93 – 100

B = 85 – 92

C = 77 – 84

D = 70 – 76

F = 69 and below

NCAA Clearinghouse Standard Grading System to Calculate NCAA GPA

A = 4.0

B = 3.0

C = 2.0

D = 1.0

F = 0

No special values are assigned for plus or minus grades.

Eligibility Requirements for the Honor Roll

FIRST – An 87% or above in H or AP level courses and a 90% or above in the other levels. A grade of P is required in minor courses graded on a Pass/Fail basis. A grade of B is required for minor courses graded on an A to F basis.

SECOND – An 83% or above in H or AP level courses and an 85% or above in the other levels. A grade of P is required in minor courses graded on a Pass/Fail basis. A grade of B is required for minor courses graded on an A to F basis.

The student must receive an **S** in conduct.

The GPA scale is below. GPAs are calculated at the end of each semester and are cumulative for a students' coursework at Trinity.

	Basic	Academic	Honors	AP
100	4.01	4.35	4.72	5.12
99	4.01	4.35	4.72	5.12
98	3.92	4.26	4.64	5.04
97	3.83	4.17	4.56	4.96
96	3.74	4.07	4.48	4.88
95	3.66	3.98	4.40	4.80
94	3.57	3.89	4.32	4.72
93	3.48	3.80	4.24	4.64
92	3.39	3.71	4.16	4.56
91	3.30	3.61	4.08	4.48
90	3.21	3.52	4.00	4.40
89	3.12	3.43	3.92	4.32
88	3.04	3.34	3.84	4.24
87	2.95	3.25	3.76	4.16
86	2.86	3.15	3.68	4.08
85	2.77	3.06	3.60	4.00
84	2.68	2.97	3.52	3.92
83	2.59	2.88	3.44	3.84
82	2.50	2.78	3.36	3.76
81	2.41	2.69	3.28	3.68
80	2.33	2.60	3.20	3.60
79	2.24	2.51	3.12	3.52
78	2.15	2.42	3.04	3.44
77	2.06	2.32	2.96	3.36
76	1.97	2.23	2.88	3.28
75	1.88	2.14	2.80	3.20
74	1.79	2.05	2.72	3.12
73	1.71	1.96	2.64	3.04
72	1.62	1.86	2.56	2.96
71	1.53	1.77	2.48	2.88
70	1.44	1.68	2.40	2.80
Below 70	0.00	0.00	0.00	0.00

Required and Elective Courses 2018-2019

	Freshmen	Sophomores	Juniors	Seniors
<i>Required Major Courses</i>	Religion English 1 World History 1 Mathematics Science	Religion English 2 World History 2 Mathematics Science	Religion English 3 Modern United States History Mathematics Science	Religion English 4 American Government/Economics
<i>Elective Major Courses</i>	Choose one or two from these departments: Foreign Language Music Art English	Choose one or two from these departments: Foreign Language Business Music Art English Family & Consumer Science	Choose one or two from these departments: Foreign Language Social Studies Business/Computer Music Art English Family & Consumer Science	Choose three or four from these departments: Social Studies Mathematics English Science Foreign Language Family & Consumer Science Business/Computer Music Art
<i>Required Fractionals</i>	Phys. Educ./Health* Computer Applications	Phys. Educ./Health*	Physical Education*	Physical Education* Art/Music

These Fractional Courses must be successfully completed before graduation. This is the most common scheduling sequence.

*9th and 10th grade Phys. Educ./Health is EVERY DAY for ONE SEMESTER. 11th and 12th grade Physical Education is three days per cycle for one SEMESTER.

GUIDANCE DEPARTMENT

Goal: The goal of the counseling staff at Trinity High School is to aid each student in acquiring the self-knowledge necessary to make sound decisions regarding his/her future and to help the student with the various concerns of adolescence.

Counseling:

1. Educational –High school and post-graduate
2. Vocational – Career and job planning
3. Personal – Adjustment to life during adolescence; counseling is available for those seeking help with any kind of problem.

Testing Program:

Freshmen:

The Preliminary Scholastic Aptitude Test 8/9 (PSAT 8/9)

Sophomores:

The Preliminary Scholastic Aptitude Test (PSAT)

Juniors:

The Preliminary Scholastic Aptitude Test/National Merit
Scholarship Qualifying Test (PSAT/NMSQT)

Juniors/Seniors:

SAT, SAT Subject Tests, ACT

(Note: The above tests are administered on a national level. Students are required to register and take these exams independently.)

High School Course Selection:

When selecting courses, you should consider your career interests and your ability. If you plan to major in science or math, four years of high school math and science are recommended. Most college science and engineering programs require students to take four years of math and science, with the science courses including at least one year each of Biology, Chemistry & Physics. Colleges are looking for a strong high school record within the core curriculum. If you have specific questions about your choice of courses, talk to your guidance counselor or to the Dean of Academics.

Consider arranging a tour of Cumberland Perry Area Vocational Technical School (CPAVTS). Programs offered at CPAVTS include, but are not limited to, carpentry, automotive technology, culinary, and dental assisting. Some of the courses at CPAVTS provide a student with the opportunity to earn college credit while still in high school. A tour can be arranged through the Trinity guidance department.

College Admissions:

Colleges use various criteria for evaluating student applications for acceptance. It is important that the student know the specific requirements established by the schools to which he/she is applying. The counselor and the college websites are good sources for this information. More up-to-date information can also be found on www.collegeboard.com, www.educationplanner.org and Naviance (connection.naviance.com/trihs).

Some of the criteria that colleges and universities consider are:

- Grade Point Average (GPA)
- Type of curriculum and subjects taken
- SAT, SAT Subject Tests, and/or ACT scores
- Counselor and teacher recommendations
- Activities in school and community
- Personal interview

Subject Departments within the schools may also vary regarding the type and number of pre-requisite high school courses that are required.

When possible, the student should visit the colleges that he/she is interested in attending. It is advisable to schedule an appointment with the admissions office to request an interview and a campus tour.

