

# TRINITY HIGH SCHOOL

## Course Selection

## Handbook 2023-2024



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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 in Rediker, 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 February 23, 2023, will incur a \$20 course change fee. Requests to change classes after July 27, 2023, 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 student's coursework at Trinity.

	<b>Basic</b>	<b>Academic</b>	<b>Honors</b>	<b>AP</b>
<b>100</b>	4.01	4.38	4.75	5.12
<b>99</b>	4.01	4.38	4.75	5.12
<b>98</b>	3.92	4.29	4.66	5.03
<b>97</b>	3.83	4.20	4.57	4.94
<b>96</b>	3.74	4.11	4.48	4.85
<b>95</b>	3.66	4.03	4.40	4.77
<b>94</b>	3.57	3.94	4.31	4.68
<b>93</b>	3.48	3.85	4.22	4.59
<b>92</b>	3.39	3.76	4.13	4.50
<b>91</b>	3.30	3.67	4.04	4.41
<b>90</b>	3.21	3.58	3.95	4.32
<b>89</b>	3.12	3.49	3.86	4.23
<b>88</b>	3.04	3.41	3.78	4.15
<b>87</b>	2.95	3.32	3.69	4.06
<b>86</b>	2.86	3.23	3.60	3.97
<b>85</b>	2.77	3.14	3.51	3.88
<b>84</b>	2.68	3.05	3.42	3.79
<b>83</b>	2.59	2.96	3.33	3.70
<b>82</b>	2.50	2.87	3.24	3.61
<b>81</b>	2.41	2.78	3.15	3.52
<b>80</b>	2.33	2.70	3.07	3.44
<b>79</b>	2.24	2.61	2.98	3.35
<b>78</b>	2.15	2.52	2.89	3.26
<b>77</b>	2.06	2.43	2.80	3.17
<b>76</b>	1.97	2.34	2.71	3.08
<b>75</b>	1.88	2.25	2.62	2.99
<b>74</b>	1.79	2.16	2.53	2.90
<b>73</b>	1.71	2.08	2.45	2.82
<b>72</b>	1.62	1.99	2.36	2.73
<b>71</b>	1.53	1.90	2.27	2.64
<b>70</b>	1.44	1.81	2.18	2.55
<b>Below 70</b>	0	0	0	0

## Required and Fractional Courses 2020-2021

	<b>Freshmen</b>	<b>Sophomores</b>	<b>Juniors</b>	<b>Seniors</b>
<i>Required Major Courses</i>	Theology English World History 1 Mathematics Science <i>Choose one or two from these Departments</i>	Theology English World History 2 Mathematics Science <i>Choose one or two from these Departments</i>	Theology English Modern US History Mathematics Science <i>Choose one or two from these Departments</i>	Theology English Government/Economics  <i>Choose three or four from these Departments</i>
<i>Elective</i>	Foreign Language Music Art English	English	English	English
<i>Major Courses</i>		Foreign Language Business Music Art Family/Consumer Science	Social Studies Science Foreign Language Business/Computers Family/ Consumer Science Music	Social Studies Mathematics Science Foreign Language Business/Computers  Family/Consumer Science Music Art
<i>Required Fractionals</i>	Health * Computer Applications	Physical Education	Physical Education	Physical Education Art/Music

*\*9<sup>th</sup> grade Health meets EVERYDAY for one semester. 10<sup>th</sup> -12<sup>th</sup> grade Physical Education meets 3 days per cycle for one SEMESTER. Computer Applications and an art/music class are required at some point before graduation.*

## 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 school 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. ***Please note:*** Students who attend CPAVTS can still apply and be admitted to college.

**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.org](http://www.collegeboard.org), [www.educationplanner.org](http://www.educationplanner.org) and Naviance ([connection.naviance.com/trihs](http://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 9<sup>TH</sup> AND 10<sup>TH</sup> 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 specifics (size, location, costs, etc.)
- **If your child has been receiving accommodations through the learning support room, ask about being approved for College Board and/or ACT accommodations.**
- **Talk to your child about their talents and abilities.** Help them to recognize priorities in their lives.
- **Familiarize yourself with [www.collegeboard.org](http://www.collegeboard.org).** 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 11<sup>TH</sup> AND 12<sup>TH</sup> GRADE STUDENTS**

- **Make sure your 11<sup>th</sup> grade child takes the PSAT in October;** this is given at Trinity during the school day.
- **Talk with your child about his/her interests and talents in terms of possible majors.**
- **[www.bls.gov/oco](http://www.bls.gov/oco) is a government site that lists over 250 possible careers.**
- **Your child should take the SAT and/or ACT in the spring of junior year.**
- **If playing a sport in college is a possibility, your child should register with the NCAA in the spring of junior year.**
- **You & your child should 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 and 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** (1<sup>st</sup> 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?** (2<sup>nd</sup> 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]** (1<sup>st</sup> 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** (2<sup>nd</sup> 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** (1<sup>st</sup> 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** (2<sup>nd</sup> 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 thorough 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** (1<sup>st</sup> 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** (2<sup>nd</sup> 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 have achieved an average of 93% for each marking period and have the approval of their current English teacher. 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*.

- 122      **HONORS ENGLISH 2**      1 CREDIT      LEVEL H  
Students are expected to develop all skills in English 2, however, honors students spend less time on basics and more time on intensive study of individual genres of literature. Students in this course move beyond expository writing to more varied forms. Four summer reading and writing assignments are required for admission into this course in September. It is important that prospective honors students realize that summer reading is not an optional activity; it is integral to the program. Sample readings include: *The Glass Menagerie*, *The Chosen*, *The Grapes of Wrath*, *The Scarlet Letter*, and *My Antonia*. Participation in the Scholastic Writing (2 different genres) and Voice of Democracy contests is mandatory.

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

- 131      **ENGLISH 3**      1 CREDIT      LEVEL A  
This course presents a survey of English literature, reflecting the stages of development in English language and literature and reinforcing the student's critical and evaluative ability. The student broadens his knowledge of Shakespeare through the study of *Macbeth* and will also complete supplementary readings by major English authors from a suggested reading list approved by the department. The student applies library research skills developed earlier in the writing of the research paper. The program provides for continued vocabulary enrichment through formal word study and literature; the oral report, discussion and speech evaluation; basic types of writing with emphasis on expository writing and elements of style and forms of creative writing consistent with student ability. Students in this course are encouraged to participate in the National Scholastic Writing Contest.

- 132      **HONORS ENGLISH 3**      1 CREDIT      LEVEL H  
Students enrolled in this course are responsible for the mastery of all skills presented in English 3. In addition, this course includes advanced work in vocabulary study through formal word study and literature; in-depth reading and critical analysis of additional literary works by major English authors; advanced work in independent research; advanced composition with emphasis on critical reviews and intensive theme writing and creative writing in all forms. Students in this course must participate in the National Scholastic Writing Contest. Since the Senior Honors course is at the AP level, it is imperative for students to realize the increased demands that will be required for the next level within the English Department's Honors Curriculum. Honors English 3 is taught as a pre-college course. All summer reading assignments must be submitted to the Honors English 3 teacher prior to September 1<sup>st</sup>. Transfer students may have until October 1<sup>st</sup> based upon the time of registration to attend Trinity and at the discretion of the teacher.

