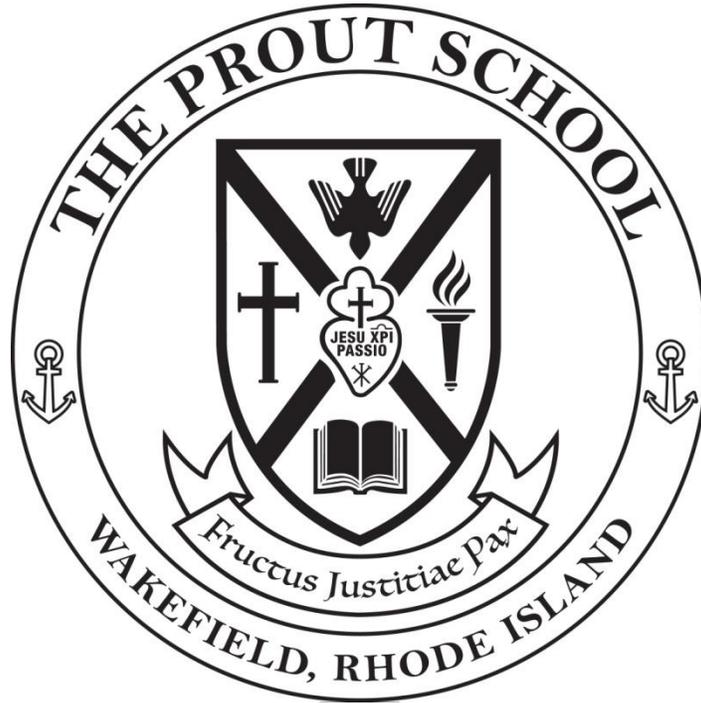


**PROGRAM OF STUDIES  
2019-2020**



**The Prout School  
4640 Tower Hill Road  
Wakefield, RI 02879**

**Accredited by New England Association of Schools and Colleges  
An International Baccalaureate World School**



## GRADUATION REQUIREMENTS

Prout students must successfully pass at least 24 credits to earn a Prout diploma. The following units must be completed in each subject area.

Religion	4 Credits
English	4 Credits
Mathematics	3 Credits
Science	3 Credits
Social Studies (one must be US History)	3 Credits
Foreign Language (Three year sequence of one language)	3 Credits
Physical Education/Health	2 Credits
Arts	½ Credit

**In addition to passing the courses listed above, students must pass a sufficient number of elective courses to accumulate a minimum of 24 credits.**

**Please note:** Students are required to be enrolled in a course during every period.

The Administration reserves the right to withdraw a course offering because of insufficient student enrollment.

**All requests to add, drop or change a course must be made within the first (5) days of the academic semester.**

Wanting a different teacher, not liking a class, wanting to be with friends or a different period are not legitimate reasons for a class change.

In all course selections, the Assistant Principal will have final approval.

## **DESCRIPTION OF LEVELS**

The college preparatory curriculum at The Prout School is designed to challenge all students. Keeping in mind that students differ in learning style and ability, courses differ by level in the following areas:

- The presentation of material will be compatible with students' abilities varying in pace, complexity and depth;
- Independent work will vary by type, number assigned, and amount of teacher direction;
- Assessments of students will be designed according to the material at the level, differing in type, evaluative criteria, and format;
- Supplementary topics suited to the talents and interests of students will be incorporated at the discretion of the teacher.

**College Prep** – College Prep level is offered for the majority of students at Prout. It is designed to offer a rigorous program and to challenge college-bound students. The courses at this level are designed to allow students to realize their potential and acquire the essential skills necessary for success in college. Instruction at this level includes the development of critical and creative thinking and some additional independent assignments.

**Honors** – Honors level courses are designed to rigorously challenge students to pursue their course material from a broader perspective and in greater depth. It also introduces students to the research and seminar technique at an early stage in their high school years and instills in them the habit of creative and critical thinking. Independent assignments and summer projects are characteristic features of Honors level work.

In addition to College Prep and Honors, Prout offers the following:

**Advanced Placement (AP)** – A joint endeavor of the College Board, participating colleges/universities and The Prout School. AP courses are provided as part of the curriculum to further encourage the student who has demonstrated superior achievement. These courses challenge and stimulate students, accelerate learning, and indicate that the school values intellectual achievement and academic excellence. Students are presented with college-level work and are evaluated according to standards as set out by The College Board.

**International Baccalaureate (IB)** – A program of study designed by The International Baccalaureate Organization (IBO), curricula and examinations are developed by the IBO. Grading of required college-level work and final examinations are done by IBO examiners throughout the world. IB classes offer the highest level of rigor and should only be considered by the most serious of students who closely match up with the IB Learner Profile. IB courses provide college-level challenges for the top students.

## GENERAL SCHOOL GUIDELINES RELATED TO STUDENT PLACEMENT IN COURSES

- If a student wished to move from a college preparatory class to an honors class for the next academic year, he/she must have a *minimum* average of 90 in the current related content area class.
- If a student wishes to remain in an honors class for the next academic year he/she must maintain a *minimum* average of 80 in the current related content area class.
- If a student wishes to move from an honors class to an AP or IB class for the next academic year. He/she must fulfill the following requirements in order to be considered for this placement.
  - 1) A *minimum* average of 90 in the current related area honors class,
  - 2) Written recommendation by the current teacher of that content area honors class,
  - 3) An interview with the current AP or IB teacher of the content area the student wants to participate in the next academic year is strongly advised and in some cases required. IB World History and IB English also require a writing assessment which must meet the minimum stated grade.
- AP and IB courses are extremely demanding. Only those students who have achieved very high academic grades, demonstrate intellectual curiosity and commitment, display mature independence and responsibility as learners, and consistently exhibit a strong work ethic should consider trying to elect these courses.



## **English Department**

The Prout school English Department prepares students to become independent, self-confident learners who are proficient in reading, writing, speaking, listening, thinking, and problem solving. Incorporating the school's mission statement and the standards of the National Council of English Teachers, the program helps foster the IB Learner Profile Attributes within students: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk taking, balanced and reflective.

Throughout the curriculum, students are encouraged to become actively engaged, thinking individuals in a complex, dynamic, global world. At the core of the English curriculum is commitment to fostering in students an understanding of, sensitivity towards, and embracing of the power of the human spirit. Students are guided to use all facets of the program to investigate and respond to classical and contemporary works from many cultures and literary periods.

### **English 9 CP**

Grade: 9

Credit – 1

Prerequisite/s: Placement by freshman guidance counselor in relationship to entrance exam results, middle school teacher recommendations, and student writing sample.

Freshman CP English is designed to introduce students to basic reading and writing skills. The course is tailored towards meeting students at their own individual level. The course reviews literary terms previously learned, and introduces new terms. Students are guided in learning strategies to help them better comprehend, interpret, and analyze literature. These students also focus on fundamental grammar skills, and vocabulary building. The course utilizes a variety of different texts from all walks of life, giving students a survey of what the literary canon has to offer. The principles of essay writing are also introduced, with a large emphasis placed on student's focus, clarity, and logical organization of ideas within their writing.

Freshman CP English has an essential question surrounding identity: *How can reading and writing help us better understand those around us and our own identity?* This course examines how literature can be a vehicle for expression of ourselves, and who we are as human beings.

### **English 9 Honors**

Grade: 9

Credit - 1

Prerequisite/s: Placement by freshman guidance counselor in relationship to entrance exam results, middle school teacher recommendations, and student writing sample.

Freshman Honors English aims to strengthen student's fundamental skills in reading, writing, speaking, and critical thinking that are essential to achieve success in their future high school courses. Students are introduced to new terms, as well as the process involved in analyzing, interpreting, and writing about literature. Students are also instructed in methods of approaching a variety of different texts such as short stories, novels, plays, essays, and poetry.

Foundational writing skills are developed such as MLA formatting, crafting thesis statements, essay organization, and the fundamentals of strong research. In accordance with a strong belief in preparation for IB courses, writing assignments often require students to not only make connections to the texts they are reading, but also to the modern world they live in. Writing is always assigned with the goal of encouraging students to begin thinking critically about the world around them.

Freshman Honors English has an essential question surrounding identity: *How can reading and writing help us better understand those around us and our own identity?* This course examines how literature can be a vehicle for expression of ourselves, and who we are as human beings.

## **English 10**

Grade: 10

Prerequisite/s: Successful completion of College Preparatory English 9

Sophomore College Preparatory English 10 continues to develop students' knowledge of American literature and the American identity by focusing on the concept of 'individuality' within all of the texts read. The course is designed to build on the foundation skills set in English 9 to further develop students' understanding of literature. Students will focus on engaging in the stories using both analytical and critical thinking. This in turn will allow them to continue the refinement of their writing skills. Students will be exposed to American novels, short stories, plays and poetry and with time will be able to critically analyze the works in terms of symbolism, theme (especially the theme of identity), connotation, etc. Cooperative group work and presentations encourage the development of both collaborative and speaking skills.

Students will also continue to add tools into their toolbox in terms of writing. Every unit consists of multiple reading quizzes and an essay that is used in order to expose and refine students' skills in sentence structure, grammar, analytical skills, and MLA format.

## **English 10 Honors**

Grades: 10

Credit – 1

Prerequisite/s: Completion of English 9 Honors with a grade of B or above and teacher recommendation

Sophomore Honors English is designed to introduce students to a more in-depth study of the background, influences, and cultural context of written works by American authors concerning themes of American identity. The core challenge of this course is to advance students' proficiency in critical, reflective, and analytical abilities by strengthening and developing skills in the writing process. These themes include The Formation of the Hero, The Evolution of the Individual, Internal and External Struggle, and Fate and Free Will.

Subsequent to the theme of American identity are four ancillary thematic clusters used as a supporting backdrop for instruction reflected in each quarter of the year. Assessment for this

course is manifested in reflective journals, quizzes, essay exams, outside reading, Socratic Seminar and formal analytical essays.