In many cases students may enter college with their major listed as “undecided”. However, there are certain fields of study such as engineering, architecture, and pharmacology that require a student to be admitted in the freshman year and follow a specified course of study beginning with the first semester.

The Guidance Department is using Naviance, a software package that allows the department to submit and track each student's college applications. It can also be used for career and college searches.

COLLEGE TIPS FOR PARENTS OF 9TH AND 10TH GRADE STUDENTS

- **Attend Back-to School night.** Familiarize yourself with the expectations of your child's teachers.
- **Read the course selection book in order to understand pre-requisites.** For example, your child may be ineligible for Calculus senior year because of selections made in 9th and/or 10th grades.
- **Become familiar with graduation requirements which are also found in the course selection book.**
- **Encourage your child to get off to a strong start academically.** Remember that all grades, up to and including 11th grade, are part of the transcript sent out to the colleges, trade schools, the NCAA or the military.
- **It's good to have your child challenge themselves with upper-level courses to see if they are able to handle course expectations.**
- **Encourage your child to become involved with some extracurricular activity.** There are varied sports, clubs and service organizations to fit many interest and talents.
- **Keep a file of high school awards and honors received.** These can be listed on the college application.
- **Start talking to your child concerning college specifications (size, location, costs, etc.)**
- **If your child has been getting accommodations through the learning support room, ask about getting qualified for PSAT and SAT/ACT testing accommodations.**
- **Talk to your child about their talents and abilities.** Help them to recognize priorities in their lives.
- **Familiarize yourself with www.collegeboard.com.** This is an excellent site for information about various colleges and their requirements.
- **Regardless of your child's plans for him/herself after high school, make sure that he/she knows that education is important to you.**

COLLEGE TIPS FOR PARENTS OF 11TH AND 12TH GRADE STUDENTS

- **Make sure your 11th grade child takes the PSAT in October; this is given at Trinity during school.**
- **Talk with your child about his/her interests and talents in terms of possible majors.**
- **www.bls.gov/oco is a government site that lists over 250 possible careers.**
- **Attend the College Fair**
- **Take the SAT and/or ACT in the spring of junior year.**
- **If playing a sport in college is a possibility, register with the NCAA in the spring of junior year.**
- **Make college visits in the spring of junior year and the summer preceding senior year.**
- **Encourage your child to get involved, or stay involved with extra-curricular activities, as well as service activities.**
- **Insist on daily attendance.**
- **Check the Guidance Department home page often.** Helpful websites, deadlines and general information is available on this site.
- **Make sure that your child's schedule ensures that all requirements for graduation will be met.**

THEOLOGY DEPARTMENT

The Theology Department shares in the threefold educational mission of the Church by integrating the message revealed by God which the Church proclaims, fellowship in the life of the Holy Spirit, and service to God's people, especially the poor. All courses are carefully structured and are founded on the twofold source of Revelation: Scripture and the Tradition of the Church. Special emphasis is given to incorporating Catholic Christian principles and everyday life so that the effort of all Catholic education (transformation of self and society) may be realized.

011 THEOLOGY I

1 CREDIT LEVEL A

The Revelation of Jesus Christ in Scripture (1st Sem.) The purpose of this course is to give students a general knowledge and appreciation of the Sacred Scriptures. Through their study of the Bible they will come to encounter the living Word of God, Jesus Christ. In the course they will learn about the Bible, authored by God through Inspiration, and its value to people throughout the world. If they have not been taught this earlier, they will learn how to read the Bible and will become familiar with the major sections of the Bible and the books included in each section.

Who Is Jesus Christ? (2nd Sem.) The purpose of this course is to introduce students to the mystery of Jesus Christ, the living Word of God, the Second Person of the Blessed Trinity. In this course students will understand that Jesus Christ is the ultimate Revelation to us from God. In learning about who He is, the students will also learn who He calls them to be. The students will pay particular attention to the Gospels, where they may grow to know and love Jesus Christ more personally. The study of Mary the Mother of God is also examined.

021 THEOLOGY II

1 CREDIT LEVEL A

The Mission of Jesus Christ [The Pascal Mystery] (1st Sem.) The purpose of this course is to help students understand all that God has done for us through his son, Jesus Christ. Through this course of study, students will learn that for all eternity, God has planned for us to share eternal happiness with Him, which is accomplished through the redemption Christ won for us. Students will learn that they share in this redemption only in and through Jesus Christ. They will also be introduced to what it means to be a disciple of Christ and what life as a disciple entails.

Jesus Christ's Mission Continues in the Church (2nd Sem.) The purpose of this course is to help the students understand that in and through the Church they encounter the living Jesus Christ. They will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by him through the Holy Spirit. The students will come to know that the Church is the living Body of Christ today. This Body has both divine and human elements. In this course, students will learn not so much about events in the life of the Church but about the sacred nature of the Church.

031 THEOLOGY III

1 CREDIT LEVEL A

Life in Jesus Christ (1st Sem.) The purpose of this course is to help students understand that it is only through Christ that they can fully live God's plan for their lives. Students are to learn the moral concepts and precepts that govern the lives of Christ's disciples.

Sacraments as Privileged Encounters with Jesus Christ (2nd Sem.) The purpose of this course is to help students understand that they can encounter Christ today in a full and real way in and through the sacraments, especially through the Eucharist. Students will examine each of the sacraments in detail so as to learn how they may encounter Christ throughout life.

041 THEOLOGY IV

1 CREDIT LEVEL A

Living as a Disciple of Jesus Christ in Society (1st Sem) The purpose of this course is to introduce students to the Church's social teaching. In this course students are to learn how Christ's concern for others, especially the poor and needy, is present today in the Church's social teaching and mission. Students are challenged to discover ways in which they are personally called to participate in Christ's social teachings.

Responding to the Call of Jesus Christ (2nd Sem) The purpose of this course is to help students to understand the vocations of life: how Christ calls us to live. In this course, students should learn how all vocations are similar and how they differ. The course is structured around married life, single life, priestly life, and consecrated life. Students will learn what it means to live life for the benefit of others and the value of considering a vocation in service to the Christian community.