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

- 141      **ENGLISH 4**      1 CREDIT      LEVEL A  
This course presents a survey of Western literature as a reflection of the universality of man, his philosophies, cultural influences and values which give meaning to his existence. The student broadens his knowledge and appreciation of Shakespeare through the study of *Hamlet* and will complete supplementary readings in Western literature from a suggested reading list provided by the department. The student applies library research skills in the writing of the research paper. The program provides for continued vocabulary enrichment through formal word study and literature; the oral report, discussion and speech evaluation; basic types of writing with emphasis on methods of expository writing and the literary critique; creative writing consistent with student ability. Students in this course are encouraged to participate in the National Scholastic Writing Contest.

- 144      **ADVANCED PLACEMENT® ENGLISH 4**      1 CREDIT      LEVEL AP  
This senior course offers an intense concentration in the literature of the Western world as preparation for the English Literature Advanced Placement® test. Students are responsible for the mastery of all skills presented in English 4. The course centers on literary analysis as well as creative composition. Students examine structure, content, and historical themes that link literary selections. Participants enjoy the pleasure of reading large, in-depth works of a wide variety of intelligent authors who have an enduring impact on their audience's lives. ***At the completion of the course, students are expected to take the Advanced Placement® test.*** A summer reading and writing assignment is required for this course. Students may need to purchase paperback books.

**Prerequisite:** 93% during their junior year in Honors English or selection based on honors program placement. (See introductory paragraph on grouping.)

113 **FUNDAMENTAL ENGLISH COURSES**

1 CREDIT LEVEL A

123

133

143

Fundamental English courses 9 - 12 are for students who need more time to develop and strengthen language 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.

154 **WORLD LITERATURE**

.5 CREDIT LEVEL A

Multicultural literature is a semester-long course which focuses on diverse texts from various cultures, including Native American, South & Central American, Middle Eastern, African and Asian cultures. While exploring universal themes in prose & poetry, students will recognize and evaluate cultural influence by examining commonalities and the ways in which diversity enriches the human experience. The course will also include guest speakers from various cultural backgrounds who specialize in art, history and literature. A day-trip to Alphabet City in Pittsburgh, home to various world authors seeking political asylum, will be an integral part of the course. Class size is limited to 20 students.

**This is a semester-long class that will be offered during Semester 1. By itself, it is a fractional class, but taken another semester 2 semester-long class, would constitute a student's sixth major (required) subject. This course is an elective and does not fulfill the English requirements for graduation.**

158 **CREATIVE WRITING**

.5 CREDIT LEVEL A

The Creative Writing course is designed for students to develop original forms of descriptive writing, including short stories, poetry, and drama. Based on student interest, units may include non-fiction writing, such as memoir and journalism. Creative writing techniques, editing/peer review skills, and vocabulary development are all explored throughout each unit. Students may elect to submit their work to local and national writing contests, including the Scholastic Writing Awards. The small class size allows for the class to be presented in a workshop format.

**This is a semester-long class that will be offered during Semester 2. By itself, it is a fractional class, but taken with 154 – World Literature, or another semester 1 semester-long class, would constitute a student's sixth major (required) subject. This course is an elective and does not fulfill the English requirements for graduation.**

**Prerequisite:** Course is open to 11<sup>th</sup> & 12<sup>th</sup> graders, with 10<sup>th</sup> graders admitted if space is available.

## HISTORY AND SOCIAL STUDIES DEPARTMENT

The History and Social Studies Department of Trinity High School offers a sequential program of courses fulfilling State requirements as well as offering electives to juniors and seniors. In keeping with the department philosophy, the primary goal is to develop articulate, socially conscious citizens. To that end, a solid foundation in knowledge, methodology, and active class participation on the part of each student is stressed. In addition, the Social Studies Department holds as a mandatory requirement that each student keep a notebook for his/her course in this discipline.

*All students in Social Studies Advanced Placement® courses will be required to sit for the Advanced Placement® test in that subject in May.*

210      **WORLD HISTORY I**

1 CREDIT      LEVEL A

This course, required of all freshmen, presents a study of the historical, social, and cultural development of ancient civilization from prehistory to the early 19th century.

*There is a mandatory summer reading/writing assignment. See page 14 for details.*

220      **WORLD HISTORY II**

1 CREDIT      LEVEL A

Required of all sophomores, this course continues the study of the historical, social, and cultural development of civilization from the 18th century to the present time.

230      **MODERN UNITED STATES HISTORY**

1 CREDIT      LEVEL A

Required of all juniors, this course stresses the political, social, and economic history of the United States in the 20th century, after an examination of the industrialization of America in the late 19th century. The position of the United States as a post-World War II superpower in the Cold War Era is explored.

240      **AMERICAN GOVERNMENT/ECONOMICS**

1 CREDIT      LEVEL A

This course, required of all seniors, devotes one semester to examining the principles of American constitutional democracy, its historical foundation, development, and obligations. It emphasizes the national government's decision-making process within the U.S. federal system. The course devotes the other semester to a survey of micro and macroeconomics.

### ***ELECTIVES***

222      **ADVANCED PLACEMENT® WORLD HISTORY**

1 CREDIT      LEVEL AP

This Advanced Placement ®(AP) course is offered to interested, motivated, disciplined, and qualified sophomores, juniors, and seniors. Sophomores may take the course in place of World History II. Emphasis is placed not only on factual knowledge but analytical skills, interpretive issues, periodization, and historical source evidence. It is designed for students with a high interest in the Social Sciences. Students will be required to purchase supplemental reading materials.

The course is global in focus and covers the period from approximately 1000 to the present with careful preparation in terms of the Foundations segment. Major themes serve as unifying threads to make comparisons over time. Studies of the interaction of major civilizations in Africa, Asia, the Americas, and Europe are expected, as are extensive supplemental document reading and writing exercises.

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, and such requests must be made in writing to the course instructor.

This is a fast-paced class that will likely have daily assignments. The completion of summer assignments is required. *Students in this course are required to take the Advanced Placement® test in May.*

**Prerequisites:** First Honors in previous Social Studies and English courses for at least two quarters and a final average of 93% or higher in both classes. Recommendation of previous Social Studies & English teachers.

232      **ADVANCED PLACEMENT® U.S. HISTORY**      1 CREDIT    LEVEL AP

This is an Advanced Placement® course offered to interested and qualified juniors who have maintained a first honors grade in their previous Social Studies courses and in English. The course covers the main political, social, economic, and cultural currents in United States history from Colonial America to the present. The objective of the course is to prepare the students to take the Advanced Placement® test in U.S. History 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 course may be taken by a junior in place of Modern United States History. 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:** First honors in both History and English. Recommendations from present English and History teachers.

242      **ADVANCED PLACEMENT® U.S. GOVERNMENT**      1 CREDIT    LEVEL AP

This is an Advanced Placement® course offered to interested and qualified seniors who have maintained an honors grade in their previous Social Studies courses and in English. This course covers the creation and historical development of the United States Constitution. It examines U.S. constitutional democracy with the objective of preparing students to take the Advanced Placement® test in U.S. Government. **Completion of summer readings and/or assignments may be required. The purchase of texts and designated supplemental materials is also required.**

This course may be taken by a senior in place of American Government/Economics. 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 extreme 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.*

**Prerequisite:** Enrollment is limited and recommendations from both the current English and Social Studies teachers are required for course consideration.

235      **ADVANCED PLACEMENT® EUROPEAN HISTORY**    1 CREDIT      LEVEL AP

This is an Advanced Placement® course offered as an elective to interested and qualified juniors and seniors. The course covers the main political, social, economic, and cultural currents in European history from 1450 to the present. The objective of the course is to prepare the students to take the Advanced Placement® test in European History 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 junior or 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:** First honors in both History and English for students currently in academic/honors level classes, second honors for students in AP® US History and recommendation from present English and History teachers.