## **English 11**

Grades: 11

Credit – 1

Prerequisite/s: Successful completion of College Preparatory English 10

Junior College Preparatory English takes a genre approach to British literature, including three novels, one Shakespearian play, and short story and poetry units. Students' knowledge of literary terms and writing techniques are reviewed and enlarged, and the vocabulary program from 10th grade is continued. Cooperative group work and presentations encourage the development of both collaborative and speaking skills. Novel units incorporate critical thinking skills and offer the opportunity to broaden and improve students' analytical and writing abilities. Analysis of literature consists of basic historical, biographical, and philosophical critical approaches. College Prep students are required to read one outside work per quarter from a list of British and contemporary writers to which they then respond in essay format. Every unit includes research skills and technology and culminates in a thesis paper and/or a project. Students also complete a research paper—choosing a topic and problem to solve; creating a thesis; evaluating, analyzing, and synthesizing information; and organizing and writing the paper.

## **English 11 Honors**

Grade: 11

Credit 1

Prerequisite/s: Completion of Honors English 10 with a grade of B and above and teacher recommendation

Honors English 11 is an investigation of literature from the United Kingdom (England, Scotland, Wales, Northern Ireland). The course explores the concept: *The World as a Stage: To What Extent Does Art Imitate Life?* During the class, we will explore thematic motifs such as innocence and experience, individuality and conformity, reality and illusion, social justice, equality/prejudice, relationships, and friendship/love. The class challenges students in terms of exploring literature from a literary, cultural, and aesthetic perspective. As such, the class deals with the societal/cultural context during which the literature was written, how environment influenced the authors, and in what ways the pieces have contributed to shaping the course of history. We explore how literature can very often be a reflection of the human condition. In order to most effectively make decisions about how literature is related to the human condition, we utilize an “across content area approach”. We utilize many different areas of art, history/politics, morality, and philosophy to study how humans interact with one another, what they value, how they function in society, and what it means to be “human”.

## **IB English 11 (HL)**

Grade: 11

Credit – 1

Prerequisite/s: Completion of English 10 Honors with a grade of 90 or above, recommendation of teacher, and score an 87 or above on English Department writing assessment.

IB English 11 is the first year of a two-year higher level IB course. It is designed to fulfill the World Literature and Groups of Works components of the International Baccalaureate curriculum. Students explore the concepts and meaning of culture. Students are already experienced in literacy analysis; insightful critical analysis, thinking, reading, writing, and speaking is assumed; a proficiency in Standard English is required. Topics/Themes include but are not limited to: Objectivism, The Power of the Individual, Identity, The Willingness to Ignore the Truth, Fate vs. Freewill, Gender: Masculinity and the Sacrificial Role of Women, Kingship vs. Tyranny, Passion, Rage, The Role of the Gods.

In IB English, the students are engaged in the critical reading and analysis of literature. They study challenging works of literary merit, including novels, essays, short stories, and poetry. Examined in each work are its literary techniques, language, characters, structure, themes, and its relationship to contemporary experience as well as to the times in which it was written.

All IB English 11 students, in addition to formal papers, journal entries, in class analysis, will write one World Literature paper utilizing the externally assessed IB rubric. In addition, they are required to do a ten to fifteen-minute oral presentation utilizing the externally assessed IB rubric. A research paper (12-16 pages in length) critically analyzing the life and work of an assigned poet is due fourth term.

## **English 12**

Grade: 12

Credits – 1

Prerequisite/s: Successful completion of College Preparatory English 11

Senior College Preparatory English involves a survey of World Literature helping students to gain an understanding of the interconnections among texts throughout the world. From the Zen Buddhist stories of American J.D. Salinger and the Vietnam War Stories of Tim O'Brien, to the spiritual-psychological fiction of German author Herman Hesse and the Modern-Existentialist writings of Frank Kafka, students in this course begin to develop analytic skills by recognizing that religion, art, film, history, and the social sciences are vital contexts for the study of English. Throughout the course of this one-year class, students will write three formal analytic essays of varying lengths and one final seven to ten page research paper on a poet of their choice. By the end of the year, students are expected to be versed in literary terms, literary movements and author's lives. Each student is expected to foster a critical eye that is pertinent to future study of literature and culture.

## **English 12 (Honors)**

Grade: 12

Credit 1

Prerequisite/s: Completion of Honors English 11 with a grade of B or above and teacher recommendation

Senior Honors English assures that students are already competent in the tools necessary for elevated, upper-level literary analysis. Critical thinking about challenging literary texts is not only expected, but also assumed. Through a range of literary genres and forms that include, but are not limited to, Greek Tragedy, Shakespearean Tragedy, Short Stories, Detective Fiction, Zen Buddhist stories exploring the post WW2 landscape, O'Brien's meta-fiction collection entitled *The Things They Carried*, and poetry students will confront numerous themes and conflicts that pervade literature from around the world. These thematic conflicts include *The Individual's Willingness to ignore the Truth*, *The Cynicism of 1930s America* and *the Corruption of American Society*, *Physical and Emotional Burdens*, *Truth, Identity, Ambiguous Morality*, *the Conflict Between Fate and Free Will*, and *Gender*.

In addition to the complexity of genres and thematics explored throughout the course, students will be asked to write polished college-level critical-analytical essays, journal entries, and in class analytical response. The writing component of the course also requires numerous passage analyses, quarterly critical essays and a major research paper on poetry. As a result of the in-depth study, students will leave prepared for the academic rigor expected in college English and will come to a personal understanding of his or her own identity and place in the world.

## **IB English 12 (HL)**

Grade: 12

Credit – 1

Prerequisite/s: Completion of IB English 11 with a grade of B or above and teacher recommendation

IB English 12 is designed to fine tune students' proficiency in critical, reflective, and analytical abilities in reading, writing, evaluating, and responding to literature. Within the course, the theme of *The Writer as Social Critic* is utilized. The class challenges students in terms of exploring literature from a literary, cultural, and aesthetic perspective. As such, the class deals with the societal/cultural context during which the literature was written, how environment influenced the authors, and in what ways the pieces have contributed to shaping the course of history.

In order to most effectively make decisions about the role of the writer and literature in society, we utilize an "across content area paradigms" approach. In this way, the course relies heavily on integrating related supplementary materials from various disciplines and mediums (historical, political, philosophical, moral, artistic, etc.). Students are required to complete a twenty-five-page analytical research paper.

The course helps prepare students for not only the IB Literature examinations in May, but also for analytical college work. All students enrolled in IB English 12 are required to take the externally assessed IB literature examination in May

### **Creative Writing**

Grades: 9, 10, 11, 12

Credits - .50

Creative Writing is a one semester elective that is focused on introducing students to various forms of writing such as fiction, creative nonfiction (a broad category for prose works such as personal memoirs, nature/travel writing, reviews etc), and poetry. The course introduces students to the technical inner workings, or craft, of good writing. Students are tasked with in class writing exercises, weekly writing assignments, and long-term pieces which students submit and peer review. Through the reading of works by renowned authors, students gain an understanding of the diligence and artfulness inherent in the act of writing. Most importantly, at the heart of all creative writing is a deep sense of awareness: awareness of surroundings, of others, sights and sounds, and the ordinary wonders of everyday life. The smallest, most insignificant details are often the ones that flourish into great writing. The course's essential question lies in this thought: *How can paying close attention to the beauty of life surrounding us help in our crafting of strong and meaningful writing?*

### **Writing on Film**

Grade: 12

Credits - .50

Prerequisite/s: Grade of 85 or above in CP English course, or 80 or above in Honors English

Writing on Film is a one semester elective open to students with a deep interest in thematic, stylistic, and cinematographic analysis of film. Students will be exposed to a range of cinematic genres that include drama, thriller, action, comedy, documentary, and science-fiction. Students will think critically about films in each of these dramas by writing a two-page response paper on each film screened in class. Students in the class are expected to approach each film with maturity, sensitivity and cultural awareness and apply technical elements of film study to the writing of their response papers throughout the semester. Through the viewing of films by various directors, students will be able to elicit meaningful connections between and across the works on screen. The course will culminate in an exam that tests students' knowledge of technical and thematic ideas studied over the duration of the semester.

## **Media Literacy Honors**

Grade: 12

Credits - .50

Prerequisite/s: Grade of 90 or better in English CP or 87 in Honors or teacher recommendation focusing on the students' critical thinking ability and writing skills and on interest in majoring in Marketing, Communications, Television, or Film.

Media Literacy, as defined by the Media Education Foundation, is the ability to access, analyze, evaluate and create media in a variety of forms. It's about asking pertinent questions about what's there, and noticing what's not there. It's the instinct to question what lies behind media productions— the motives, the money, the values and the ownership— and to be aware of how these factors influence content. Media education encourages a probing approach to the world of media: Who is this message intended for? Who wants to reach this audience, and why? From whose perspective is this story told? Whose voices are heard, and whose are absent? What strategies does this message use to get my attention and make me feel included? Living in a highly technological age, students and adults alike are bombarded by a number of images taking the form of print ads, pop-up ads, television shows, movies, and the news that story our culture and shape our perception of reality. These messages carry with them information about gender, class, race, and Catholic Identity which shape our world and affect our way of thinking and behaving. Media Literacy aims to give students the necessary critical thinking skills and awareness in order to decipher these messages, understand that the world the media creates for us is not indeed reality, challenge the status quo, and ultimately be a smart consumer of said messages. Students should be tech savvy and be ready to work on a script and video independently for their final grade.

As this course is writing intensive, students must possess excellent research and writing skills, and be acquainted with proper method of using MLA citation

## **Mathematics Department**

A basic understanding and proficiency in mathematics is critical in the world today. Through the study of mathematics, the student gains practice and competence in intellectual problem-solving skills which carry over from the classroom into practical everyday application. Our philosophy in the mathematics department is rooted in building strong foundations. Our goal is to make sure students leave Prout with a foundation that will give them the best chance for success. Although students must successfully complete at least three years of math, Algebra I, Geometry and Algebra II, we strongly encourage students to take a mathematics course all 4 years.

The Prout School offers a four year college preparatory (CP) mathematics program that includes Algebra I, Geometry, and Algebra II. Options beyond for rising seniors include Pre-Calculus, and/or Financial Algebra.

The honors math student is significantly challenged with courses that differ from CP courses in increased pace, breadth and depth. The courses offered at the honors level are Algebra 1 H, Geometry H, and Algebra II H. Options beyond for 2019-2020 include enrollment in the first years of the International Baccalaureate Higher Level (HL) and Standard Level (SL) courses. Rising seniors will have an opportunity to enroll in the IB SL ‘two in one’ (two year course taught in one), Calculus Honors, Calculus AP, and/or Financial Algebra.