ENGLISH DEPARTMENT

The primary goal of the English Department is the adequate preparation of the student for the effective use of English in oral and written communication. The English course of study at Trinity High School is a sequential program in all areas of language study for grades 9 - 12. The program is a comprehensive effort to develop student mastery in the following areas: the study of grammar, usage and style; vocabulary study directed toward growth in reading comprehension, facility in writing and speaking and appreciation of linguistic heritage; writing skills practiced in a prescribed sequence; use of library skills for independent research; speaking and listening for information and pleasure; the study of literature with attention to literary forms; literary traditions and the forces which shaped them; literary analysis according to critical standards; the formation of values by examining, questioning and comparing; experiencing pleasure and acquiring skill in reading and interpretation. Trinity High School requires student use of Modern Language Association (MLA) source citation in accordance with accepted documentation practices in high schools and universities across the United States.

All course levels have summer reading requirements that are posted on Trinity's webpage in June.

Homogeneous class grouping makes it possible to challenge gifted students and help those with lower language ability. There is adequate flexibility in the course of study for concentration in areas of student weakness. Students with more serious deficiencies receive help through diagnostic testing and individual instruction in reading and language skills from the Capital Area Intermediate Unit certified personnel. Initial placement of students is based on a comprehensive profile from a placement test given by the English department, standard tests scores from middle school years, natural ability, and achievement scores. The English placement test given by the department is administered to eighth grade students who plan to enroll in the program at Trinity and to students who enroll during the school year.

Students who apply for the honors program at any level must successfully complete the honors program entrance exam *prior* to the end of the current school year and must have achieved an average of 93% for each marking period and have the approval of the English Department Chairperson. Students should see their current English teacher and the Department Chair to find out when the test will be administered in the spring. Students currently enrolled in the honors program must maintain an honors average of 90% to be retained in the program unless noted otherwise. According to department policy, students who do not complete the summer reading and related assignments will not be permitted to participate in the Honors English Program.

111 **ENGLISH 1**

1 CREDIT LEVEL A

This is a comprehensive course intended to build upon and reinforce the foundation in all language skills for beginning students. In literature the student acquaints him/herself with authors of literary merit and learns the characteristics of distinct literary types: novel, drama, poetry, and short story. The student becomes familiar with Shakespeare through the study of *Romeo and Juliet* and will complete required supplementary readings from a suggested reading list provided by the department. The program provides for the development of skills in library research and their application in the written report: note-taking, outlining and the oral report, discussion and speech evaluation; vocabulary enrichment through formal word study and literature; the basic types of writing in correct grammatical structure; the proper use of mechanics; and creative writing consistent with student ability. Students in this course are encouraged to participate in the National Scholastic Writing Contest.

112 **HONORS ENGLISH 1**

1 CREDIT LEVEL H

Students enrolled in this course are responsible for the mastery of all skills presented in English 1. In addition, the course includes advanced work in vocabulary study, the reading and critical analysis of additional literary selections with emphasis on the novel and drama, advanced work in independent research and expository writing and creative writing in all forms. All students in this course must participate in the National Scholastic Writing Contest. **Placement is based on a comprehensive profile of student abilities: placement test, standardized test scores and previous grades in English/Reading.**

121 **ENGLISH 2**

1 CREDIT LEVEL A

Designed for highly motivated college-prep students, this literature-based course requires individuals to read, write, and analyze on highly critical levels. Students who choose this course must actively participate in discussion on a regular basis and complete 3 independent major literary works, a formal class presentation, and numerous genres of American literature from 1800 to the present. Also included in this course is a major study of William Shakespeare's *Julius Caesar*.

113 **FUNDAMENTAL ENGLISH COURSES** 1 CREDIT LEVEL A

123

133 Fundamental English courses 9 - 12 are for students who need more time to develop and strengthen language
143 arts skills. Flexibility in the use of course time allows for concentration in areas of student weakness.
Content is comprehensive including all areas of language study, but emphasis is dependent on student ability and
need. This provides a necessary foundation for students who may be capable of moving to a more advanced
level in the future. These courses carry the same quality points as English 111, 121, 131, and 141 and will be
offered when a minimum number of 12 require the course.

Prerequisite: Teacher recommendation (See introductory paragraph on grouping.)

ENGLISH ELECTIVES

151 **FUNDAMENTALS OF SPEECH** 1 CREDIT LEVEL A

This course concentrates on two of the most vital communication skills: speaking before a group and active listening for effective use of the information. It is a basic course in development of communication attitudes and skills with a view to enabling the student to feel comfortable and competent in public speaking ventures. The course includes exercises in the oral interpretation of literature; the organization, delivery, and evaluation of various types of speeches; and participation in panels or symposiums. The theories of Basic Communication are also stressed.

Prerequisites: Juniors or Seniors with an average English grade of 85% and teacher recommendation. Sophomores admitted only if space permits.

153 **INTRODUCTION TO JOURNALISM** 1 CREDIT LEVEL A

This writing-intensive course is designed to introduce students to the world of print and electronic journalism in a workshop-style classroom. Students will learn the basics of news and feature writing; general, in-depth and sports reporting; and conducting surveys. Journalism ethics, censorship, and first amendment issues will also be covered, along with desktop publishing and page layout. **This is a dual credit offering through Alvernia University.**

Prerequisites: Juniors or seniors with an average English grade of 85%. Recommendation of current English teacher.