241      **PSYCHOLOGY**      1 CREDIT    LEVEL A

This course offers students an introduction into the scientific study of human behavior and mental processes. Various schools of psychological thought are considered and an historical perspective is offered. Students will spend considerable time studying the role of the brain and other physiological factors affecting behavior. Childhood development, intelligence, mental disorders, the criminal mind, and behavior modification techniques are among the various topics discussed. This is an elective offering and does not replace the required Social Studies classes for senior year.

**Prerequisite:** Senior status

**ADVANCED PLACEMENT® PSYCHOLOGY**

1 CREDIT      LEVEL AP

**Prerequisites:** Senior status and recommendations from 2 current English, History, and/or Science teachers.

## WORLD RELIGIONS

1 CREDIT      LEVEL H or A

**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. Course instructor must approve the choice of the honors/dual credit option.

# INTRODUCTION TO PHILOSOPHY

1 CREDIT      LEVEL A

**TOPICS IN FILM STUDIES: HISTORY THROUGH FILM 1CREDIT LEVEL A**

**M 1CREDIT LEVEL A**

Prerequisite: 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> graders.

## THE ROMAN WORLD

1 CREDIT      LEVEL A

**Prerequisite:** Sophomore, Junior or Senior status

**WORLD HISTORY I  
SUMMER READING/WRITING ASSIGNMENTS  
FOR ALL FRESHMEN STUDENTS.  
2023-2024**

**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. Articles can be found via a Google search or by contacting your local library.

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

November 2022: "The Enduring Power of King Tut: the Discovery That Almost Wasn't" p. 54  
March 2022: "Saving Winter" p. 58  
July 2022: "Why Cities Are Going Wild" p. 76  
February 2022: "Sudan's Reckoning" p. 110  
February 2022: "Notre Dame After the Fire" p. 36

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

August 2022: "Britain's Stone Age Building Boom" p. 34  
September 2022: "Saving Yemen's History" p. 100  
April 2022: "Plastic Runs Through It" p. 86  
February 2022: "A Climb for History" p. 80  
February 2022: "Notre Dame After the Fire" p. 36

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

July 2022: "Reviving the Road to Rome" p. 116  
October 2022: "What are they thinking?" p. 34  
November 2022: "Fire Island" p. 122  
August 2022: "India's Energy Challenge" p. 84  
February 2022: "Notre Dame After the Fire" p. 36

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

March 2022: "Hidden No More" p. 36  
October 2022: "Afghanistan's Lost Road" p. 64  
November 2022: "The Enduring Power of King Tut: The Museum Fit for a Pharaoh and More" p. 76  
August 2022: "Where the Myth Lives" p. 112  
February 2022; "Notre Dame After the Fire" p. 36

**Instructions:**

1. Must use a computer: Times New Roman Font, 12 point size. All margins one inch.
2. Minimum 1 ½ pages and maximum 2 full pages, double spaced.
3. Use third person and do not use contractions.
4. 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.
5. 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.
6. Make sure you write in your own words.
7. **Date Due: First day of school.**

**MATHEMATICS DEPARTMENT**

The Mathematics Department strives to give each student the opportunity to internalize the concepts and master the techniques of high school and college prep mathematics. Our curriculum offers a range of courses and levels, which allows each student to be personally challenged while achieving success in mathematics. Our goal is to graduate students who have the necessary mathematical foundation to pursue their career goals.

310	<b>ALGEBRA 1</b>	1 CREDIT	LEVEL A
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This course will bridge the gap between the near-concrete ideas of arithmetic and the more abstract ideas of higher mathematics. Students in this course will solve equations and inequalities; add, subtract, multiply, and divide directed numbers, polynomials and algebraic rational expressions; graph linear equations; solve systems of linear equations; factor polynomials; and apply these methods to problem solving. Calculators will be used at appropriate times in this course.

Placement based upon the Placement Test, grade school record and standardized test scores.

311	<b>ALGEBRA 1</b>	1 CREDIT	LEVEL A
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The first course in the college preparatory pathway, Algebra 1 will provide students with foundational skills necessary for understanding and applying geometric, trigonometric, and calculus concepts. From real numbers to equations and problem solving, this course is designed to teach and sharpen Algebraic skills and thinking. The curriculum covers linear and quadratic equations, Cartesian plane graphing and slope, systems of equations, algebraic factoring and working with algebraic fractions. General word problems, consecutive integer, mixture, distance and area and perimeter problems are explored and solved.

Placement based upon the Placement Test, grade school record, and standardized test scores.

312	<b>ALGEBRA 2</b>	1 CREDIT	LEVEL A
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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.

**Prerequisites:** Placement based on eighth grade Algebra 1 grade, high school placement test scores, and standardized test scores.

313	<b>ALGEBRA 2</b>	1 CREDIT	LEVEL H
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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. This course is designed for freshmen who will select honors math courses through Calculus. Use of the graphing calculator will be integrated into this course.

**Prerequisites:** Superior achievement in the Placement Test, 8th grade Algebra 1 average, and standardized test scores.

320	<b>GEOMETRY</b>	1 CREDIT	LEVEL A
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This course covers all the material necessary for success in Geometry problems found on standardized tests (such as the S.A.T.). Some of the topics include: angles; polygons and polyhedra; congruent and similar figures; parallel and perpendicular lines; quadrilaterals; areas and perimeters; square roots; right triangles and circles. Students are encouraged to draw, construct and model geometric shapes to further their understanding of the subject. The structure of this tenth grade course is designed to provide an introduction to deductive reasoning through guided proofs. Whenever possible, application is made to real life.

**Prerequisite:** Algebra 1(310 or 311)

- 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, and protractor. 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).

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.

334 **TRIGONOMETRY / PRECALCULUS** 1 CREDIT LEVEL H

**Prerequisites:** 87% in Algebra 2-H (313) and Geometry-H (322); or 90% in Algebra 2A (311) and 87% in Geometry-H, with teacher recommendation, or 90% in Algebra 2A (311) and 93% in Geometry A (321) with teacher recommendation.

The course presents the topics of trigonometry in a clear and simple method over a period of two semesters. This course is intended for students who have a working knowledge of algebra and plane geometry. The course will provide the student with a balanced coverage of theory, skills and applications. Through applications, students have an opportunity to see how algebraic and trigonometric concepts can be used to analyze and solve problems that occur in everyday life and in the sciences. At the same time, theories and problem-solving skills are developed and enhanced by using computers and graphing calculators. It is designed to suit the student who needs more time to develop ideas and practice skills

341	<b>STATISTICS</b>	1 CREDIT	LEVEL A
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**Prerequisites:** Satisfactory completion of Algebra 2, with teacher recommendation.

This course uses the syllabus of the AP® Statistics course as described by The College Board. The purpose of the AP® course in Statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data (describing patterns and departures from patterns), sampling and experimentation (planning and conducting a study), anticipating patterns (exploring random phenomena using probability and simulation), and statistical inference (estimating population parameters and testing hypotheses). The use of a computer and graphing calculator is essential to this course. 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. The goal of this course is the successful completion of the AP® Statistics exam with a grade of 3 or higher. While taking the AP® Statistics exam is not required, students are encouraged to take advantage of the opportunity to earn college credits from the college/university they plan to attend.