### **Algebra I**

Grade: 9

Credit – 1

Prerequisite: Pre-Algebra

This course is the first course in Algebra. It is designed to develop proficiency in algebra skills, improve logical thinking and expand understanding of mathematical concepts. Problem solving applications and communication skills are stressed. The core topics include Real Number Operations, Solving, Writing and Graphing Linear Equations and Inequalities, Systems of Equations, Simplifying Radicals, and an introduction to Quadratic Equations through factoring and graphing.

### **Algebra I Honors**

Grade: 9

Credit – 1

Prerequisite: Pre-Algebra

This course is an accelerated Algebra I course, designed to improve proficiency in algebra skills, improve logical thinking, and expand understanding of mathematical concepts. This course is taught at a fast pace and will solve problems at a higher level of difficulty than in Algebra 1. Core topics include Real Number Operations; Solving, Writing and Graphing Linear Equations, Systems of Equations, Simplifying Radicals, Quadratic Equations, Radical Operations and Connections to Geometry.

## **Geometry**

Grade: 10

Credit: 1

Prerequisite: Algebra I

This course integrates geometric and algebraic concepts through a thorough exposure to Euclidean geometry in two and three dimension. It encourages students to reason, think logically, and fully justify answers. This course covers the fundamentals of geometry through properties, proofs, and arithmetic/algebraic problem solving. The major topics include Development of 2 Column Proofs, Congruence of Triangles, Properties of Polygons, Circles, Parallel and Perpendicular Lines, Similarity, Right Triangle Trigonometry, Areas of Polygons, Surface Area, and Volume. A calculator with trigonometric functions is required.

## **Geometry Honors**

Grades: 9, 10

Credit – 1

Prerequisite: Algebra 1 H

This course provides students with a rigorous exposure to Euclidean geometry in two and three dimensions. It encourages students to reason, think logically, and fully justify answers. In addition to the topics covered in Geometry, the honors level course goes beyond and tackles problems at a higher level of difficulty. The topics covered in addition to those in Geometry CP are relationships of special segments of triangles, trigonometry of obtuse and acute triangles, and coordinate geometry. A calculator with trigonometric functions is required.

## **Algebra II**

Grade: 11

Credit – 1

Prerequisite/s: Algebra 1, Geometry

This course is an extension of Algebra I, building upon algebraic and geometric concepts. There is an emphasis on function and graph relationships as well as applications and problem solving skills. The major topics covered include Linear, Quadratic and Polynomial Functions, Rational and Radical Equations, Powers, Roots, Matrices, Exponential and Logarithmic Functions. A graphing calculator is required for this course. The TI-84 (or TI-84 Plus) is strongly recommended.

## **Algebra II Honors**

Grade: 10

Credit – 1

Prerequisite/s: Algebra 1 Honors, Geometry H

This course continues the coverage of topics begun in Algebra I Honors and builds on algebraic and geometric concepts. There is an emphasis on function and graph relationships needed for

further math courses, as well as applications and problem solving skills. Students in this course will be expected to work at a faster pace and to solve problems at a higher level of difficulty than in Algebra II CP. The major topics covered include Linear, Quadratic, and Polynomial Functions, Rational and Radical Equations and Functions, Powers, Roots, and Radicals, Exponential and Logarithmic Functions, Matrices, and an Introduction to Trigonometry. A graphing calculator is required for this course. The TI-84 (or TI-84 Plus) is strongly recommended.

### **Financial Algebra**

Grade: 12

Credit – 1

Prerequisite/s: Algebra I, Geometry, Algebra II

Financial Algebra is a technology-dependent, application-focused, and algebra-based course that aims to directly relate mathematical concepts to the financial decisions students will be making in their future, adult lives. This class is built more as a personal finance course than a typical Algebra or Calculus class. The first semester will focus primarily on business modeling and personal finance, and the second semester will focus primarily on employment and budgeting. The goal of this class is to assist students in making sense of the financial world around them through mathematical modeling, so that they are well-equipped with the ability to make responsible financial decisions in their lives. As a result, they will apply and develop the critical thinking and quantitative reasoning skills they have learning from previous math courses to the world around them.

### **Pre-Calculus**

Grade: 12

Credit – 1

Prerequisite/s: Algebra II and recommendation of the teacher

This course brings together and expands upon previous concepts from Algebra I and II, and Geometry as a preparation for Calculus. Students will continue to develop critical thinking and quantitative reasoning skills throughout this course. The major topics include Trigonometry, Function and Graph relationships, Sequences, Linear Algebra, Polynomial and Rational Functions and an introduction to Calculus. This is an applications-based course and knowledge and use of a graphing calculator is expected.

### **IB Math SL (2 yr course taught in 1 year)**

Grade: 12

Credit – 1

Prerequisite/s: Algebra II Honors and recommendation of the teacher

This Standard Level math course is part of the International Baccalaureate program. It is a comprehensive, fast paced course covering the seven compulsory topics of: algebra functions and equations, trigonometry, sequence and series, vectors, statistics, probability and calculus. In addition to regular classroom assessments, the student will be expected to prepare for and

complete both an internal and external assessment. The External Assessment will be given in the form of an exam in May. The Internal Assessment (IA) is a written exploration on a mathematical topic of your choosing that is also appropriate for the level of course work.

### **IB Math SL (Yr 1)**

Grade: 11

Credit – 1

Prerequisite/s: Algebra I, Geometry H, and recommendation of the teacher

This Standard Level math course is a part of the International Baccalaureate program. It is the first of a two year course that will expose students to topics similarly covered in Algebra II as well as Probability and Statistics. It is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. Graphing Calculators (TI-84 or TI-84 Plus) are required.

### **IB Math HL (Yr 1)**

Grade: 11

Credit – 1

Prerequisite/s: Algebra II Honors and recommendation of the teacher

This Higher Level math course is a part of the International Baccalaureate program. It is the first of a two year course that will expose students to topics similarly covered in Pre-Calculus H with an emphasis on preparing students for physics based calculus. This course is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. Graphing Calculators (TI-84 or TI-84 Plus) are required.

### **Calculus Honors**

Grade: 12

Credit – 1

Prerequisite/s: IB SL (2 in 1), Pre-Calculus, Pre-Calculus Honors and recommendation of the teacher

This course is designed for students who have successfully completed all the math classes through Pre-Calculus (or IB SL 2 in 1). The topics covered include an integration of polynomial, logarithmic, and exponential functions, analytic geometry with differential and integral calculus. Graphing Calculators are required.

## **AP Calculus**

Grade: 12

Credit – 1

Prerequisites: Students who achieve an A in Pre-Calculus Honors, IB Math SL, or recommendation of the teacher.

The main goal of this course is to prepare students for the Advanced Placement Calculus AB Examination. This preparation requires students to understand the various concepts of Calculus and the connections between these concepts. Beyond this, students must learn the techniques of solving problems and how/when to apply these both singly and in combination. It is hoped that students will take away an appreciation for the subject and have an overall understanding of why Calculus was discovered and remains important.

## **Science Department**

The Science Department seeks to develop students who are scientifically literate and personally concerned about the major scientific issues in our world. We seek to provide our students with experiences that will develop their knowledge, skills, and values. Our science program encourages students to become personally and globally responsible individuals and to promote the Christian ideal that we are all stewards of the earth. To meet our goals and objectives, the Science Department courses are designed to meet the needs of all students. Through their study of such topics as cell theory, genetics, stoichiometry, mechanics, electromagnetic, wave theory, environmental and oceanographic studies, our students learn how to apply the scientific method and develop their problem solving and critical thinking skills. Extensive laboratory and field work supplement the course of study.

### **Biology**

Grades: 9, 10  
Credit: 1

In this course students will develop an understanding and appreciation of biology, the study of life. Laboratory experiences engage students in learning through inquiry to help students think conceptually about the world around them. Students will utilize a variety of resources to support the curriculum. The scientific method will be applied for investigations, predictions, and designing experiments for testing. Students will be educated in using laboratory measurements, tools, and techniques, in hands-on and interactive activities. Emphasis will be on developing and applying study skills, and enhancing and utilizing communication skills, both in class and in small group discussions.

Students will learn how organisms are classified. Anatomical structures of living organisms will be studied from the chemical level to the system level, including investigations of physiology using a variety of sources. Genetics and its influence on organisms will be examined. Students will gain knowledge of how organisms maintain homeostasis and be provided with examples of homeostatic imbalances. On a regular basis, connections will be made between the biological topics taught and the students' everyday life; such as, cell structure, Cell Theory, and Genetics.

### **Biology Honors**

Grades: 9, 10  
Credit: 1

The honors biology course is a more rigorous and in-depth approach to the topics covered in the college preparatory biology course. It is also accelerated in its pace. Throughout this course, students will be engaged in laboratory experiments that are applicable to the concepts learned and will generate research-based laboratory reports.

In this course, students will develop an understanding and appreciation of life. Students will attain a basic knowledge of how science works. They will learn how to apply the scientific method to everyday life. This course will engage the students in a wide variety of interests in the

wonders of the living world. Students will gain an understanding of the concepts of biology and their connections to our lives. They will be able to make informed evaluations of health issues, environmental problems, and applications of new technology.

Students will explore the scope of biology from an individual organism to the biosphere. They will learn the anatomical structures of living organisms from the chemical level to the system level and investigate the physiology of these structures through a variety of sources. Students will examine cellular biology and diversity in organisms, the cellular basis of reproduction and inheritance, patterns of inheritance, the flow of information from DNA to RNA to proteins, and control of genetic expression. Finally, students will attain an understanding of the organization and function of multi-cellular organisms through a brief overview of the human body.

### **Oceanography**

Grades: 10, 11, 12

Credit: 1

Prerequisite/s: Biology or Honors Biology

This course introduces students to the ocean, its components and their influence on our lives. The four major disciplines studied in this course are physical, geological, chemical and biological oceanography. They are presented using the textbook, class work, hands-on laboratory work and independent student scientific inquiries. This course will also allow the student the opportunity to understand the nature of the ocean through technological approaches, applying the internet as one of the sources of research and reference. Visits to the URI GSO campus on field trips are part of the curriculum.