243

ADVANCED PLACEMENT® PSYCHOLOGY

1 CREDIT LEVEL AP

This course offers students a comprehensive introduction into Psychology, the scientific study of human behavior and mental processes. Topics include History and Approaches; Research Methods, Biological Bases of Behavior; Sensation & Perception; States of Consciousness; Learning; Cognition; Motivation & Emotion; Developmental Psychology; Personality; Testing; Abnormal Behavior; Therapies; and Social Psychology. This is an Advanced Placement® course offered as an elective to interested and qualified seniors. The objective of the course is to prepare the students to take the Advanced Placement® test in Psychology in the spring of the school year with the goal of acquiring college credit. Completion of a summer assignment is required for this course. The purchase of texts and designated supplemental materials is also required. This is an elective offering and does not replace the required Social Studies classes for senior year. Students who are accepted into this course must remain committed to the course for the entire academic year. Permission to drop the course will be granted only in unusual cases. Such requests must be made in writing to the teacher of the course. ***Students in this course are required to take the Advanced Placement® test in May.***

Prerequisites: Senior status and at least 2 recommendations from present English, History, and/or Science teachers.

245

WORLD RELIGIONS

1 CREDIT LEVEL A

Students inspect the foundations, worldviews, key teachings, principles, social structures, practices, contemporary movements and issues in the world's major religions today with particular focus on discovering each faith's potential for fostering moral development.

This is a dual credit offering through Alvernia University. This course is an elective and does not fulfill the Social Studies requirements for junior or senior year.

Prerequisites: Junior or Senior status. Recommendations of present and past English and History teachers. Students must have fulfilled all service hour requirements from previous years.

**WORLD HISTORY I
SUMMER READING/WRITING ASSIGNMENTS
FOR ALL FRESHMEN STUDENTS.
2018-2019**

**IT IS THE STUDENT'S RESPONSIBILITY TO SECURE, READ AND COMPLETE
THE FOLLOWING ASSIGNMENT.**

Select one of the following National Geographic articles for a mandatory reading/writing assignment. Follow all instructions carefully.

Depending on the letter of your last name, select ONE of the following National Geographic articles from the corresponding group. After reading your selection, complete the following assignment.

Last Names beginning with the letters A-B-C-D-E:

December 2017: "The Search for the Real Jesus" p. 30
February 2017: "Life After Loss" p. 78
August 2017: "Shoot for the Moon. Again" p. 30
October 2017: "Debating Trophy Hunting" p. 70

Last Names beginning with letters F-G-H-I-J-K:

May 2017: "Akhenaten Egypt's First Revolutionary" p. 120
December 2017: "Spirits of the Silk Road" p. 126
October 2017: "Becoming Jane Goodall" p. 30
September 2017: "A Tiny Country feeds the World" p. 82

Last Names beginning with letters L-M-N-O-P-Q:

March 2017: "New Visions of the Vikings" p. 30
November 2017: "The World's Happiest Places" p. 30
July 2017: "The Crisis on the Ice" p. 30
September 2017: "The Gorillas Dian Fossey Saved" p. 110

Last Names beginning with the letters R-S-T-U-V-W-X-Y-Z:

February 2017: "A 9000-Year Love Affair" p. 30
June 2017: "Why We Lie" p. 30
November 2017: "Pterosaurs Weirdest Wonders on Wings" p. 60
April 2017: "Life After ISIS" p. 96

Instructions:

1. Must use a computer: Times New Roman Font, 12 point size.
2. Minimum 1 ½ pages and maximum 2 full pages, double spaced.
3. All margins one inch.
4. Use third person and do not use contractions.
5. Write an introductory paragraph explaining the general idea/purpose of the article. Follow this with paragraphs summarizing the main points and ideas presented in the article. Discuss how pictures, maps, diagrams and charts help enhance and explain the article. Lastly, discuss the significance of the article in relation to world history or global current events.
6. Title page: Place the title of the article in the middle of the page, centered: Times New Roman Font, 12 point size. Place your name and previous school at the bottom right hand corner. Staple all papers top left hand corner.
7. Make sure you write in your own words.
8. **Date Due:** First day of school.

- 321 **GEOMETRY** 1 CREDIT LEVEL A
The study of plane geometry has two points of emphasis. The first is to learn numerous geometric properties. The second is to provide students with an opportunity to develop organizational abilities and both deductive and inductive reasoning skills. The course begins with a single point and expands to include lines, angles, polygons, circles, and solids. Congruency, similarity, and inequality are investigated and proofs are developed through the application of postulates, definitions, and theorems. Students will develop skills in the use of the compass, protractor and computer technology to construct geometric figures. Other topics include the concepts of coordinate geometry, transformations, and the perimeter, area, and volume of plane figures, circles, and solids.
Prerequisite: 75% in Algebra 1 (311); 90% in Algebra 1 (310), with teacher recommendation.
- 322 **HONORS GEOMETRY** 1 CREDIT LEVEL H
This course offers the mathematically gifted student the opportunity to study geometry through an axiomatic and rigorous approach. Emphasis is placed on the application of theorems and on development of original proofs. Areas covered are congruency, similarity, perpendicularity, coordinate geometry, and constructions. Solid geometry is included in this course.
Prerequisites: 92% in Algebra 1A (311), with teacher recommendation; 90% in Algebra 2A (312), with teacher recommendation; 87% in Algebra 2H (313).
- 330 **ALGEBRA 2** 1 CREDIT LEVEL A
Algebra 2 is the study of functions. Using the set of real numbers and their properties as a foundation, the fundamental operations with polynomials are reviewed and extended. Linear, quadratic, rational and exponential functions are studied. Equations with singular and multiple variables are discussed. Concepts, structure, precision of language, and problem-solving are stressed. This course is designed to give a sound foundation for further study of more advanced mathematics. Graphing calculators are used throughout this course.
Prerequisites: Algebra 1 (310) and Geometry (320).
- 331 **ALGEBRA 2** 1 CREDIT LEVEL A
This course will bridge high school mathematics to other areas of collegiate mathematics. Algebra 2 reviews and extends previously learned concepts and topics covered in Algebra I with more rigor and depth. Topics include: solving and graphing linear equations and inequalities, linear functions and relations, radicals, irrational numbers, simplifying expressions, solving and graphing quadratic equations, polynomial functions, complex numbers, and systems of equations. Graphing calculators are integrated into this course.
Prerequisite: 75% in Algebra 1 (311) and 75% in Geometry (321); 90% in Algebra 1 (310), with teacher recommendation.
- 332 **ALGEBRA 2** 1 CREDIT LEVEL H
This course develops algebraic thinking skills and improves manipulation skills. Topics ranging from elementary to advanced algebra are reinforced and introduced in this fast paced course for the accelerated mathematics student. Topics covered include: linear equations and functions; polynomials; rational expressions; irrational and complex numbers; quadratic equations and functions; variation and polynomial equations; and exponential and logarithmic functions. Emphasis is placed on theory and proof as well as on applications. The use of the graphing calculator is integrated into this course.
Prerequisites: 90% in Algebra 1 (311) and 90% in Geometry (321), with teacher recommendation. 87% in Geometry-H (322).
- 333 **TRIGONOMETRY / PRECALCULUS** 1 CREDIT LEVEL A
This course builds upon concepts and skills developed in Algebra 1, Algebra 2, and Geometry, and is essential for the future study of Calculus. Topics covered include polynomial equations and functions, logarithmic and exponential functions, graphing of trigonometric functions, identities, and applications of functions to triangles. Polar coordinates will be studied, as well as topics in analytic geometry. Graphing calculators are used in this course.
Prerequisites: 75% in Algebra 1 (311), Geometry (321) and Algebra 2 (331).