**Prerequisites:** Successful completion of Algebra 2 (331 or 332) with a minimum grade of 85

## 342

1 CREDIT      LEVEL A

This is a full-year calculus course meant to provide a foundation/preparation for college level calculus courses. The student will study functions, limits, continuity, derivatives, techniques of differentiation, anti-derivatives, and definite integrals.

**Prerequisites:** 85% in Trig/Precalculus-A (333), with teacher recommendation; 80% in Trig/Precalculus-H (334)

## 343

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.. **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

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. 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

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 (343or 344)

## 633

1 CREDIT      LEVEL A

Working in teams, students build fully functioning robots, use motors and sensors to control them, and program them using VEXcode that's easy to learn. As they work with the latest in educational robotics, students apply basic principles of algebra and geometry while learning about energy, force, speed, power simple machines, complex mechanisms, coordinate systems, measuring and more. Using the VEX Robotics Design system and other available materials, students learn the basics of building a robot. In addition, students learn to design & program basic autonomous robots. The build robots and learn how to use sensors and adjust the speed, turning radius and travel distance of the robots.

**Prerequisite:** Algebra 1 and Geometry. Seniors and Juniors are given preference for scheduling this course

## SEQUENCE OF MATHEMATICS COURSES

### FRESHMEN

Algebra 1 (310)

Algebra 1 (311)

Algebra 2 (312)

Algebra 2-H

### SOPHOMORES

Geometry (320)  
Geometry (321)

Geometry (321)  
Geometry-H

Geometry (321)  
Geometry-H

Geometry (321)  
Geometry-H

### JUNIORS

Algebra 2 (330)  
Algebra 2 (331)

Algebra 2 (331)  
Algebra 2-H

Trig/Precalculus-A  
Trig/Precalculus-H

Trig/Precalculus-A  
Trig/Precalculus-H

### SENIORS

Trigonometry-A  
Statistics-A/AP  
Trig/Precalculus-A

Trig/Precalculus-A  
Statistics-A/AP  
Trig/Precalculus-H

Calculus-A  
Statistics-A/AP  
Calculus-H/AP

Calculus-A  
Statistics-A/AP  
Calculus-H/AP

## SCIENCE DEPARTMENT

The members of the Science Department of Trinity High School believe in helping students help themselves meet their own individual needs. The faculty's role is to assist and encourage individual students in becoming lifelong learners through integrating critical thought processes with scientific principles. They also guide students to develop their own unique abilities and talents.

It is the intention of the members of the Science Department, in the light of the teachings of the Second Vatican Council, that the individual subjects in the department "be pursued according to their own principles, method, and liberty of scientific inquiry, in such a way that an even deeper understanding in these fields will be obtained, and, that as questions that are new and current are raised and investigations carefully made according to the example of the Doctors of the Church ..... there is accomplished a public, enduring, and pervasive influence of the Christian mind in the furtherance of culture, and the students are molded into men and women truly outstanding in their training, ready to undertake weighty responsibilities in society and witness to their faith in the world."

### Prerequisites

**Prior to registering for a course:** refer to the "Prerequisites" listed after each course description, use the table below to identify the minimum grade required for each prerequisite depending on track, and obtain written teacher approval when changing tracks.

The table below shows, for example, that a student currently taking an "academic" science needs a minimum of an 80% in that course to take a future "academic" science courses, or a minimum of a 90% to move to "honors" or "AP/dual credit" sciences.

	Minimum Grade Required in PREREQUISITE Course by Track		
Track of FUTURE Course	General	Academic	Honors/AP/Dual Credit
General	70	70	---
Academic	90	80	70
Honors	---	90	83
AP/Dual Credit	---	93	87

### Additional Science Department Requirements

Participation in the Trinity Science Fair is optional for all students. However, all students who wish to participate are obligated to present their projects for the Capital Area Science and Engineering Fair if selected to do so. In addition, students who prepare science fair projects can drop their low test grades in the third and fourth marking period at the discretion of their science teachers.

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 senior year, students may opt to take two science courses if they meet the course requirements.

- 411 **EARTH SCIENCE/ ENVIRONMENTAL SCIENCE** 1 CREDIT LEVEL A  
 In this course students will study various aspects of earth and space science, and environmental science. The course will include one semester of cartography, meteorology, and geology and one semester of environmental science, focusing particularly on Pennsylvania. Emphasis will be placed on learning through lecture material, laboratory activities, and library research.  
**Prerequisites:** *Freshman status*
- 445 **ENVIRONMENTAL SCIENCE** 1 CREDIT LEVEL A  
 This course employs a multi-disciplinary approach to the study of Environmental Science. The earth's biological, chemical and physical systems will be presented and interactions between these systems will be stressed. Topics will include ecological principles, energy resources, population dynamics and pollution. A project each quarter will count as a test grade. Lecture, independent reading, current events, laboratory work and research are also included. **This is a dual credit offering through Alvernia University.**  
**Prerequisites:** *Senior Status*; minimum 80% average in academic sciences, 85% average in general sciences
- 420 **GENERAL BIOLOGY** 1 CREDIT LEVEL A  
 Through this course the students receive an introduction into the world of living things. Topics include: a study of living cell theory, energy transformation in living things, reproductive patterns and mechanisms, classification, survey of living systems and populations, and the relationship of man to his environment.  
**Prerequisites:** *Sophomore status*, below 80% average in Earth Science/Environmental Science
- 421 **BIOLOGY** 1 CREDIT LEVEL A  
 This course will challenge the students through a study of the following areas of biology: cell theory, energy transformation in living things, reproductive patterns and mechanisms, classification, survey of living systems and populations, and finally, the relationship of man to his environment.  
**Prerequisites:** *Sophomore status with 80 % or higher in Earth Science/Environmental Science*
- 412 **HONORS BIOLOGY - Freshmen** 1 CREDIT LEVEL H  
 This course gives an in-depth presentation of an introduction to life processes. Students will study the following topics: methods of science, chemical basis of life, cell biology, energy relationships, genetics, evolution, taxonomy and a survey of the six major kingdoms. The fourth quarter will be devoted to ecology and environmental science with emphasis on Pennsylvania.  
**Prerequisites:** *Qualifying score in the placement test. Superior achievement in 7th and 8th grade science. Superior standardized test scores (90<sup>th</sup> percentile).*
- 415 **HONORS BIOLOGY - Sophomores** 1 CREDIT LEVEL H  
 This course gives an in-depth presentation of an introduction to life processes. Students will study the following topics: methods of science, chemistry of life, cell biology, energy relationships, genetics, evolution, taxonomy, a survey of the six major kingdoms and the relationship of humankind to their environment.  
**Prerequisite:** *requisite 90% averages in Earth Science/Environmental Science; teacher approval*
- 444 **ADVANCED BIOLOGICAL STUDY- AP®** 1 CREDIT LEVEL AP  
 This course will provide a highly intensive presentation of biological principles. It is the equivalent of an introductory college biology course, designed for students with a high interest in biological science. It will include lecture material, extensive laboratory work, formal lab reports and research work. Some topics covered in the course include biochemistry, genetics, microbiology, comparative anatomy, taxonomy, ecology, botany, and zoology. Emphasis will be placed on interpretation and analysis of information, statistical analysis of data, and modeling of concepts. Dissection of a pig is a lab in this course. Completion of a summer assignment is

required. Students in this AP® course will prepare for the Advanced Placement® examination given in May. *Students in this course are required to take the Advanced Placement® test in May.*

**Prerequisites:** requisite 93% averages in Academic Biology and Chemistry OR 87% in Honors Biology and Chemistry; teacher approval

447 **HUMAN ANATOMY AND PHYSIOLOGY**

1 CREDIT LEVEL H

Human Anatomy and Physiology is a laboratory-based course that investigates the structure and function of the human body. Topics covered will include the basic organization of the body; biochemical composition; and major body systems along with the impact of diseases on certain systems. This course would be ideal for those interested in pursuing a career in the biomedical field, and would complement the AP Biology course. **This is a dual credit offering through Alvernia University.**

**Prerequisites:** requisite 93% averages in Academic Biology and Chemistry OR 87% in Honors Biology and Chemistry; teacher approval. **Students who do not complete the summer assignment by the given due date will be removed from the class.**

430 **GENERAL CHEMISTRY**

1 CREDIT LEVEL A

While learning basic chemical principles such as structure and properties of matter, chemical bonding, acids and bases, chemical reactions, and thermochemistry; students will examine applications of chemistry to everyday life. Emphasis will be placed on the impact of chemistry on the world around us. Students will apply knowledge in the laboratory on a regular basis.