### **Chemistry Honors**

Grade: 10

Credit: 1

Prerequisite/s: Honors Biology, Honors level Math placement and teacher recommendation

This is an honors level chemistry course, and is taught at a faster pace and a higher level than the college preparatory chemistry course. More chapters and labs are covered in this course than in the college preparatory level. Students are expected to work nightly to review the covered material. This class is challenging and interesting, and should prepare students well for the AP Chemistry class, which is the next higher level. One chapter is covered every two weeks, on an average basis, and each chapter includes laboratory work. Written lab reports are required for all labs in this course. Tests are all multiple choice, and require analytical thinking, rather than memorization.

Students will learn the basic mathematical tools of scientific notation, significant digits and metric conversions. Some of the topics covered in this course include classification and properties of matter, chemical names and formulas, chemical reactions, atomic structure and periodic trends, molecular structure of solids and liquids, and the gas laws. Other, additional topics covered in the honors chemistry course are solution chemistry, chemical equilibrium, acid base theory, and redox reactions.

## **Environmental Science**

Grades: 11, 12

Credit: 1

Prerequisite/s: Biology or Honors Biology

This course is a comprehensive overview of the present environmental issues, environmental law, ecosystem structure, and natural resources. The focus of environmental science is to examine and explain the relationships of organisms and the environment in which they live. Topics covered in the first semester include ecosystem structure, energy flow within ecosystems, food webs/chains, and the different biomes of the Earth. Second semester topics are water resources, water pollution, air pollution, wetland and wildlife management.

## **Chemistry**

Grades: 10, 11, 12

Credit: 1

Prerequisite/s: Biology, Oceanography or Environmental Science and Math placement of Algebra II or higher

This is an introductory chemistry course, which should enable the students to develop a better understanding of matter, its composition, structure, properties, and reactions. This course is designed to proceed at a slower pace than the honors chemistry course, and covers fewer topics in greater depth. Specific topics include mole relationships, atomic properties, molecular structure, kinetics, gas laws and acid/base reactions. A quantitative approach is taken, involving mathematical and algebraic problem solving.

Laboratory work is an integral part of this course, which demonstrates the chemical concepts listed above and fosters group learning and written communications skills. Written lab reports are required for every lab completed in this course. A mathematics background is highly suggested for success in this course. Test material will focus on analytical problem solving, rather than memorization.

## **IB Biology (HL) – Year 1**

Grades: 11

Credit: 1

Prerequisite/s: Honors Biology or CP Biology and Honors Chemistry or CP Chemistry

This course is a first-year course of the two-year Higher Level IB Biology curriculum. It employs the teaching and learning techniques of the experimental sciences. IB Biology gives students an intensive introduction to a conceptual appreciation of the workings of living things at the molecular and cellular levels. Topics covered include: biochemistry, energy relationships, prokaryotic and eukaryotic cells, genetics, ecology and evolution, the diversity of life, plant science and human health and physiology. Upon completing IB Biology, students will understand that the living world portrays a fundamental unity with regard to chemical composition and cellular structure.

Lab work is included in this course. Students complete a variety of labs as part of the classroom experience over two years; as well as, an independent, student driven lab project during their senior year. Each student in the course must also take part in the Group 4 Project, a collaborative laboratory assessment with the students in IB Science courses.

## **IB Biology (HL) – Year 2**

Grades: 12

Credit: 1

Prerequisite/s: IB Biology-Year 1

This course is the second year course of the two-year Higher Level IB Biology curriculum. It employs the teaching and learning techniques of the experimental sciences. IB Biology gives students an intensive introduction to a conceptual appreciation of the workings of living things at the molecular and cellular levels. Topics covered include: statistical analysis, biochemistry, energy relationships, prokaryotic & eukaryotic cells, genetics, ecology and evolution, the diversity of life, plant science and human health and physiology. Upon completing IB Biology, students will understand that the living world portrays a fundamental unity with regard to chemical composition and cellular structure.

Lab work is included in this course. Students complete a variety of labs as part of the classroom experience over two years; as well as, an independent, student driven lab project during their senior year. Each student in the course must also take part in the Group 4 Project, a collaborative laboratory assessment with the students in IB Science courses.

## **Physics**

Grades: 12

Credit: 1

Prerequisite/s: Chemistry or Honors Chemistry

This course is collegiate and is specifically designed to prepare students to succeed in a first-year physics course. It is an algebra-based course that is designed to strengthen mathematical problem solving abilities and improve general math skills through applications that are based in the physical world. Additional time is spent in class on the mathematical operations to ensure a solid foundation in these skills.

The first three quarters of the year are spent on the topics of Newtonian physics: one and two dimensional motion, forces, momentum, work and energy. The final quarter of the year is spent on wave mechanics, light and optics. In addition to the many application problems that the student will encounter, a number of laboratory exercises will be completed. These labs are broken into two categories: hands-on and computer simulations. By the end of the course, students will have a thorough understanding of the physical laws that exist around us and be able to apply that knowledge in a multitude of environments.

## **Physics Honors**

Grades: 12

Credit: 1

Prerequisite/s: Chemistry CP or Honors Chemistry

This is a fast-moving course designed to prepare students for the introductory physics classes at most universities. Students in this course should have successfully completed a course in Chemistry. We will be using an algebra-based approach to each topic, however, higher mathematics will be discussed and their applications explained. The material is split into 3/4 main categories: mechanics, waves and light, electricity and magnetism. Each topic will involve multiple individual sections focusing on one component of the larger concept.

In addition to the standard classroom activities there are a number of laboratory exercises that each student will be required to complete. The labs are broken into two categories: hands-on and simulation. The hands-on labs are the traditional physics labs that will allow students to use force sensors, motion sensors, low-friction tracks and other apparatus to investigate the laws of physics. The simulation labs use a virtual approach that allows the class to solve problems and perform experiments that would otherwise be unavailable in a school setting.

Text: Physics-Principles and Problems, Glencoe McGraw Hill, 2002

## **IB Physics (HL) – Year 1**

Grades: 11

Credit: 1

Prerequisite/s: Honors Chemistry and teacher recommendation

The first year of IB Physics is a very challenging course that is open to students entering their junior year of high school. These students should have completed Honors Chemistry during their sophomore year. The students should also be concurrently enrolled in Pre-Calculus or IB Mathematics as the math requirements are quite rigorous. Students concurrently in Algebra 2 Honors will find additional difficulty maneuvering the mathematical components of the course. In addition to the standard course work, students will also have a prerequisite assessment over their first summer and additional work over their second summer.

The curriculum for this course is set by the IB board and is quite involved. The main topics covered in the first year of the course are Newtonian mechanics and wave mechanics, electricity, and thermal physics. The IB program also requires that a large portion of time be spent on laboratory work. This work will come in many forms, including independent lab assignments that must be submitted to the IB and are counted towards the final IB score. Each student in the course must also take part in the Group 4 Project, a collaborative laboratory assessment with the students in IB Science courses.

## **IB Physics (HL) – Year 2**

Grades: 12

Credit: 1

Prerequisite/s: IB Physics – Year 1

The second year of IB Physics is a very challenging course that is open to students entering their senior year of high school who have successfully completed the first year of this course. At the end of this year each student will sit for the IB Physics exam, a comprehensive, three-section exam spanning two days. Additional time outside of scheduled classes will be spent preparing for the exam itself during the second semester.

The topics for the second year are broken into three categories: environmental physics, electricity and magnetism, and modern physics (atomic and nuclear). As with the first year of the course, students will complete a number of laboratory exercises to increase their understanding of the material. The level and depth of the material will be consistent with year one of the course. In May students are required to take the IB test. Each student in the course must also take part in the Group 4 Project, a collaborative laboratory assessment with the students in IB Science courses.

## **Anatomy & Physiology Honors**

Grades: 11, 12

Credit: 1

Prerequisite/s: Biology, Chemistry or Chemistry Honors

In this course, students will develop an understanding and appreciation of the human body. This is an honors level anatomy course, and is taught at a faster pace and a higher level than the college preparatory anatomy course. Students will learn the anatomical structures of the body from the chemical level to the system level. They will also investigate the physiology of these structures through a variety of sources. Students will learn how the body maintains homeostasis, examples of homeostatic imbalances, and explanation of medical conditions and diseases as well as current treatment procedures. Students will conduct various dissections throughout the year. These dissections will enable students to visualize the different tissues being studied. Students will spend several weeks conducting an extensive dissection of a fetal pig. The dissection will allow students to visualize the different tissues studied earlier in the year and their relationship to various structures of the body.

## **Anatomy & Physiology CP**

Grades: 11, 12

Credit: 1

Prerequisites: Biology H or CP, Chemistry H or CP

In this course, students will develop an understanding and appreciation of the human body. The students will learn the anatomical structures of the body from the chemical level through the system level. They will also investigate the physiology of these structures through a variety of sources. The students will learn how the body maintains homeostasis. They will be provided with

examples of homeostatic imbalances and explanations of medical conditions and diseases, as well as, current treatments used.

Students will conduct various dissections throughout the year. These dissections will enable students to visualize the different tissues previously studied.

### **IB Design and Technology (SL)**

Grades: 11, 12

Credit: 1

Prerequisite/s: Chemistry Honors

This course is replacing Materials and Engineering Honors. This course depends heavily on understanding the chemistry behind materials and their crystal effect on the mechanical properties of many materials. During this course, students will apply their Chemistry and math knowledge to design, to test, to model, and to create products that serve a purpose or an objective. Students must apply their comprehensive knowledge about the materials science to accurately pick the most appropriate material that can be used to create a specific product. This course is not a typical course. The assessment types for this course are: tests, projects, research papers, presentations, and the IA, the internal assessment. The IA for this class starts from February of the first year to November of the second year. The teacher will divide this process over time so students are not overloaded.

## **Social Studies Department**

The Social Studies Department seeks to develop within the students a global awareness and a sense of the social responsibilities that are implied therein. The department strives to develop fully the concept of community and the duties and responsibilities as well as the privileges that accompany membership in the community. Students are encouraged to retain their own individuality and to focus on the Christian concepts of truth and justice exemplified in the Gospel as basic components of the community. All departmental courses aim at the students' development of a greater understanding of the development, advancement, differences, and similarities of societies and cultures. There is an examination of global economic and political systems. Communication, research skills and problem-solving techniques are developed. Students will be asked to acquire work habits that are both independent and cooperative, and to achieve proficiency in interpretative skills relating to maps, graphs, timelines charts and cause and effect relationships.