343 **CALCULUS** 1 CREDIT LEVEL H
 The calculus of one variable, differential and integral, is developed. Topics in differential calculus include the derivative, techniques of differentiation, maxima and minima problems, behavior of functions, and related rates. Topics in integral calculus include the indefinite integral, the definite integral, techniques of integration, and applications of the integral, including area and volume problems. **The students will complete a summer assignment to review trigonometry and pre-calculus problem-solving skills. This is a dual credit offering through Alvernia University.**

Prerequisites: 92% in Trig/Precalculus-A (333), with teacher recommendation; 87% in Trig/Precalculus-H (334), with teacher recommendation.

344 **ADVANCED PLACEMENT[®] CALCULUS** 1 CREDIT LEVEL AP
 The calculus of one variable, differential and integral, is developed. The course syllabus is the Advanced Placement[®] Calculus AB syllabus. Topics in differential calculus include the derivative, techniques of differentiation, maxima and minima problems, behavior of functions, and related rates. Topics in integral calculus include the indefinite integral, the definite integral, techniques of integration, and applications of the integral, including area and volume problems. **The students will complete a summer assignment to review trigonometry and pre-calculus problem-solving skills.** Students in this AP[®] course will prepare for the Advanced Placement[®] examination given in May. The pacing and testing in this course target the AP[®] examination. While taking the Advanced Placement[®] exam is not required, students are encouraged to take advantage of the opportunity to earn college credit from the college/university they plan to attend.

Prerequisites: 92% in Trig/Precalculus-A (333), with teacher recommendation; 87% in Trig/Precalculus-H (334), with teacher recommendation.

345 **ADVANCED PLACEMENT[®] CALCULUS 2** 1 CREDIT LEVEL AP
 This course is offered to those seniors who completed Calculus Level H (343) or Calculus Level AP[®] (344) as juniors. The course syllabus is the Advanced Placement[®] Calculus BC syllabus. Students in this course will prepare for the Advanced Placement[®] examination given in May. The pacing and testing in this course target the AP[®] examination. While taking the Advanced Placement[®] Calculus BC exam is not required, students are encouraged to take advantage of the opportunity to earn college credit from the college/university they plan to attend.

Prerequisite: 83% in Calculus-H/AP (343 or 344)

SEQUENCE OF MATHEMATICS COURSES

<u>FRESHMEN</u>	<u>SOPHOMORES</u>	<u>JUNIORS</u>	<u>SENIORS</u>
Algebra 1 (310)	Geometry (320) Geometry (321)	Algebra 2 (330) Algebra 2 (331)	Trigonometry-A Statistics-A Trig/Precalculus-A
Algebra 1 (311)	Geometry (321) Geometry-H	Algebra 2 (331) Algebra 2-H	Trig/Precalculus-A Statistics-A Trig/Precalculus-H
Algebra 2 (312)	Geometry (321) Geometry-H	Trig/Precalculus-A Trig/Precalculus-H	Calculus-A Statistics-A Calculus-H/AP
Algebra 2-H	Geometry (321) Geometry-H	Trig/Precalculus-A Trig/Precalculus-H	Calculus-A Statistics-A Calculus-H/AP

Additional Science Department Requirements

Participation in the Trinity Science Fair is optional for all students. However, all students who wish to participate must sign a binding contract agreeing to participate. Parental signature will also be required. This contract will be signed in September of the new school year. The student Science Fair Project grade may be substituted for the two lowest science test grades during the third quarter. Participation in CASEF is required of all projects selected to advance from the Trinity Science Fair.

Any freshman student who was enrolled in a FULL YEAR course in Earth and Environmental Science in eighth grade will be placed in a Biology class appropriate to their ability level for ninth grade science.

In junior and/or senior year, students may opt to take more than one science course if they meet the course requirements.

SEQUENCE OF SCIENCE COURSES

The academic progression through the science curriculum for students preparing for college admission would be:

- 9th grade – Earth and the Environment
- 10th grade – Biology
- 11th grade – Chemistry
- 12th grade – Physics

Other possible sequencing is outlined below.