**Prerequisites:** requisite below 80% in Academic Biology

431 **CHEMISTRY**

1 CREDIT LEVEL A

This course is an introduction to a basic understanding of the concepts of chemistry. Concepts include different phases of matter, the structure of the atom, electron configuration and molecular bonding, chemical reactions, solutions, acids and bases, and the mole. Scientific calculators will be needed. Laboratory work is included as a regular part of the course.

**Prerequisites:** requisite grade 90% in General Biology OR 80% in Academic Biology OR 70% in Honors Biology; and 80% in Academic Algebra I

422 **HONORS CHEMISTRY**

1 CREDIT LEVEL H

This course provides a more in-depth presentation of those chemical concepts covered in Chemistry 431. Students are expected to apply concepts, solve mathematical problems, and perform more complex laboratory experiments with greater data analysis. A focus of this course is the preparation of students who may later take AP Chemistry. Laboratory work accounts for 25% of work in this course.

**Prerequisites:** requisite grade 90% in Academic Biology OR 83% in Honors Biology; and 90% in Academic Algebra I; teacher approval

440 **AP®CHEMISTRY**

1 CREDIT LEVEL AP

This course builds on concepts developed in Honors Chemistry, extending them to more advanced topics. It is designed for students with high interest in chemistry. Topics include atomic theory, chemical bonding, stoichiometry, thermodynamics, electrochemistry, kinetics, equilibrium, organic and nuclear chemistry. Laboratory work accounts for 25% of the course and students are required to prepare a portfolio of their 16 formal reports. The completion of a summer assignment is also required. Students in this AP® course will prepare for the Advanced Placement® examination given in May. *Students in this course are required to take the Advanced Placement® test in May.*

**Prerequisites:** requisite 93% in Academic Chemistry OR 87% in Honors Chemistry; 90% in Academic Algebra II

- 441      **GENERAL PHYSICS**      1 CREDIT      LEVEL A  
 This course will provide a qualitative study of the principles and laws of mechanics, electromagnetics, sound and light. A variety of topics and real life applications will be discussed with stress on the ability to interpret situations from a scientific standpoint. Practical application in the form of activities and demonstrations will be used regularly. The concepts will be presented without a need for complex mathematics, though a sound grasp of the basic math skills is necessary.
- Prerequisites:** requisite below 80% in Academic Chemistry
- 442      **PHYSICS**      1 CREDIT      LEVEL A  
 A study of the principles and laws of mechanics, light, sound, electricity, and magnetism are included in this course. Different topics will be dealt with in various depths with about one half of the year spent on mechanics and its many aspects. Application of physical laws and theories in finding the solution to problems is emphasized. Practical application in the form of activities, labs, and projects is also stressed in this course.
- Prerequisites:** requisite grade averages in 70% in Honors Chemistry OR 80% in Academic Chemistry; 80% in Academic Algebra II
- 443      **HONORS PHYSICS**      1 CREDIT      LEVEL H  
 An in-depth look at the principles and laws of mechanics, light, sound and electromagnetism. Students will be required and expected to apply trigonometric and other advanced mathematical concepts in solving problems and discussing concepts. Much of the material covered in class will supplement the required text readings and assigned problems. Though Calculus is not required, it is beneficial if the students have taken Calculus or plan to take it concurrently. Completion of a summer assignment is required.
- Prerequisites:** 90% in Academic Chemistry OR 83% in Honors Chemistry; 90% in Academic Algebra II
- 460      **AP@PHYSICS**      1 CREDIT      LEVEL AP  
 This course follows the curriculum outline for classical mechanics as outlined for AP@Physics 1 by the College Board. This course also is taught in conjunction with the University of Pittsburgh College in High School (CHS) Program. This is a first term, college level lecture-demonstration-laboratory sequence in physics for science and engineering students. This course is designed for students with a high level of interest in physics or pursuing a college science major. Subjects covered include kinematics, Newton's laws of motion, energy, momentum, rotational motion, angular momentum, gravitation, oscillations, mechanical waves, and kinetic theory. **All students are required to take the AP Physics 1 exam upon completion of the course in May. This is a 4 credit dual offering through University of Pittsburgh College in High School (CHS) program.**
- Prerequisite(s):** *Senior Status*; 87% in Honors Physics; 87% in Pre-calculus; teacher recommendation  
**Co-requisites(s):** Honors Calculus or AP Calculus
- 462      **FORENSICS**      .5 CREDIT      LEVEL A  
 Forensic Science introduces students to the science of crime scene investigation. The course integrates the application of biology, chemistry, physics and environmental science and computer science to explore the field of criminalistics. Topics will include the study of DNA, glass, blood, fingerprinting, chemical residue and evidence collection as it relates to forensic issues. Applications to court cases, literature, psychology and criminology may also be examined.
- This is a semester-long class that will be offered during Semester 1. By itself, it is a fractional class, but taken with 463 – Stream Ecology, or another semester 2 semester-long class, would constitute a student's sixth major (required) subject.**
- Prerequisite:** 90% in academic level Biology & Chemistry, or 85% in Honors Biology & Honors Chemistry; teacher approval.

463

**STREAM ECOLOGY & CONSERVATION**

.5 CREDIT

LEVEL A

This semester-long class will cover how stream ecosystems work & how individuals living in them interact. Students will also look at how local and national issues cause disturbances and pollution to streams, and the effects this is having on the ecosystems. Students use field trips to will collect aquatic plant and animal samples to be identified in the lab & to see local stream restoration projects are ongoing in the area.

**This is a semester-long class that will be offered during Semester 2. By itself, it is a fractional class, but taken with 462 – Forensics, or another semester 1 semester-long class, would constitute a student's sixth major (required) subject.**

Prerequisite: 87% in Academic Biology or 80% in Honors Biology.

955

**SCIENCE LAB AIDE**

.25 CREDIT

(Elective)

This is a course designed for students with a high degree of interest in science. Students will be trained to set up and tear down laboratory equipment for experiments, to care for and handle laboratory materials, and to give overall assistance to the science teacher. The student must be willing and able to give up at least two study periods a cycle for the entire school year.