### **Western Civilization 9**

Grade: 9

Credit: 1

This class is a one-credit course required of all Prout freshmen. The history of western civilization will begin with early river civilizations and cover topics such as Greece, Rome, the Middle Ages, the Renaissance and the ages of Absolutism and Revolution. The course is completed at the end of World War One. This class is concerned with the cultural, political, geographical, and economic aspects of history. Students will improve their critical thinking and map skills, work on the research process, while writing essays and completing class presentations. This college preparatory course will have an emphasis on skills and promote vocabulary, reading comprehension and organization.

### **Western Civilization H**

Grade: 9

Credit: 1

Prerequisite/s: Guidance Placement

This honors class is more demanding in scope and sequence. It a one-credit course required of all Prout freshmen. The history of western civilization will begin with early river civilizations and cover topics such as Greece, Rome, the Middle Ages, the Renaissance and the ages of Absolutism and Revolution. The course is completed at the end of World War One. This class is concerned with the cultural, political, geographical, and economic aspects of history. Students will improve their critical thinking and map skills, work on the research process, while writing essays and completing class presentations. As an honors course, it is designed for a motivated student. Prout's honors classes operate at a faster pace and are more inclusive in content and research.

## **US History**

Grade: 10

1 credit

Prerequisite/s: Western Civilization

This course is a survey of United States history beginning with the American Revolution and progressing through World War II. The course examines the cultural, political, geographic, and economic aspects of American history. The purpose of the course is to develop a command of the intellectual foundations of American society in order to understand what it means to be an American. Emphasis is placed on an examination of various perspectives and interpretations of social and political issues and events. Writing, map and research skills will be practiced and honed.

## **US History Honors**

Grade: 10

Credit: 1

Prerequisite/s: Completion of Western Civilization Honors with a grade of B or above and teacher recommendation

This course is a survey of United States history beginning with the American Revolution and progressing through World War II. The course examines several themes including: The United States as a melting pot, active citizenship and democracy, the changing economy and international relations. The role of the presidency in each period will be studied and analyzed for application of reflective thinking and oral discussion. Primary sources are examined and evaluated. Students will take greater responsibility for their learning by participating in problem seeking and problem solving, identifying central issues, cause and effect and predicting consequences. Essay tests and the writing of persuasive papers will strengthen note taking, critical analysis, research and reading comprehension skills.

## **Global Studies**

Grades: 11, 12

Credit: 1

Global Studies is a full year course introducing students to history, geography, political, social and economic structures of various regions and continents throughout the world. Organizations such as the United Nations will be evaluated. Topics ranging from Nuclear Proliferation to the Arab-Israeli Conflict and Apartheid in South Africa will be examined. Students will be challenged in conflict resolution and projecting outcomes. International Relations, Culture, Religion and Cooperation/Conflict are the four themes that dominate this course.

## **Global Studies Honors**

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Students in Global Studies Honors are expected to show an understanding of the material in both written as well as oral expression. Presentation of ideas and conclusions are expected to be done orally at least once a quarter and all assessments are heavy in written expression of understanding the course content.

## **Introduction to Law Honors**

Grades: 11, 12

Credit: .5

Introduction to Law is a semester long social studies elective that serves as an introductory course to government, law and the criminal justice system in the United States. Units will include... Concept of Law and Lawmaking, Introduction to the Legal System, Criminal Justice Process, Crimes against the person and crimes against property and Constitutional Rights. Like any introductory course, this is a survey. We will touch on broad and some specific legal topics to give students a better understanding of law and how it affects you in real life. We will use case studies, individual research, group discussion / debate, movies, and current events analysis to reach our goal. Dueling opinions and lively debate will hopefully be the norm making the class fun, enriching and meaningful.

## **IB World History - 20<sup>th</sup> Century World History (HL)**

Grades: 11 and 12

The IB World History HL course follows a two-year course following the guidelines set forth by the IB World History curriculum at the Higher Level (2017 revision). History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

The Diploma Program (DP) history course is a world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation and significance. It involves the study of a variety of types of history, including political, economic, social and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding critical

exploration of the past. Skills that will be developed include college level scholarly research, source analysis looking for value and limitations and comparative thinking.

The course requires students to study and compare examples from different regions of the world, helping to foster international mindedness.

I. Prescribed Subject: The move to global war

- \* Case Studies – Japanese expansion in East Asia (1931-41) and German and Italian expansion (1933 - 1940)

II. World history Thematic Topics

- A. Authoritarian states (Italy - Mussolini, Germany - Hitler, China - Mao, Cuba - Castro)
- B. The Cold War: Superpower tensions and rivalries
- C. Causes, nature and effects of 20th Century wars (WW1, WW2, Spanish Civil War, Chinese Civil War)

III. Regional History Option: History of the Americas after 1945

- A. Civil rights and social movements in the Americas after 1945
- B. Political Developments in the United States (1945 – 1980) and Canada (1945 – 1982)
- C. The Cold War and the Americas 1945-81

## **IB World History - 20<sup>th</sup> Century World History (SL)**

Grades: 11 and 12

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I. Prescribed Subject: The move to global war

- \* Case Studies – Japanese expansion in East Asia (1931-41) and German and Italian expansion (1933 - 1940)

II. World History Thematic Topics

- A. The world at the turn of the century

- B. Authoritarian states (Italy - Mussolini, Germany - Hitler, Soviet Union – Stalin, China - Mao, Cuba - Castro)
- C. Causes, nature and effects of 20th Century wars (WW1, WW2, Spanish Civil War, Chinese Civil War, Russian Civil War)
- C. The Cold War: Superpower tensions and rivalries

## **AP US History**

Grade: 10

Credit: 1

Prerequisite/s: 90 or above in Western Civilization Honors, Writing Sample and teacher recommendation

The AP Program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. This program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those of full year introductory college courses. Students will learn to assess historical materials – their relevance to a given interpretative problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. This course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reason and evidence clearly and persuasively in essay format. Students are required to sit for the AP exam in May.

## **Economics**

Grades: 11, 12

Credit: .5

The study of economics as it affects every day life is the focus of this course. It serves as an introduction to economics at the college level. This course will investigate ways of dealing with the economic changes and how economics influences our daily lives. The structure of business, investing, the stock market, banking, finance, and personal economics are some of the topics which will be covered.

## **Environmental Justice**

Grades: 11, 12

The people of our world face many environmental challenges as we work to create a more just society. This course is designed to identify issues concerning our environment, investigate them and work as a community to improve the world we live in. This class will take a project based approach in which students become engaged and work together to create a better society. Our overall objective is to explore and create solutions for some of the complex environmental challenges that individuals and groups face locally and all over the world.

### **Developmental Psychology**

Grades 11, 12

Credit: .5

This course utilizes a developmental approach to the study of psychology. Students will study the stages of human development: Infancy, Childhood, Adolescence, Adulthood, Old Age, and Dying.

### **Approaches to Psychology**

Grades: 11, 12

Credit: .5

This course examines the various approaches to psychological study. Topics include Behavioral, Freudian, Physiological, Cognitive, Humanistic and Abnormal Psychology.

### **Psychology Honors**

Grades: 11, 12

Credit: .5

Honors Psychology will be an intense and engaging course focusing on the scientific study of the behavior and mental processes of human beings and animals. You will learn psychological facts, principles and myths within the various fields of Psychology. Students will think critically about the world of Psychology and their relationship to it. Students will learn about Psychologists, their experiments and theories, over the past century. Students will assess differing theories of Psychologists such as Psychoanalytic, Behavioral, Cognitive, Humanistic, Biological and they will explore socio-cultural perspectives. Students will demonstrate an understanding of how Psychologists think and the ethical ways in which they test their hypotheses. Students will be able to relate Psychological theories to current events, think critically and draw their own conclusions

## **Theology Department**

The Theology Department at The Prout School seeks to introduce students to the richness of the Roman Catholic Tradition following the bishop's curriculum, according to the United States Conference of Catholic Bishops (USCCB). They are led to know the God who loves them and to examine their own religious beliefs in light of the Catholic faith. Students are led to an understanding of the person and the message of Jesus Christ. They are empowered to encounter the Gospel message in the community of the Church; brought together in common faith, public worship, prayer, doctrine, the sacraments, and the liturgy, they hear the challenge to build up God's Kingdom on Earth. Additionally, students are exposed to other religious traditions with a view to greater mutual understanding and human interaction. Through study, reflection, prayer, and service, students are challenged to answer the call to discipleship.

### **Old Testament**

Grade: 9  
.5 credit

This course provides a map for high school students to navigate the salvific work of God-Father, Son, and Spirit-forming a People, giving a Law, and preparing for the Messiah. The one semester course gives students a general knowledge and appreciation of Sacred Scripture through which they encounter Jesus Christ. Tracing the stages of Salvation History, this course introduces key figures, events, vocabulary, and doctrine that will appear continuously throughout a four-year curriculum. The curriculum follows the USCCB framework.

### **New Testament**

Grade: 9  
.5 credit

This course deepens the study of Jesus, highlighting key events in his earthly ministry while unpacking his teachings about God the Father, the Trinity, Mary, and the Holy Spirit. Students learn that the goal of discipleship is a life of grace and holiness and a share of God's everlasting Kingdom. Jesus Christ: His Mission and Ministry encourages a course of action and calls on teens to "pick up their cross" and follow the Lord in this life and beyond by introducing key vocabulary terms, exploring relevant questions of faith, profiling famous Christian disciples, and offering several applications to put the lessons into action. The curriculum follows the USCCB framework.

## **The Paschal Mystery**

Grade: 10

.5 credit

The primary focus of this course is to emphasize Christ's saving work in the Paschal Mystery and its effects on the Church. This course provides students with an insight into the Paschal Mystery and Salvation. The student will be introduced to the stages of Divine Revelation, culminating in the Life, Death, and Resurrection of Jesus Christ. The major focus is on the Paschal Mystery as the pinnacle of God's Revelation. Numerous Scripture references from both the Old and New Testaments will be used to help students to understand Jesus Christ, as source of our salvation. This curriculum follows the USCCB framework.

## **Morality**

Grade: 10

.5 credit

This course provides students with a greater understanding of how they can apply their own lives to God's plan for us; using Jesus as a role model and the teachings of the Catholic Church as a guide. As a class, we will study moral decision making which includes recognizing both vice and virtue, sin, and conscience. Being more aware of our behaviors can help us do more of what God asks of us, thus making moral decisions that affect not just ourselves, but the world around us. This curriculum follows the USCCB framework.