FRESHMEN		SOPHOMORES		JUNIORS		SENIORS
Earth/Environment (410)	→	Biology (420)	→	Chemistry (430)	→	Conceptual Physics (441)
		or				
		Biology (421)	→	See below		
Earth/Environment (411)	→	Biology (420)	→	Chemistry (430)	→	Chemistry (431) Conceptual Physics (441)
		or				
		Biology (421)	→	Chemistry (431)	→	Physics-A (442) Physics-H (443) Chemistry 2, AP (440) Adv Bio Study, AP (444) Environmental Science (445)
		or				
		Honors Biology (415)	→	Chemistry-A, H (431, 422)	→	Chemistry 2, AP (440) Physics-A, H (442, 443) Adv Bio Study, AP (444) Environmental Science (445)
Biology-H (412)	→	Chemistry-A, H (431, 422)	→	Chemistry 2, AP (440) → Physics-A, H (442, 443) Adv Bio Study, AP (444)	→	Adv Bio Study, AP (444) Environmental Science (445) Physics-A, H (442, 443) Chemistry 2, AP (440)
Biology-A (421 or 420)	→	Chemistry	→	Chemistry 2, AP (440) → Physics-A, H (442, 443) Adv Bio Study, AP (444) Conceptual Physics	→	Adv Bio Study, AP (444) Environmental Science (445) Physics-A, H (442, 443) Chemistry 2, AP (440)

WORLD LANGUAGE DEPARTMENT

The basic objective of the World Language Department at Trinity is to promote the knowledge and use of a foreign language through the four fundamental language skills: listening, speaking, reading, and writing. It is also our goal to develop an understanding of specific foreign cultures and consequently sensitivity and adaptability to differences in general.

Three modern foreign languages, French, Spanish and Chinese, and one classical language, Latin, are taught at Trinity. Students beginning a language and working satisfactorily have the opportunity to continue the selected language through a four-year sequence. Because of changing college admissions requirements, we recommend participation in language classes for a minimum of two years; however, *students may move on to the more advanced level only with the approval of the teacher at each level.* A student may begin a second foreign language with the approval of his/her present language teacher. It is a World Language Department policy and expectation that successful students will continue their language of choice for a minimum of two consecutive years.

511 FRENCH 1

1 CREDIT LEVEL A

The French 1 course provides a balanced approach to the four language skills: listening, speaking, reading and writing. Students are encouraged to communicate with classmates and to express their own ideas using the target language. While the primary focus is on communication and situational vocabulary, students will also gain a solid foundation of grammatical structures.

Prerequisite: Satisfactory language arts achievement in 7th and 8th grades. If begun as a second foreign language, approval of current teacher.

521 FRENCH 2

1 CREDIT LEVEL A

Students continue to develop and refine the communication skills presented in Level 1. This course encourages greater fluency in oral and written expression, stressing greater vocabulary development and more complex grammatical structures. Students will be capable of recounting events in the past, present and future, as well as express hopes and wishes.

Prerequisites: 78% in French 1 and teacher approval

531 FRENCH 3H

1 CREDIT LEVEL H

Students use the language skills acquired in the previous years to study an overview of French history, art and literature from prehistoric times to the French Revolution. This course also provides a comprehensive review of all previously studied grammatical structures and introduces more complex and nuanced structures as well. Reading selections progress from excerpts and short stories to novels

Prerequisite: 90% in French 2 and teacher approval.

541/552 FRENCH 4H/AP©

1 CREDIT LEVEL H, AP

This emphasis of this course is on developing greater fluency in oral and written expression. Oral expression is practiced via presentations and discussion in French of local, national and global current events; social and global issues; beauty and aesthetics; public and personal identities; and science and technology. Reading comprehension and vocabulary come from an in-depth analysis of various written media and literary works ranging from newspaper articles to full-length novels. Special attention is paid to developing the interpersonal and presentational skills specific to the AP exam. Students in this AP© course will prepare for the Advanced Placement© examination given in May. The pacing and testing in this course target the AP© examination. While taking the Advanced Placement© exam is not required, students are encouraged to take advantage of the opportunity to earn college credit from the college/university they plan to attend.

Prerequisite: Teacher approval.

- 513 **SPANISH 1** 1 CREDIT LEVEL A
 The student is introduced to the foreign language through a balanced presentation of listening, speaking, reading, and writing skills which are based on a foundation of grammar and language structures. The vocabulary deals with the students' world and encourages practical use of the language. Students are also given insights into the daily life of the Spanish and Latin American peoples.
Prerequisites: Satisfactory language arts grades; satisfactory scores on standardized tests. If begun as a second foreign language, approval of current teacher.
- 523 **SPANISH 2** 1 CREDIT LEVEL A
 Students apply and build on a foundation of language skills learned in Spanish 1. Basic grammar tenses are emphasized. Students will learn correct sentence structure and emphasis will be placed on improving writing skills. The Latin American culture and countries are discussed and explored more fully.
Prerequisites: 78% in Spanish 1-A and teacher approval.
- 524 **SPANISH 2 ADV.** 1 CREDIT LEVEL A
 This course is designed for qualified students who intend to take Advanced Placement Spanish as seniors. This intensive course will cover all verb tenses through the present subjunctive building on a foundation of language skills learned in Spanish 1-A. Greater oral and written fluency will be emphasized as well as vocabulary building and reading. Various Hispanic cultures are discussed and explored more fully.
Prerequisites: 93% in Spanish 1-A and teacher approval.
- 530 **INTRODUCTION TO SPANISH, INTERMEDIATE/PART II** 1 CREDIT LEVEL B
 This course is meant for students who struggle in language arts and is a continuation of the Introduction to Spanish, Part I (525). Students will complete the equivalent of Spanish I, Level A, by successfully completing this course. The course will focus on the skills of listening, speaking, reading and writing in the foreign language. Students will also be exposed to the culture and daily life of Spanish and Latin American peoples.
Prerequisites: 78% in Introduction to Spanish, Part I, and teacher approval.
- 533 **SPANISH 3** 1 CREDIT LEVEL A
 In this course, students improve the four skills of listening, speaking, reading, and writing primarily by increasing their active and passive vocabularies and knowledge of verb tenses and language structures. The students acquire a better understanding of the Latin American people and their way of living through the supplemental reader.
Prerequisites: 87% in Spanish 2 and teacher approval.
- 534 **SPANISH 3H** 1 CREDIT LEVEL H
 This course is designed for qualified students who intend to take Advanced Placement Spanish and the Advanced Placement test. Students improve the four skills of listening, speaking, reading, and writing primarily by increasing their active and passive vocabularies and knowledge of verb tenses and language structures. Students acquire an understanding of South American people and their way of living through the supplemental reader.
Prerequisites: 90% in Spanish 2 Adv. and teacher approval.
- 543 **SPANISH 4H** 1 CREDIT LEVEL H
 This advanced Spanish course has been developed to guide the students in developing greater proficiency in the four basic skills of language: listening, speaking, reading, and writing. It is also designed to promote in the students greater awareness of and openness to cultures other than their own, especially those of the Spanish people. Geography of Spain is also emphasized. Study skills and reasoning ability developed in this course should be useful to the student in other academic areas and in further study as well. **This is a dual credit offering through Alvernia University.**
Prerequisites: 90% in Spanish 3H and teacher approval. 93% in Spanish 3A, and teacher approval.