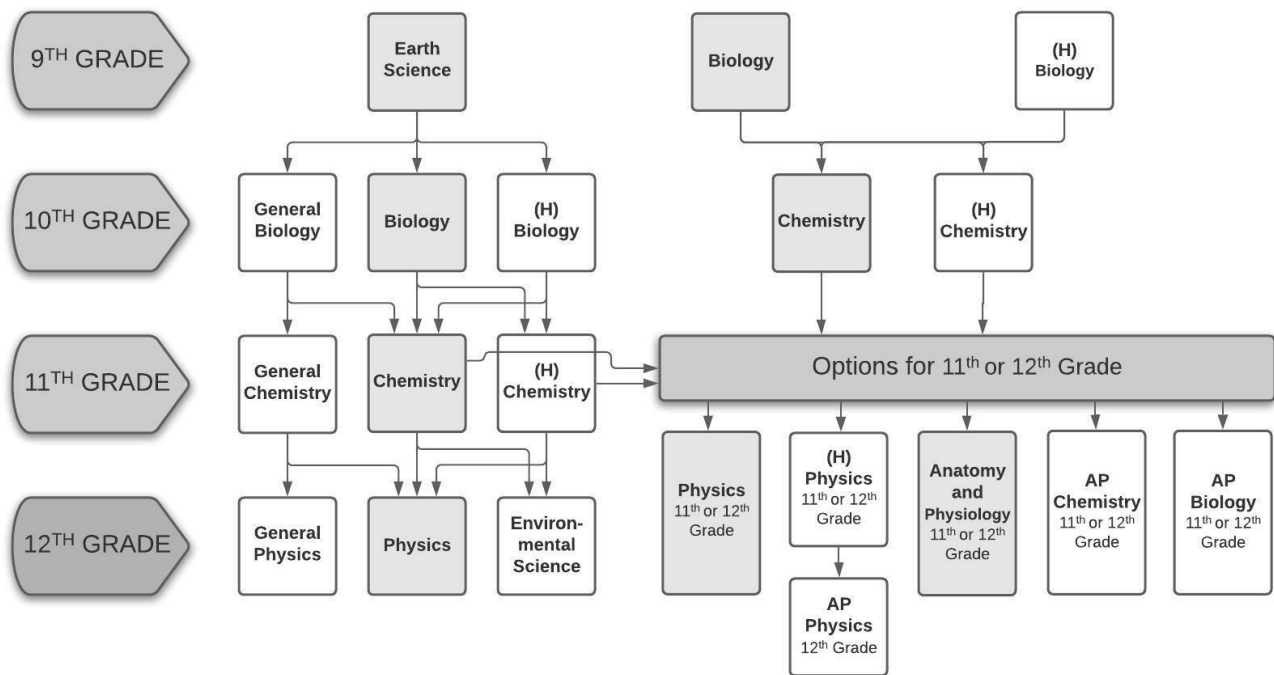
**Prerequisites:** Biology and Chemistry or Chemistry concurrently. Recommendation of the science teacher. Department approval.

## SEQUENCE OF SCIENCE COURSES

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

9 <sup>th</sup> grade	Earth and the Environment,
10 <sup>th</sup> grade	Biology
11 <sup>th</sup> grade	Chemistry
12 <sup>th</sup> grade	Physics

Other possible sequencing is outlined below.



## 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 course are encouraged, but not required to take the Advanced Placement® test in May.***

**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 ADVANCED**      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
- 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.
- 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 student's 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 course are encouraged, but not required to take the Advanced Placement® test in May.*
- 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.

- 512      **LATIN 1**      1 CREDIT      LEVEL A  
 In first year Latin, student will learn elementary Latin grammar and how to read basic Latin sentences. .  
 Texts: *Wheelock's Latin 7<sup>th</sup> Edition*
- Prerequisites:** Satisfactory in the language aptitude test, satisfactory language arts achievement in 7th and 8th grades. If begun as a second foreign language, approval of current instructor is required.
- 522      **LATIN 2**      1 CREDIT      LEVEL A  
 In second year Latin, students will learn advanced Latin grammar and how to read intermediate Latin texts.  
 Texts: *Wheelock's Latin 7<sup>th</sup> Edition*
- Prerequisites:** 78% in Latin 1 and the approval of the instructor.
- 532      **LATIN 3H**      1 CREDIT      LEVEL H  
 Latin 3H is a reading-based course. The readings for this course come from St. Jerome's Latin Vulgate translations of the Gospels. Students will read the passages from the Synoptic Gospels and the *Gospel According to Mark* in full. Time and again students will read articles pertaining to Christ, His times and His Gospel. The stories are familiar, easy to read, and prepare students for the more advanced tests of fourth year Latin.  
 Texts: *Mark's Vulgate with Synoptic Parallels*
- Prerequisites:** 87% in Latin 2 and the approval of the instructor.
- 542      **LATIN 4H**      1 CREDIT      LEVEL H  
 Latin 4H is a reading-based course. The readings for this course come from Julius Caesar's *Dē Bellō Gallicō*, and Vergil's great epic *The Aeneid*. Students will read several passages from each author. **This is a dual credit offering through Alvernia University.**
- Prerequisites:** 90% in Latin 3H and the approval of the instructor.
- 560      **CLASSICAL GREEK**      1 CREDIT      LEVEL A  
 In first year Greek, students will learn elementary Greek grammar and how to read basic Greek sentences. This course has a heavy emphasis on Greek history, culture, and mythology.

## BUSINESS AND COMPUTER SCIENCE DEPARTMENT

The objective of the Business and Computer Science Department at Trinity High School is to promote lifelong learning and career awareness skills. Students are encouraged to apply business and computer principles and knowledge to various aspects of their academic and personal lives.

The Business and Computer Science Department curriculum provides 1 credit, elective courses on the academic level to those students who desire experiences in the business and technology environment or who wish to gain an insight into management of their personal finances.

- 620      **PROGRAMMING**      1 CREDIT      LEVEL A  
Explore this introductory course using the open source computer language PYTHON. This course is designed for students interested in learning more about programming and is recommended for those going on to college and/or technical school. The course provides students with a solid background of standard computer logic, which will enhance problem-solving skills. Students will also develop video games using block-based coding software to help build computer logic skills. This course is designed to be a rewarding and fun learning experience for students who have no prior programming experience and also for those more experienced in programming.
- 630      **ACCOUNTING 1**      1 CREDIT      LEVEL A  
This course is designed to prepare students with competencies needed for entry level accounting careers and to provide a background in basic accounting concepts, principles, and procedures in preparation for further study of accounting and/or other business courses at the college level. Topics include, but are not limited to, the complete accounting cycle for a proprietorship and partnership and the preparation and utilization of various financial records. Two research reports are required. This course is a recommended elective for those students who are planning careers in Business Administration, Management, Marketing, Finance or Accounting. It is also an opportunity for students to gain insight in the business environment.
- Prerequisite:** Junior or senior status
- 635      **PERSONAL FINANCIAL MANAGEMENT**      1 CREDIT      LEVEL A  
The main objectives of this course are to focus on career development skills and to improve personal financial literacy. Topics include but are not limited to career planning, financial planning, banking, budgeting, consumer purchases, credit investments, risk management, tax strategies, and estate planning. Students will apply knowledge and skills to complete independent assignments and discuss real-life situations. The course incorporates assignments utilizing Internet research, individual and team projects, oral presentations, video presentations, and guest speakers from the community. **This is a dual credit offering through Alvernia University.**
- 626      **ENTREPRENEURSHIP**      .50 CREDIT      LEVEL A  
Have you ever wondered if entrepreneurship and the art of starting a new business could be in your future? The goal of this course is to help students understand the ‘real world’ of entrepreneurship through business case studies, meetings with active entrepreneurs and a ‘Shark Tank’ competition at the end of the semester. Internet research, book study, group & individual projects, utilizing the Business Model Canvas will be used to help students experience the fun and the challenges of being an entrepreneur. **There is an opportunity to earn 3 college credits through the University of Iowa by passing the University of Iowa proficiency exam. This is a semester-long class that will be offered during Semester 1. By itself, it is a fractional class, but taken with 737 – Sports Marketing, or another semester 2 semester-long class, would constitute a student’s sixth major (required) subject.**
- 637      **SPORTS AND ENTERTAINMENT MARKETING**      .50 CREDIT      LEVEL A  
This is an introductory marketing course designed to incorporate business and marketing principles and procedures into the sports and entertainment industries. Students will learn to integrate the concepts of marketing, the marketing mix, public relations, career choices, profit, distribution, staffing laws and use of technology to effectively run and operate marketing functions in the sports and entertainment industries. Students will work individually and cooperatively to complete assignments and projects using the Internet and various computer technologies.
- This is a semester-long class that will be offered during Semester 2. By itself, it is a fractional class, but taken with 626 Entrepreneurship, or another semester 1 semester-long class, would constitute a student’s sixth major (required) subject.**