## **Sacraments**

Grade: 11

.5 credit

This course provides students with an introduction to the Catholic Church's Seven Sacraments. The student will be introduced to basic concepts pertaining to the sacraments in general or to a sacrament in particular. A brief history of how the Church has celebrated a particular sacrament as well as changes called for by the Second Vatican Council will be presented. Meeting Jesus in the Sacraments reveals the sacraments as the definitive way that Jesus remains present to the Church and the world today. The text explores concrete ways for students to understand the sacraments, participate in their rites, and benefit from their graces. This curriculum follows the USCCB framework.

## **The Church**

Grade: 11

.5 credit

This course provides students with an introduction to explore the Body of Christ: Church as Community. The student will be introduced to the basic concepts pertaining to Church as ONE, HOLY CATHOLIC, and APOSTOLIC. As students engage in this course, students will recognize Christ present and active in their lives through the visible and vibrant mission of the Church, defined by her four characteristics - one, holy, catholic, and apostolic. This curriculum follows the USCCB framework.

**In grade 12, students who are not full IB candidates choose two of the three following courses to complete their theology requirement for graduation.**

### **Catholic Social Teaching**

Grade: 12  
.5 credit

This course provides students with an introduction to the Catholic Church's social teaching. The student will be presented with how Christ's love for others, especially the poor and needy, is present today when Catholics follow the Church's social teaching and mission. The student will be introduced to how Catholic social teaching addresses how society should function so that all individuals can better fulfill their earthly journey of discipleship and ultimately achieve union with God in eternity.

### **Prayer and Spirituality**

Grade: 12  
.5 credit

This course presents prayer in its many forms. It centers on the concept of communicating with God. There are many ways we can accomplish this communication, through our words and actions. There are many types of prayer we can use to communicate with God such as formal prayer, contemplative prayer, and communal prayer and also through the things we do. There are many reasons for prayer; to thank God, to petition for our needs or the needs of others, and to praise God. This course is designed to present the various prayer methods we can accomplish this communication with God and as a result, increase and grow in our personal relationship with Him as a response to God's invitation to know and love Him.

### **World Religions**

Grade: 12  
.5 credit

The study of World Religions provides a unique opportunity for students to examine beliefs in many areas through critical reflection. Through readings, discussions, essays and projects, students will encounter and examine questions concerning the validity of religious beliefs, moral judgment, as well as questions of values and social policy. The program as it explores the religions of our world will offer students the opportunity to acquire an understanding of religious experience, both as an individual response and within social, historical, literary and political contexts. To foster an understanding that, in keeping with the tradition of the Catholic Church expressed by Vatican II, the student should "reject nothing of what is true and holy in these religions." Specific religions are studied as well as the mythical and mystical dimensions of religious experience in general. The course will strive to clarify the relationship between the religious experience and other facets of human life.

## **Full IB Candidates**

Grade: 12

1 credit

The IB Diploma Program World Religions course is a systematic, analytical yet empathetic study of the variety of beliefs and practices encountered in the main religions of the world. The course seeks to promote an awareness of religious issues in the contemporary world by requiring the study of the diverse range of religions. The religions will be studied in such a way that students acquire a sense of what it is like to belong to a particular religion and how that influences the way in which the followers of that religion understand the world, act in it, and relate and respond to others.

The Diploma Program World Religions course seeks to promote respect for the diversity of religious beliefs, both locally and globally, with the aim of enhancing international and inter-religious understanding. The course provides a very different perspective in this area. Students should be encouraged to look at contemporary national and international issues regarding religion and how these may have an impact on ethical and legal issues.

In the study of World Religions, the experiential dimension to learning is of great importance and it is hoped that the course will be a catalyst for visits to and from members of different faith communities. Where this is not possible, imaginative teaching, combined with the use of a range of resources should enable the students to come to know what it means to be a follower of a particular religion.

The course consists of an introductory unit in the 1st semester during which we will be exploring at least five of the living world religions that form the basis of the syllabus. During the 2nd semester, the course is guided by themes, key concepts and key questions from the 1st semester. The final component is the investigative study which provides opportunities for individual research of an aspect of the religious experience, practice of belief of a group and/or individual adherents. Students are required to sit for the IB exam in May.

## **Foreign Languages**

The Foreign Language program at The Prout School develops each student's ability to communicate in a foreign language and appreciate his or her role as a Christian in a global society. At The Prout School, the study of foreign language focuses on the development of listening, speaking, reading and writing with the aim of preparing the individual for communication in real world situations. It also aims to foster appreciation of different cultures through the study of culture and of the language. Primary source materials, along with traditional materials, are used to develop linguistic proficiency and cultural insight.

While the content of CP and Honors classes are the same, students in Honors language are expected to perform more complex tasks.

### **French I & French I H**

Grade: 9  
1 credit

This course introduces the student to the French language via the study of basic vocabulary and structure patterns. The emphasis is on developing skills of listening, speaking, reading, and writing in the target language. Speaking skills are encouraged through individual and group work centered on communicative activities. Grammatical structures in French are compared and contrasted with grammatical structures in English. Culture study highlights the geography and customs of France.

### **French II & II H**

Grade: 10  
1 credit  
Prerequisite: Successful completion of French I/IH

**Description:** This course builds upon topics studied in French I/IH by emphasizing the skills of listening, speaking, reading, and writing. Speaking skills are augmented through vocabulary and idiom building. Common grammatical structures continue to be introduced permitting the student to speak, read, and write on progressively higher levels. Further study of the customs and life of French people is achieved through reading and research.

### **French III & III H**

Grade: 11  
1 credit  
Prerequisite: French II/IIH

This course builds upon French I-IH/II-IIIH by emphasizing the skills of listening, speaking, reading, and writing in a variety of situations. Speaking skills are augmented through vocabulary and idiom building. Common grammatical structures continue to be introduced permitting the student to speak, read, and write on progressively higher levels. Further study of the customs

and life of French people is achieved through reading and research. Literature and other text types analyzed in increased depth.

### **French III IB**

Grade: 11

1 credit

Prerequisite: French II/II H

This course builds upon French II/IIH. In the language B course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. French III IB is the first half of the two year IB sequence.

### **French IV & IV H**

Grade: 12

1 credit

Prerequisite: French III/III H

This course builds upon French III/IIIH by emphasizing the skills of listening, speaking, reading, and writing. Speaking skills are augmented through vocabulary and idiom building. Common grammatical structures continue to be reviewed permitting the student to speak, read, and write on progressively higher levels. A variety of reading material is explored, including many primary source selections.

### **French IV IB**

Grade: 12

1 credit

Prerequisite: French III IB

This course builds upon French III IB. In the language B course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. French IV IB is the second half of the two year IB sequence.

### **Italian I & Italian I H**

Grade: 9

1 credit

This course introduces the student to the Italian language via the study of basic vocabulary and structure patterns. The emphasis is on developing skills of listening, speaking, reading, and writing in the target language. Speaking skills are encouraged through individual and group work centered on communicative activities. Grammatical structures in Italian are compared and contrasted with grammatical structures in English. Culture study highlights the geography and customs of Italy.

### **Italian II & II H**

Grade: 10

1 credit

Prerequisite: Italian I/I H

This course builds upon topics studied in Italian I/I H by emphasizing the skills of listening, speaking, reading, and writing. Speaking skills are augmented through vocabulary and idiom building. Common grammatical structures continue to be introduced permitting the student to speak, read, and write on progressively higher levels. Further study of the customs and life of Italian people is achieved through reading and research.

### **Italian III & III H**

Grade: 11

1 credit

Prerequisite: Italian II/II H

This course builds upon Italian I-I H/II-II H by emphasizing the skills of listening, speaking, reading, and writing in a variety of situations. Speaking skills are augmented through vocabulary and idiom building. Common grammatical structures continue to be introduced permitting the student to speak, read, and write on progressively higher levels. Further study of the customs and life of Italian people is achieved through reading and research. Literature and other text types analyzed in increased depth.

### **Italian III IB**

Grade: 11

1 credit

Prerequisite: Italian II/II H

This course builds upon Italian II/II H. In the language B course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. Italian III IB is the first half of the two year IB sequence.

### **Italian IV & IV H**

Grade: 12

1 credit

Prerequisite: Italian III/III H

This course builds upon Italian III/III H by emphasizing the skills of listening, speaking, reading, and writing. Speaking skills are augmented through vocabulary and idiom building. Common grammatical structures continue to be reviewed permitting the student to speak, read, and write on progressively higher levels. A variety of reading material is explored, including many primary source selections.

### **Italian IV IB**

Grade: 12

1 credit

Prerequisite: Italian III IB

This course builds upon Italian III IB. In the language B course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. Italian IV IB is the second half of the two year IB sequence.

### **Spanish I & IH**

Grade: 9

1 credit

This course introduces the student to the Spanish language via the study of basic vocabulary and structure patterns. The emphasis is on developing skills of listening, speaking, reading, and writing in the target language. Speaking skills are encouraged through individual and group work centered on communicative activities. Grammatical structures in Spanish are compared and contrasted with grammatical structures in English. Culture study highlights the geography and customs of Spanish speaking countries.

### **Spanish II & IIH**

Grade: 10

1 credit

Prerequisite: Spanish I/IH

This course builds upon topics studied in Spanish I/I H by emphasizing the skills of listening, speaking, reading, and writing. Speaking skills are augmented through vocabulary and idiom building. Common grammatical structures continue to be introduced permitting the student to speak, read, and write on progressively higher levels. Further study of the customs and life of Spanish speaking people is achieved through reading and research.

### **Spanish III & III H**

Grade: 11

1 credit

Prerequisite: Spanish II/IIIH

This course builds upon Spanish I-IH/II-IIIH by emphasizing the skills of listening, speaking, reading, and writing in a variety of situations. Speaking skills are augmented through vocabulary and idiom building. Common grammatical structures continue to be introduced permitting the student to speak, read, and write on progressively higher levels. Further study of the customs and life of Spanish speaking people is achieved through reading and research. Literature and other text types analyzed in increased depth.

### **Spanish III IB**

Grade: 11

1 credit

Prerequisite: Spanish II/II H

This course builds upon Spanish II/IIIH. In the language B course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. Spanish III IB is the first half of the two year IB sequence.