- 544 **AP® SPANISH** 1 CREDIT LEVEL AP
 It is assumed that the students qualifying for this course have acquired skills in speaking, writing, reading, and understanding Spanish. The curriculum, therefore, is designed to refine, perfect, and enhance these skills as well as to broaden the students' understanding of Hispanic culture and foster interest in continuing the study of Spanish in college. Students in this AP® course will prepare for the Advanced Placement® examination given in May. The pacing and testing in this course target the AP® examination. While taking the Advanced Placement® exam is not required, students are encouraged to take advantage of the opportunity to earn college credit from the college/university they plan to attend.
Prerequisites: 93% in Spanish 3-H and teacher approval; 93% in Spanish 4-H and teacher approval.
- 514 **CHINESE 1** 1 CREDIT LEVEL A
No background is needed! This course will help students to gain fundamental skills in listening, speaking, reading, writing, and acquiring the cultural knowledge related to the language. By the end of the first year, the students will master the following skills: **Listening:** 1) Able to distinguish all the Chinese syllables in the phonetic system of Modern Standard Chinese. 2) Able to understand short conversations with familiar vocabulary. **Speaking:** 1) Able to ask and answer some simple questions in Chinese. 2) Able to talk about simple everyday activities with accuracy and fluency. **Reading:** Able to read simple texts written in Chinese characters and Chinese phonetic symbols (Pinyin) that we will have learned. **Writing:** Able to write Pinyin correctly. 2) Able to master the principles of writing characters, such as stroke order, radicals, etc.
- 526 **CHINESE 2** 1 CREDIT LEVEL A
 This Chinese language course will guide students to build a strong foundation in Mandarin and will prepare them for continued success in the language. Students will continue to acquire effective communication skills in both the written and spoken language and an understanding of the practices and products of the Chinese culture. This course will help students to gain greater control over proficiency skills developed in the previous level while learning new tasks and grammatical structures. At the end of the second year, students will master the following skills: **Listening:** Increase their capacity to understand oral questions and texts. **Speaking:** Carry out more short conversations on a range of topics. **Reading:** Develop fluidity and confidence in reading Chinese character texts. **Writing:** Produce 100 character passages. **Culture:** Acquire a higher level of cultural understanding suitable for proper function in Chinese Society.
Prerequisites: 78% in Chinese 1 and teacher approval.
- 535 **CHINESE 3H** 1 CREDIT LEVEL H
 This is the third year Chinese language course. This course will help students to bring together the skills learned in the beginning and intermediate levels. Students will follow a task-based teaching approach that will facilitate their achievement of the learning objectives in each unit. At the end of this course, students will master the following skills: **Listening:** Continued focus on strengthening listening and comprehension skills through longer and more complex narratives in the form of speeches, reports, and instructions. **Speaking:** 1) Continued focus on strengthening of oral presentation skills through tasks involving responses to oral messages, and summarizing explanations, arguments, and descriptions. 2) Continued focus on the strengthening of speaking skills through tasks involving interviews, negotiations, and shared responsibilities. **Reading:** Develop fluidity and confidence in reading Chinese character texts. **Writing:** Improving narrative writing skills including the development of a topic, creating text cohesion and parallel structure, and writing of more complex narratives in a variety of rhetorical modes. 2) Produce 200 character passages.
Prerequisites: 87% in Chinese 2 and teacher approval.
- 545 **CHINESE 4H** 1 CREDIT LEVEL H
 This is the fourth year Chinese language course. Students will continue to learn native Chinese, Chinese literature, arts, history and culture with further refinement of the skills of character writing, grammar, and syntax. Students will speak Chinese exclusively during class. At the end of this course, students will be able to:
 - Communicate effectively in Chinese
 - Be comfortable with Chinese cultural traditions
 - Comprehend the ways in which Chinese speaking people perceive the world**Prerequisites:** 90% in Chinese 3 and teacher approval.

CLASSROOM MUSIC – These courses meet the art/music requirement for graduation but because they do not meet every day for an entire school year, they are NOT considered a major subject.

- 970 **MUSIC RECORDING AND PRODUCTION I** .25 CREDIT LEVEL A
In this course, students will focus on the variety of functions offered in the digital recording platform Cubase, as well as the basic workings of a digital recording studio. Students will learn to record MIDI and live tracks, mixing techniques, audio effects and post production. Students will be required to record and produce a professional quality recording using musicians from the student body.
- 971 **MUSIC RECORDING AND PRODUCTION II** .25 CREDIT LEVEL A
This course explores more advanced techniques and application of skills learned in Music Recording and Production I.

Prerequisite: Music Recording and Production I
- 984 **MUSIC APPRECIATION** .25 CREDIT LEVEL A
This class is designed to give students a general overview of music and to allow them to explore any musical topics which are of interest to the class. The semester begins with an introductory unit on the fundamentals of music theory. The class then begins a piano unit, which culminates in a class recital. Following piano, the class studies guitar and begins to learn basic chords. Upon completion of the guitar unit, the class is open to topics of interest to the students. Previous semesters have chosen to study Caribbean steel drums, Tchaikovsky's *The Nutcracker* (including a live performance of the ballet) and film music
- 977 **PIANO** .25 CREDIT LEVEL A
This class is for students interested in playing the piano, either as a beginner or experience pianist. The class will begin with an introduction to music theory and reading music. During that time the instructor will assess any students in the class who may have some previous music or piano training. All students will then begin to work independently at their own keyboard, based upon their appropriate level of knowledge. The course culminates in a recital to display the students' work. No previous experience necessary.