## FRACTIONAL COURSE – REQUIRED OF ALL STUDENTS BEFORE GRADUATION

935      **COMPUTER APPLICATIONS**      1 SEMESTER      .50 CREDIT

This course focuses on word processing, spreadsheets, presentation applications, Publisher, Google Docs, Sheets, and Forms. The advanced word processing topics will include mail merge, advanced graphics techniques, columnar formatting, bookmarks, hyperlinks, tabs, table of contents, and table manipulations. Spreadsheet topics will include functions, data validation, graphing, formatting, and printing. The presentation topics will focus on animation, transitions, using the slide master, videos, and action buttons. Students may schedule out of this course by passing an exam (by appointment with the teacher). ***Meets for 6 days a cycle for one semester and is required for grades nine or ten.***

## MUSIC DEPARTMENT

It is the goal of the Trinity Music Department to enhance the student's educational experience through his or her involvement in the ensembles and courses offered by our department. Through the structured program at Trinity, students have the opportunity to explore teamwork, goal-oriented learning, creative exploration of their instruments and voices, in addition to learning about the historical cultures and societies that produced art forms which are still relevant today. We understand that a strong music education allows students to synthesize information gained in core classes, and to foster their personal development and individual expression.

The courses offered are listed in two different categories: classroom music and applied music. Classroom music involves the study of guitar, piano, music recording, history, and theory. Applied music refers to the actual performance of music in an instrumental or vocal discipline. The courses in each category are complimentary to each other and when combined, produce the finest musical experience.

**APPLIED MUSIC** – The courses in this section not only fulfill the art/music requirement for graduation but as full credit courses that meet every day for the entire school year, also can be considered one of the student's six required classes for the school year.

776	<b><u>STRING ENSEMBLE</u></b>	1 CREDIT	LEVEL A
	<p>The String Ensemble is an active performance group. <b>Participation in all concerts is mandatory.</b> The students will continue to develop an enriched appreciation for music and an experience performing all types and styles of music. In addition, the students will gain proficiency on his/her string instrument to enable continued musical involvement in college or community performing groups.</p>		

**Prerequisite:** Current study of violin, viola, cello or string bass.

777	<b><u>CONCERT BAND</u></b>	1 CREDIT	LEVEL A
	<p>The Concert Band is a performance group and <b>participation in all concerts is mandatory</b>. The intent of the course is to develop an enriched appreciation for music and create an experience performing all types and styles of music. In addition, the student will gain proficiency on his/her instrument to continue to experience music beyond high school.</p>		

**Prerequisite:** Current study of a band instrument.

779	<b><u>CONCERT CHOIR</u></b>	1 CREDIT	LEVEL A
	<p>The Concert Choir is a performance group and <b>participation in all concerts is mandatory</b>. The intent of this course is to develop an enriched appreciation for music, and create an experience performing all types and styles of music. In addition, the student will gain vocal proficiency to continue to experience music beyond high school. New this year, participation in Concert Choir will include an ensemble rehearsal every day, and a sectional rehearsal once per cycle Both of these rehearsals will be scheduled during the school day.</p>		

**Prerequisite:** Teacher approval.

780	<b><u>CONCERT BAND/CONCERT CHOIR</u></b>	1 CREDIT	LEVEL A
	This course is for students wishing to participate in Concert Band and Concert Choir. Students will attend Concert Band for 3 days per cycle and Concert Choir the remaining 3 days. Grading will be 50% Concert band and 50% Concert Choir.		

**Prerequisite:** Teacher approval.

978	<b><u>STUDIO MUSIC</u></b>	.50 CREDIT	LEVEL A
<p>This course is for advanced musicians and offers students independent practice time for competitions, concerts and audition repertoire. Practice will be overseen by Music Department faculty and will be scheduled during the student's otherwise free periods.</p>			

**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 TECHNOLOGY 1**      .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.
- 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.
- 976      **BASIC GUITAR**      .25 CREDIT      LEVEL A  
Beginning guitar techniques and music theory will be the basis for this course. Students will learn the fundamentals of rhythm, melody, harmony and notation. This class meets three times per cycle. Note: Students who already play the guitar are not eligible to take Basic Guitar. It is a beginner level course.
- 975      **BASICS OF PERFORMING ARTS**      .25 CREDITS      LEVEL A  
This course introduces students to the basics of performing arts. Areas covered include theater history, movement, acting, reading plays, theater design and technology, and viewing theater performances. This course will be taught by several of the musical staff and will be held three days a cycle for one semester. No prior experience is needed.

## ART DEPARTMENT

The courses offered by the Art Department utilize the theory of Teaching Artistic Behavior (TAB). TAB is student-directed with the belief that the student is the artists and the art room is their studio. Students gain conceptual and critical thinking skills through the process of documenting the creative process, creating art, and reflecting. Teachers support and encourage the process by presenting ideas and concepts, introducing mediums, and demonstrating techniques and skill building exercises. The emphasis is on acquiring and implementing an artist's habit of mind in the creation process. Students will then be able to utilize these processes in numerous aspects of their lives by developing one's persistence, envisioning, observation, imagination, and creative abilities; along with self-expression.

As students move through the art program, they will gain more freedom and responsibility in designing, creating and documenting their work. By the end of the four-year journey, a student will be well-versed in a variety of media and have a well-rounded, and unified portfolio based on the student's unique interests and characteristics.

**The courses in this section not only fulfill the art/music requirement for graduation but as full credit courses that meet every day for the entire school year, also can be considered one of the student's six required classes for the school year.**

### 751 INTRODUCTION TO ART

1 CREDIT LEVEL A

This course is an introduction to visual art and is open to students of all skill levels. Emphasis is on introducing how an artist acquires ideas and manages their studio – in essence: learning how to think as an artist. A variety of art mediums be explored to develop skills and techniques. Students will learn how to plan their art projects based upon their own idea and document the creative process.

This class is open to all grade levels. This is a full credit course which meets every day for the entire school year.

### 752 STUDIO 2

1 CREDIT LEVEL A

This course builds upon the student developing the skills of an artist. Emphasis will be on developing projects based on how artists develop their ideas. Specifically to seek inspiration by researching artists and exploring various mediums and concepts, all the while learning new techniques. More time and energy will be vested into projects to refine skills and an understanding of interests. You will learn how to behave as an artist. This is a full credit course which meets every day for the entire school year.