### **Spanish IV & IV H**

Grade: 12

1 credit

Prerequisite: Spanish III/III H

This course builds upon Spanish III/III H by emphasizing the skills of listening, speaking, reading, and writing. Speaking skills are augmented through vocabulary and idiom building. Common grammatical structures continue to be reviewed permitting the student to speak, read, and write on progressively higher levels. A variety of reading material is explored, including many primary source selections.

### **Spanish IV IB**

Grade: 12

1 credit

Prerequisite: Spanish III IB

This course builds upon Spanish III IB. In the language B course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. Spanish IV IB is the second half of the two year IB sequence.

## **Visual and Performing Arts Department**

The Visual and Performing arts Department encompasses Theatre, Music, Dance and the Visual Arts. Drawing on the intellectual and practical aspects, the department strives for their students to explore and develop their creative talents in rigorous settings. Students acquire self-confidence, and develop a life-long appreciation or participation in the world of Arts. Through their education, students are encouraged to take risks, accept studio discipline, and learn to work independently or cooperatively with a common goal. One of the distinct aspects of the department is united in its commitment to foster critical thinking and truly examine one's creative gifts, all within the context of a Christian life.

All students are required to take one full credit within Visual & Performing Arts Department to graduate from The Prout School.

### **Visual Art I**

Grades: 9-12

.5 credits (CP)

In this introductory course to the visual arts, students will gain an understanding of the elements and principles of art as they pertain to design. Students will apply this knowledge to both two and three-dimensional design issues through the use of a wide range of media, techniques and subject matter. Painting, drawing, mixed media, photography, printmaking and sculpture can be used as a tool to express ideas. Students will be introduced to aesthetics and art criticism methods. They will apply these methods to interpret and analyze artworks of their own and other artists throughout history and cultures. An appreciation for the visual arts and its relevance within our everyday lives will be encouraged and reinforced as a result of this course.

### **Visual Art II**

Grades: 10-12

.5 credits (H)

Prerequisite: Visual Art I

In this honors level course, students will build upon and utilize the foundation of the elements and principles of design, which were taught in Visual Art I. This class will offer a more rigorous pace, with deeper levels of content; focusing on materials and methods. Students will have the opportunity to investigate a range of artistic styles and techniques in order to achieve their goals. (ex. Painting, Drawing, Sculpture, Collage and Printmaking may be explored)

### **Visual Art III**

Grades: 11-12

.5 credits (H)

Prerequisite: Visual Art II

In this honors level course, students are expected to have a solid background in both how to structure a composition and the skill of how to use the media (*from Visual Art I & II*) Artworks created in this course will be more independently driven, and the teacher is more of a facilitator and

guide. Abstraction and more expressive work will be explored. Assessment will be based on depth of concept and technical skill. A wide range of media and materials will be chosen based on concept. (ex. Painting, Drawing, Sculpture, Collage and Printmaking may be used)

## **Graphic Design**

Grades: 9-12

.5 credits (H)

Prerequisite/s: VA I preferred, not required

In this honors level course, a foundation of the elements and principles of design (which were taught in Intro Art) will be built upon and utilized throughout the learning process. This class will offer a more rigorous pace, with deeper levels of content. Adobe Illustrator will be the primary tool used to create digital artworks in this class. Successful graphic design is achieved when there is a combination of function/purpose with creativity. Examples of such graphic design within the class and around us will be analyzed and critiqued. Students will become more aware of the fact that graphic design is ever-present in today's society and have the knowledge to discover and create such examples of their own.

## **AP Studio Art – 2D/ Drawing**

Grades: 11-12

1 credit

Prerequisite/s: Visual Arts I-III/ Graphic Design / Recommendation/Portfolio Review

In this full-year course, students will prepare for the practical experience of the visual arts at the college level. An emphasis on achieving confidence through mastery and control of a wide range of media will be reinforced. Assignments in this course will have greater depth on a conceptual level. College credits may be obtained in AP Studio Art (*Drawing / 2D Portfolio*) through the submission of a comprehensive portfolio of work. Portfolios are packaged and sent to be evaluated in early May. Portfolios are submitted in both digital slide form (*a total of 24 slides*) as well as five actual pieces (*which must not be larger than 18x24 and matted*). Readers will then give a student an overall score from 1-5 (*5 being outstanding*) under the rigorous criteria of: I. Quality, II. Concentration, and III. Breadth.

The 2D Design Portfolio may use painting, printmaking, mixed media, as well as wide range of drawing media to solve ways to integrate the elements and principles of design in a purposeful and creative way. Photography, video, graphic design, typography, digital media and other media may be submitted for the 2D Design Portfolio. The Drawing Portfolio may use painting, printmaking, mixed media, as well as wide range of drawing media to solve complex drawing issues such as: intricacies of light and shade, line variation, illusion of depth, and figural interaction within their compositions. Photography, video, and digital media are **not** to be submitted for the Drawing Portfolio.

The assimilation of aesthetics and art criticism will be used to decipher and analyze the students own artworks as well as those from other artists throughout history and cultures. Critiques are an integral part to the course, and will be completed in a typed format that will require the student to analyze their work using the evaluation guidelines found in the AP Studio Art rubric.

As a result of self-analysis, students will be expected to make any revisions they see fit to improve upon their imagery.

Members of the AP Studio Art course will have mandatory meetings bi-weekly from 3:00 – 4:30. During these meetings students we will have group critiques, presentations, and discussions concerning preparation for the AP Portfolio. All Portfolios must be digitally photographed and will be sent out to be reviewed in late April. All AP Studio Art members will be expected to put together a comprehensive display of their own work for both art shows in the spring and fall that will include an artist's statement.

## **20<sup>th</sup> Century American Studies**

Grades: 11-12

.5 credits (H)

Popular culture is all around us, and yet sometimes we fail to pay attention to its significance. Popular culture provides a window into the perspectives of the everyday person and allows us to consider the values and experiences of fellow Americans in different historical time periods. This semester long course encourages students to consider how arts and culture in America is a reflection of the historical events of the time in which they occurred. During the semester, we will be analyzing a variety of examples of art and culture, including visual arts (painting and sculpture), music, fashion, literature, advertisement, film and television, and other popular culture items. While lessons will directly focus on the decades ranging from the 1920s – 1980s, throughout the course, students will be asked to make connections to present day America. Assignments will come in the form of: presentations, projects, essays, and quizzes.

## **Ceramics I**

Grades: 10-12

.5 credits (H)

Prerequisite: Visual Arts I

This honors level course of study is designed for students who have an interest in working with clay. Students will learn basic hand-building techniques and the overall process of working with clay. Students will have experiences in making functional as well as sculptural pieces, using a variety of forming and decorating techniques. The foundation of the elements and principles of art in relation to a three dimensional design will be reinforced and utilized throughout the learning process. Students will be expected to use this foundation to evaluate their own artwork in both verbal and written reflections and critiques. Good craftsmanship and studio skills will also be emphasized.

## **Ceramics II**

Grades 10-12

.5 credits (H)

Prerequisite/s: Visual Arts I AND Ceramics I

This honors level course of study is designed for students want to continue working with clay as an artistic medium. Students will become proficient at making functional objects on the potter's wheel. They will also be challenged to apply the hand-building skills learned in the Ceramics I to produce artworks with more complexity, both conceptually and structurally. The elements and principles of design will continue to be reinforced, and students will be expected to use this knowledge to critique their work and the work of their peers.

## **Ceramics III**

Grades 12

.5 credits (H)

Prerequisite: Visual Arts I, Ceramics I, Ceramics II, Recommendation of the Instructor

This honors level course of study is designed for the serious ceramics student, who wants to continue to challenge himself/herself with clay as an artistic medium. Students will mainly work independently with the teacher as more of a mentor and guide. They will be required to develop 2-3 focused assignments over the course of the semester that incorporate hand-building, wheel work, and various surface techniques learned in Ceramics I and II. High level work will be expected in terms of concept and product. The elements and principles of design will continue to be reinforced, and students will be expected to use this knowledge to critique their work and the work of their peers. Students of this course will be expected to attend a mandatory meeting once a week from 2:45-3:45. During these meetings students will have weekly progress checks, critique their work with the instructor, and present concepts and ideas for new work. Students will be expected to submit at least one piece to a juried exhibition (Ex. Scholastics Art Awards).

## **IB Art**

Grades: 11-12

1 credit per year

Prerequisite: VA 1 and at least one other VA course/ Recommendation of the Instructor

IB Art is a two-year course which students must begin in their junior year. The requirements specific to IB are the Comparative Study (a research project), the Process Portfolio, and the Exhibition of the required number of resolved artworks. These tasks are submitted during the students' senior year. This course can be taken to as a stand-alone IB course or as part of the full IB Diploma Program.

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. The IB Diploma Program visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and

divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

### **Beginner/Intermediate Dance I, II**

Grades: 9-12

.5 credits

Dance I, II is a beginner/intermediate level technique class designed for students with little or no dance training or those looking to refine their technique. This course will also introduce students to various styles of dance including modern, contemporary, jazz, musical theater, improvisation and ballet. The student will learn how to work in a studio environment which will include released floor work, standing warm-up and center combinations, along with larger more complex movement sequences. The techniques of Graham, Limon, Horton, Cunningham, Ballet, Bartenieff Fundamentals, and Yoga will embody the exercises presented in class. Students will also learn dance/ballet vocabulary, performance skills, and choreography which will be presented in the final performance.

### **Intermediate/Advanced Dance III, IV**

Grades: 10-12

.5 credits

Prerequisite: Dance I, II

Dance III, IV is an intermediate/advanced level technique class designed for students who have taken Dance I & II. This course will refine techniques learned in Dance I & II as well as introduce students to cultural, social and historical dance styles. Students will also learn choreographic techniques and have the opportunity to create dances for the final performance.

### **IB Dance**

Grades 11-12

.5 credits

Prerequisite: Dance II, Recommendation of the Instructor

Consistent with the educational philosophy of the IB, the Diploma Program dance curriculum aims for a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance.