FAMILY AND CONSUMER SCIENCES DEPARTMENT

Our Family and Consumer Sciences curriculum is designed for people - people making choices, people using resources, and people relating to people. This is done with particular attention to the impacts on families. Thinking skills are encouraged in each course by using the practical problem solving approach. Whether discussing topics in foods, clothing, decision making, or nurturing children, the intent is to provide the student with tools to enrich her/his life so families will be strengthened and, ultimately, all society will benefit.

800 **INTRODUCTION TO FAMILY AND CONSUMER SCIENCES** 1 CREDIT LEVEL A
Learn personal management and independent living skills in this class. Students practice making wise choices using reading, hands-on activities, discussion, and real-life simulations. The goal is to introduce strategies and coping skills for such areas as personal growth and career paths; clothing and textiles; wellness, nutrition and food choices; and financial literacy.

Prerequisite: None

801 **CHILD DEVELOPMENT** 1 CREDIT LEVEL A
This course stresses the importance of the developmental needs of infants and young children, and ways parents and care givers can nurture and guide children physically, socially, emotionally, morally, intellectually and spiritually. Problem based learning is a part of this course, challenging students to think through current child care issues. Students planning to work with children in any capacity can benefit from this course.

Prerequisite: None

803 **FOODS II** 1 CREDIT LEVEL A
Foods II is an advanced foods course with a class limit of twelve students. Advanced food topics, as well as world food needs are studied, with emphasis on equitable and responsible use of resources. International cuisine enhances appreciation of different cultures. Teacher and student demonstrations guide the learning.

Prerequisites: Successful completion of 'Introduction to Family and Consumer Sciences' (Course 800) or equivalent classroom experience, and the instructors signature.

804 **CLOTHING AND TEXTILES II** 1 CREDIT LEVEL A
This class challenges the student to learn new skills and improve technique in the areas of garment construction and textiles. Pattern selection, alterations, design, and advanced construction methods provide an avenue for creativity and practical application.

Prerequisites: Successful completion of 'Introduction to Family and Consumer Sciences' (Course 800) or equivalent classroom experience, and the instructors signature.

OTHER AVAILABLE OPTIONS

DUAL CREDIT – ALVERNIA UNIVERSITY

Trinity High School has partnered with Alvernia University in Reading, PA, to offer courses that not only offer students high school credit, but also university credit. Courses that are currently approved for dual credit are noted throughout this catalog. In September students will be given the dual credit registration materials as well as the cost per credit. In order to be eligible to receive the university credits, this registration must be completed by the end of September. While many colleges/universities accept credits taken in the dual credit format, it is best if the student ask at the Admissions Offices of the colleges they are most interested in attending if they accept dual credit courses. It is possible to receive a refund on the costs per credit if a student attends a college that does not accept dual credits.

VIRTUAL HIGH SCHOOL

Juniors and seniors have the opportunity to take courses not offered in this catalog through the Virtual High School, an on-line program associated with Trinity High School. *For students interested in taking an on-line course, they must complete an application for admission to the program during the normal course selection time frame.* Applications are available in through the Studies Office. To be successful in these courses, students must be able to work independently and have good time-management skills. The only courses that are permitted are courses that we do not have the opportunity to offer in the regular classroom setting. For classes that are one semester long, students may either take the course as a seventh major for the semester, or must take two semester long classes if it is being taken as a sixth major for the school year. Students who enroll in Virtual High School courses for the school year will be required to pay \$75 per course (\$125 for AP courses) and for those courses that have a lab fee, the family will be responsible for the payment of the full lab fee. Bills will be sent out to families at the start of the second semester and must be paid before report cards, transcripts and diplomas are released. If a student registers for a class and then requests to drop the course, the full cost of the course must be paid, not the course change fee noted earlier in this publication.

Regardless of the grade earned in the on-line class, that grade will be reported on the Trinity transcript. Students who fail a first semester Virtual High School course will be barred from future on-line courses and parents may be required to pay the full cost of the course(s).

DRIVER EDUCATION CLASSROOM INSTRUCTION (After School)

Each year in the fall and/or Spring a thirty-hour course entitled DRIVER EDUCATION CLASSROOM INSTRUCTION is offered to students. Enrollment is limited to 50 students in the class and preference is given to the students in grades 10, 11, and 12. The class is held after school from 3:15 to 5:00 p.m. There is a fee charged to take this class.

The complete Driver Education course has two parts: Thirty hours of classroom instruction and twelve hours of behind-the-wheel experience. Successful completion of both parts is needed for insurance purposes. Trinity High School offers only the classroom instruction part of this course.

CUMBERLAND PERRY AREA VOCATIONAL TECHNICAL SCHOOL

The Vocational Technical School is an extension of the home school program and offers the opportunity to combine academic preparation with vocational to technical preparation. There are a number of two or three year offerings in the vocational technical areas. Students are required to take Religion, English, Math, and other courses required for graduation at Trinity in the morning or afternoon, depending on when their local public school district attends the Vo-Tech program, with the remainder of the day spent at the Vo-Tech School. Students should see their guidance counselor for more specific information.

Consider arranging a tour of Cumberland Perry Area Vocational Technical School (CPAVTS). Programs offered at CPAVTS include, but are not limited to, carpentry, automotive technology, culinary, and dental assisting. Some of the courses at CPAVTS provide a student with the opportunity to earn college credit while still in high school. A tour can be arranged through the Trinity guidance department. Please visit the CPAVTS website at <https://www.cpavts.org/programs.html>