**Prerequisites:** 86% in Introduction to Art and teacher approval

### 753 STUDIO 3

1 CREDIT LEVEL A

This course is designed for students who have shown a continued interest in art. Emphasis will be on developing projects based on abstract/open-ended themes. Projects will be student-driven as each individual works to create a piece that reflects themselves while also fitting into the given themes. The development of the creative process and technical skills will be focused upon. Students will begin to create art based on their own learning targets designed to prepare a college portfolio. This is a full credit course which meets every day for the entire school year.

**Prerequisites:** 86% in Studio 2 and teacher approval

### 754 STUDIO 4

1 CREDIT LEVEL A

This course is designed to be taken by senior students who are highly motivated in the study of art and who have shown the individual talent necessary to explore art at an in-depth level. An opportunity to finalize a college portfolio will be incorporated. The students must be able to work independently.

**Prerequisites:** 86% in Studio 3 and teacher approval.

- 756      **PAINTING**      .5 CREDIT      LEVEL A
- Students will build on their drawing skills to explore different approaches to painting. Emphasis is placed on color, composition, and learning various techniques using a variety of media. Students will be asked to explore watercolors, acrylics, and pastels while developing skills. Then will plan their own painting projects based upon their own ideas, all the while documenting the creative process and reflecting.
- This is a semester-long class that will be offered during Semester 1. By itself, it is a fractional class, but taken with another semester 2 semester-long class, would constitute a student's sixth major (required) subject. This course is an elective and does not fulfill the Social Studies requirements for graduation.**
- Prerequisite:** 86% in Introduction to Art and teacher approval.
- 757      **COMMUNICATING THROUGH ART**      .5 CREDIT      LEVEL A
- Students will explore how art has been used throughout history to communicate with a viewer, how it is used today and its impact on society. Genres of art include illustration, advertising and product design. Building on the elements and design principles of all art forms. Students will be required to create pieces that communicate with selected audiences, all the while documenting the creative process and reflecting.
- This is a semester-long class that will be offered during Semester 2. By itself, it is a fractional class, but taken with another semester 1 semester-long class, would constitute a student's sixth major (required) subject. This course is an elective and does not fulfill the Social Studies requirements for graduation.**
- Prerequisite:** 86% in Introduction to Art and teacher approval.
- 758      **CERAMICS/SCULPTURE**      .5 CREDIT      LEVEL A
- Students will explore different techniques to create with ceramics. Emphasis is placed on craftsmanship and the development of skills. Students will plan their own ceramic projects based on their own ideas, all the while documenting the creative process and reflecting.
- This is a semester-long class that will be offered during Semester 2. By itself, it is a fractional class, but taken with another semester 1 semester-long class, would constitute a student's sixth major (required) subject. This course is an elective and does not fulfill the Social Studies requirements for graduation.**
- Prerequisite:** 86% in Introduction to Art and teacher approval.
- 759      **INTRODUCTION TO DIGITAL PHOTOGRAPHY**      .5 CREDIT      LEVEL A
- This semester-long course is designed for the student who wishes to learn how to use a Digital Single Lens Reflex (DSLR) or Mirrorless camera to create images that tell a story. It includes practical instruction in basic camera operations and different camera modes. There will be group discussions/participation, guest speakers and weekly photographic assignments. The photographs will emphasize various themes including portraits, landscapes, food, sports/action, black and white, among others. Students will photograph, learn to digitally enhance, store and print their original work with the support of their laptop, a digital camera, Adobe Creative Cloud Site and printers. There will also be a study of the history of photography, the study of good photographers.
- NOTE:** A DSLR or Mirrorless camera is required for this course. If the student has their own, they may use it. If a student does not have their own camera, they may borrow one from the school. But all students are responsible for the safety and care of the camera when checked out to them for use.
- This is a semester-long class that will be offered during Semester 1. By itself, it is a fractional class, but taken with another semester 2 semester-long class, would constitute a student's sixth major (required) subject. This course is an elective and does not fulfill the Social Studies requirements for graduation.**

## 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, or decision making, 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

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 or equivalent classroom experience and the teacher approval.

## PHYSICAL EDUCATION AND HEALTH

The mission of Trinity High School is - *Rooted in the Catholic tradition, we educate and develop students who aspire to the highest good in mind, body and spirit.* With that in mind, Trinity High School is committed to seeing students develop strong, positive, healthy habits of the body. It helps to invigorate the mind & spirit. All students will be required to take a physical education class each year they attend Trinity. In 9<sup>th</sup> & 10<sup>th</sup> grade that physical education course is combined with health education to fulfill the requirement that all students complete a credit of health prior to graduation. Because of the difference in the health curriculum, 9<sup>th</sup> and 10<sup>th</sup> grade Physical Education/Health classes will be separated.

### 901 HEALTH - FRESHMEN

.5 CREDIT

In Health Education class students will learn about drugs/alcohol, wellness, nutrition, and fitness components through a variety of methods to include: decision making skills that are aligned with our moral compass. Following these units they will learn about the reproductive system and diseases associated with it. The class uses a variety of teaching techniques in a classroom environment.

*Meets for 6 days a cycle for one semester*

### 903 PHYSICAL EDUCATION – SOPHOMORES, JUNIORS & SENIORS

.25 CREDIT

The mission of the Trinity High School Physical Education Department is to educate minds, develop healthy bodies and promote positive attitudes towards lifetime physical activity, fitness, and sports skills. With a quality education program in place, each student will be empowered with the knowledge and skills necessary to make responsible lifestyle choices that directly impact his/her health and well-being. Physical education carries the mission that each student will be able to have a practical, hands-on approach to wellness that correlates directly to how keeping our bodies healthy, can have a direct reflection on our social, spiritual and intellectual minds. Physical Education is based on the PA State Standards.

*Meets 3 days a cycle for one semester*

### 905 INTRODUCTION TO SPORTS MEDICINE

.5 CREDITS

LEVEL A

Students in this course will learn the following concepts: Anatomical regions and directions, body planes; all bones of the human body and their major prominence; all muscles and their origin, insertions and their actions; major injuries that occur at each joint and the test to diagnose them; basic taping skills; skills needed to perform CPR in a cardiac scenario.

**This is a semester-long class that will be offered during Semester 1. By itself, it is a fractional class, but taken with another semester 2 semester-long class, would constitute a student's sixth major (required) subject. This course is an elective and does not fulfill the Social Studies requirements for graduation.**

**Prerequisite:** Junior or Senior status and completion of Biology and Chemistry.

## 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. Once a student pays the dual credit fee, there is no refund, even if the college does not accept the credits.

### **ST. FRANCIS UNIVERSITY PROFESSOR IN RESIDENCE PROGRAM**

Trinity High School has partnered with St. Francis University to offer a limited number of semester-long dual enrollment courses that would result in both Trinity High School and college credit. These courses will be taught primarily online, but will include one full day on the campus of St. Francis University in Loretto, PA, participating in hands-on learning designed to complement the online work.

### **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 \$125 per course (\$200 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).

### **CUMBERLAND PERRY AREA CAREER & TECHNICAL SCHOOL**

The Career & 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 VoTech 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 Career & Technical School (CPACTS). Programs offered at CPACTS include, but are not limited to, carpentry, automotive technology, computer programming/networking, health sciences, automatic/robotics, cosmetology, culinary, and criminal justice. Some of the courses at CPACTS 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 CPACTS website: [www.cpatech.org](http://www.cpatech.org)