### **Course Aims (referenced from IB Dance Guide):**

Through studying any of the group 6 subjects—the arts—students become aware of how artists work and communicate. The aims of all subjects in group 6 are to enable students to:

1. Enjoy lifelong engagement with the arts
2. Become informed, reflective and critical practitioners in the arts
3. Understand the dynamic and changing nature of the arts
4. Explore and value the diversity of the arts across time, place and cultures
5. Express ideas with confidence and competence
6. Develop perceptual and analytical skills

## **Yoga**

Grades: 9-12  
.5 credits

This course is an introduction to the practice of yoga. Students will learn the basic elements of yoga which will facilitate a greater sense of well-being-physically, emotionally, mentally, and socially. Consistent yoga practice will increase flexibility, strength, and focus. In order to refine their yoga practice, students are encouraged to repeat this class. The yoga practice will include the following elements: asanas(postures), mindfulness, breathing practices, self-study/journals, and relaxation/stress relief.

## **Concert Choir**

Grades: 9-12  
.5 credits (H)

This performing ensemble of singers practices during the day as an elective and performs throughout the school year. Repertoires of many periods are included in our programs. Field trips and competitions provide an opportunity to take the learning outside the classroom.

## **Concert Band/Jazz Band**

Grades 9-12  
1 credit (H)  
Prerequisite: Experience on a band instrument

Concert Band is a full year class open to any Prout student who has experience on a band instrument and wants to be part of the school band. This class rehearses during the day. Music by many composers and styles are included in the repertoire. The Concert Band performs regularly throughout the school year and also performs in Festivals.

## **String Ensemble**

Grades: 9-12

.5 credits (H)

Prerequisite: Experience on a string instrument

The Prout String Ensemble is a performing ensemble open to any Prout student who has experience on a string instrument. This class meets during the day and performs regularly throughout the school year. Repertoire of various composers, periods and styles will be performed.

## **Technical Theatre**

Grades: 10-12

.5 credits (CP)

In this one-semester class, students work independently and collaboratively on selected projects in the technical (backstage) areas of theatre. These are set construction, makeup, costumes, sound, lights, design work, etc. A wide range of projects allows students to work creatively. Teamwork, cooperation and dependability are stressed, and each student is expected to meet deadlines. The student will:

- Apply sensory and emotional experiences in theatrical choices
- Understand the aesthetic and practical requirements of movement in production designs
- Identify and evaluate technical theatre decisions
- Analyze and evaluate live theatre using selected technical criteria
- Understand and use the processes, techniques and materials of technical theatre
- Perform as needed; construct scenery, assemble properties, execute a light plot, record sound effects and music, create costumes, and apply makeup suitable to a production concept
- Perform the duties of crew heads
- Use theatre etiquette in crew work sessions and rehearsals
- Use available technology to enhance theatre productions.

## **Foundations of Theatre**

Grades: 9-12

.5 credits (CP)

This class is designed to introduce students to the basics of theatre production and acting. The class will teach theatre vocabulary, understanding body language and vocal techniques expose the students to different acting techniques and improvisation. Students will be required to perform speeches, monologues and scenes and work in partnership with other actors.

### **Acting (Honors)**

Grades: 10-12

.5 credits (H)

Prerequisite: Foundations of Theatre

The purpose of this course is to further the students skills in drama as a literature, craft and performing art. This is a performance based class. Major areas of study will include: Scene study, monologues, acting exercises, character development, script and character analysis.

### **Musical Theatre I**

Grades: 10-12

.5 credits (H)

This class will explore the history of American Musical Theatre from 1910 through the present day. Different styles of music, dance and performance will be explored. Scenes and songs will be learned from each decade. This class will culminate in an evening performance.

### **Musical Theatre II**

Grades: 10-12

.5 credits (H)

Prerequisite: Musical Theatre

This class will continue to explore the history of American Musical Theatre from 1970 through the present day. In-depth analysis of the different styles of music, dance and performance will be explored. Scenes and songs will be learned from each decade. There will be more focus on individual performances in this class and will culminate in an evening performance.

## **Computer Science**

The Computer Science Department works to develop computer literacy and the ability to use computers as in all areas of their academic life at Prout and beyond. The school computer infrastructure has recently been upgraded. This network is providing state-of-the art network support to students, staff and administration. We continue to strive to provide our student and staff with the necessary tools to function in the 21st century.

In individual courses, students learn a variety of skills, with particular emphasis on an awareness of the computer as a necessary tool in the contemporary academic environment. Specific projects attempt to move students toward a higher order thought process enabled by the use of trouble shooting routines, use of anti-virus software, and a moral awareness of the issues facing the world in the Internet age.

Advanced courses deal specifically with programming in the JAVA environment, learning how to process strings, create equations, evaluate results, debug programs, and how to create tools for use by third party users.

### **Computer Science**

Grades: 9-12

.5 credit

Students in this course are introduced to a broad spectrum of computing tasks. They begin with an introduction to keyboarding skills, and advance through a series of programs, developing the ability to use them effectively. Students must utilize the Microsoft Office suite, using the software to enable them to communicate more effectively with both teacher and student.

### **Computer Programming**

Grades: 9-12

.5 credit

Prerequisite: Computer Science

Students in this course will be covering programming methodology with an emphasis on problem solving and algorithm rather than language syntax. In this course students will develop higher-order thinking skills because the focus is on programming concepts, design and abstraction rather than on memorization or syntax. The JAVA programming language will be used. This is the language that the AP Programming Course is based on. This course is not an AP course, but will follow the course material as recommended by the College Board.

### **Web Page Design**

Grades 9-12

.5 credit

The emphasis of the course will be an understanding of HTML, CSS, and their use in the creation of web pages. Students will begin with the basics of HTML (Hypertext Mark-Up Language) to apply and enhance your knowledge of web page design. They will continue onto CSS (Cascading Style Sheets) and will be introduced to programs that help in generating Web Pages. You will learn how to effectively design, develop and evaluate web pages.

## **Physical Education/Health**

Grades: 9-12

Credits: .50 credit per year

The overall purpose of the Physical education department is to provide students with a solid physical and mental background. The students are given a chance to explore different types of activities that they may or may not have experienced in the past. Throughout this course the students will be challenged to meet specific goals designed around their capabilities to compete.

The Physical education department takes into consideration the various stages of adolescent development. Students are evaluated on how well they have improved upon their performance from the beginning to the end of each activity. All of the class units involve physical activity, which can also further the cognitive and social aspects of life. The students need to learn rules, participate regularly and communicate with one another during all activities.

The students will complete various units of activities in Physical Education class. These units range from 2 to 3 week lessons, depending on the material needed to be covered. Students must meet the standard requirements set by the department in order to pass each unit.

The Physical education department thrives on and encourages students to invoke good sportsmanship as well as fair play. It is in our best interest to have the students leave this class with a better understanding of teamwork, responsibility and pride, in hopes to create healthier and more productive citizens for our community.

**Program Courses:** Soccer, Tennis, Ultimate Frisbee, Lacrosse, Flag Football, Volleyball, Basketball, Superball, Kickball, Indoor Soccer, Street Hockey, Frisbee Golf, Whiffle-ball.

### **Health Education**

The goal of Health Education at The Prout School is to improve upon the health of all students. Research indicates that young people today are less healthy than those of recent generations. Health is the condition of the physical, mental, and social self. The level of our health can change from minute to minute, hour to hour, and year to year. This is why it is so important for people to realize that they have the power to control their own health and well-being. Health education in the school setting provides classroom opportunities to present objective information on a variety of health topics. This is done through the use of text books, lectures, videos, internet access, and presentations done by the students. Health education also makes the students aware of how the body reacts to diseases, drugs, tobacco products, and environmental hazards. Health education at The Prout School is developed to help students become more aware of today's health issues, which will in turn enable the students to become healthy literate individuals.

**Course Topics:** Healthy Foundations, Diseases and Disorders, Personal Care and Body Systems, Injury Prevention and Environmental Health, Mental and Emotional Health, Safe and Healthy Relationships, Physical Activity and Nutrition, Tobacco, Alcohol and other Drugs.

## **International Baccalaureate Diploma**

The International Baccalaureate (IB) Diploma Program is a challenging, comprehensive, advanced college preparatory program. For over 40 years the IB has built a reputation for high-quality, challenging programs of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and able to contribute to creating a better, more peaceful world. The IB Diploma Program, is an academically challenging and balanced program of education that prepares students for success at university and life beyond. Students take courses in six different subject groups, maintaining both breadth and depth of study. Students working in the IB Program are highly motivated and demonstrate an aptitude for in depth learning across the curriculum. IB Diploma Students choose **six subjects**, one from each of the major academic disciplines offered at Prout. They are also enrolled in a Theory of Knowledge course, write an original extended essay on an in-depth study, and complete a “Creativity, Action and Service” requirement. Students may also elect individual IB courses for certificate recognition. Universities recognize the rigor of the IB Program and the outstanding achievements of its students. Most universities offer advanced standing and college credit for successful completion of IB courses.

### **IB Theory of Knowledge**

Grades: 11 (second semester) and 12 (first semester)

1 credit

Prerequisite/s: Must be a full IB diploma candidate

IB Theory of Knowledge is a required course for all IB Diploma Candidates. Students enrolled in the class take part one during the spring semester of their junior year and part two the fall of their senior year.

The class examines the origins and validity of the various ways of knowing and characteristics of various forms of knowledge. Theory of Knowledge involves two stages of inquiry:

1. Students examine ways of knowing (perception, language, and forms of thought) and forms of knowledge (their belief systems and subject areas).
2. By a process of critical reflection, students explore these content areas seeking to come to conclusions about what they claim to know or what is professed as knowledge by others.

The course emphasizes critical thinking development through regular journal writing and student discussion of these issues. Essay assignments ask students to evaluate knowledge systems, to evaluate the strengths and limitations of various ways of knowing, and to explore the implications of knowledge claims we make as individuals and societies. The goal of this course is to provide students with philosophical perspective of their academic, social and personal knowledge and beliefs.

## **IB Theory of Knowledge 1**

Grade: 11

Prerequisite: Must be a full IB diploma candidate

Theory of Knowledge is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Program students undertake. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyze knowledge claims and explore knowledge questions. In TOK I, the first semester of the course, students are introduced to six of the eight Ways of Knowing (WOKs). In the second semester of the course, TOK II, students will examine six of the eight Areas of Knowledge (AOKs).

## **IB Theory of Knowledge 2**

Grade: 12

Prerequisite: Must be a full IB diploma candidate

Theory of Knowledge is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Program students undertake. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyze knowledge claims and explore knowledge questions. Having studied the ways of knowing (WOKs) in TOK I, in the second semester of the course, TOK II, students will examine six of the eight areas of knowledge (AOKs).