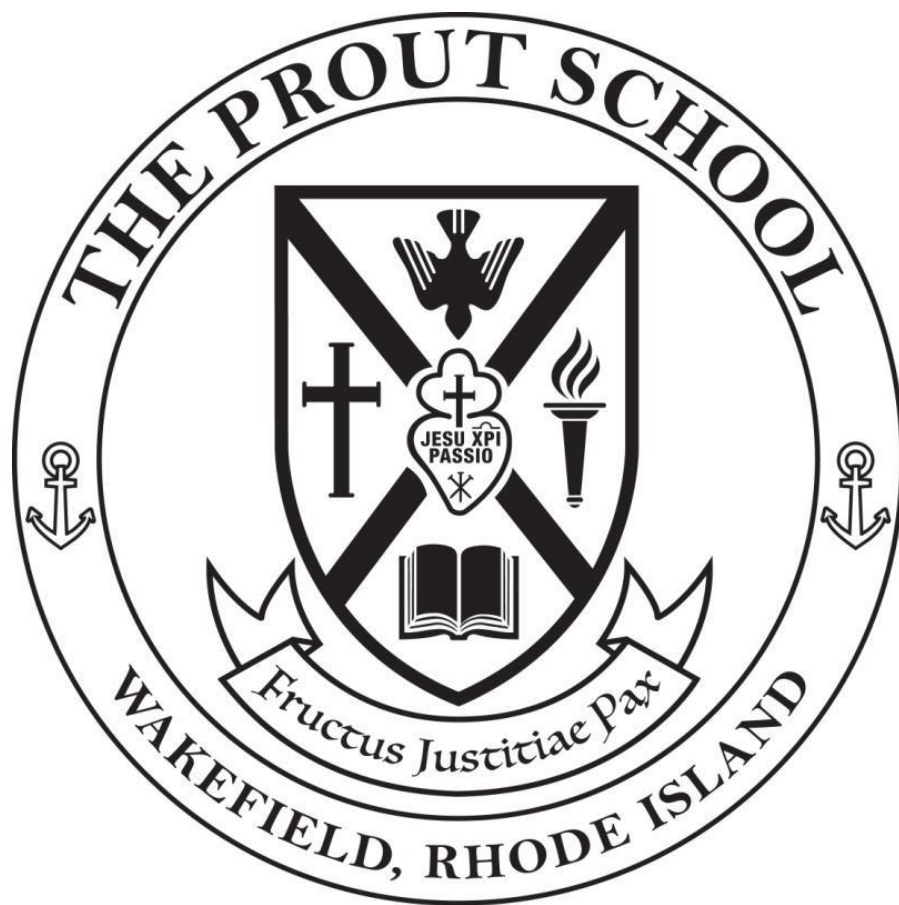


PROGRAM OF STUDIES 2022 - 2023



The Prout School
4640 Tower Hill Road
Wakefield, RI 02879

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

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Our Mission Statement and HEART

The Prout School is a vibrant Catholic community that educates the whole person for productive membership in the global community by fostering quality in spiritual, academic, artistic, and athletic pursuits.

H - Humanities

Our humanities program encompasses a holistic approach to the study of American and British literature, the classics, grammar and composition, international languages, history and civics, as well as global studies. By examining the collective wisdom of the past in light of current events, students are prepared to be active participants in and shapers of future cultural and societal discourse.

E - Engineering and Mathematics

By combining skills in engineering and mathematics, Prout students are prepared to apply their conceptual knowledge of mathematics to practical outcomes. In an increasingly competitive work force, Prout students are prepared to distinguish themselves in college and beyond through hands-on educational experiences that equip them to become the innovators of the future.

A - Arts and Athletics

Prout forms the whole person. Creativity, artistic expression, physical education and bodily development are all bedrocks of our arts and athletics programs. Through dance, music, theater, and visual arts, students are encouraged to explore and develop their creativity by participation in our respected programs. Through an array of opportunities for participation in athletics — from lacrosse to sailing to soccer and everything in-between — Prout Crusaders are challenged to grow in both physical excellence and character development.

R - Religion and Service

Prout's Catholic identity informs everything we do as an educational community. Inspired by the example of our patroness, Mother Mary Joseph Prout, we seek to instill the core values of faith, solidarity, and service. Daily prayer, school-wide Masses, opportunities for Reconciliation and RCIA, required theology courses, and abundant opportunities for Christian service are not extrinsic to our mission, but ground us as a school community and provide us with a clear direction.

T - Technology and Science

In an increasingly complex technological landscape and as scientific knowledge continues to advance in leaps and bounds, Prout students are encouraged to harness the momentum for the benefit of society and human progress. Formation in the sciences — natural science, biology, chemistry, and physics — as well as exposure to current technology is essential to a Prout education.

What is HEART?

HEART is not a new curriculum, but a framework. It is intended to serve as a reference for faculty, parents, and students, aiding in the development of and commitment to academic excellence in relationship to our mission.

How does HEART relate to the International Baccalaureate Program?

Inspired by the International Baccalaureate Learner Profile, HEART encompasses all of the learning outcomes and core subject groups included in the IB Diploma Program. As the only IB school in Rhode Island, Prout provides a unique educational opportunity for students of all backgrounds and capacities. HEART presumes and incorporates the best of the IB program for all students, regardless of whether or not they are enrolled in the Diploma Program.

How is HEART different from other educational models like STEM or STEAM?

Prout has heart, not just academic ambition. Educational models like STEM or STEAM neglect or overlook values and goals that we consider intrinsic to our mission as a Catholic institution concerned with the formation of the whole person. We don't seek to create technically proficient members of a future workforce alone, but young adults with a sense of their transcendent purpose, their obligations to others, and of the need for ongoing character formation.

GRADUATION REQUIREMENTS

Prout students must successfully pass with a minimum of 65% at least 24 credits to earn a Prout School diploma. The following units must be completed in each content area:

Theology	4 credits
English	4 credits
Mathematics	3 credits
Science	3 credits
Social Studies (one must be US History)	3 credits
Foreign Language (3 year sequence of one language)	3 credits
Physical Education/Health (.5 credits each year)	2 credits
Arts (Art, Dance, Music, Theater)	1 credit

In addition to passing the courses listed above, students must be enrolled in a minimum of 5.5 credits of elective course work. *NOTE: Prout students must be enrolled in a minimum of seven courses plus one Study each semester. This requires the student to be enrolled in a class during every period.

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

All requests to add, drop, or change a course must be made within the first five (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 Dean of Student Development 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 will be designed according to the material 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 (CP) - This level is designed to offer a rigorous program and to challenge college-bound students. The courses at the College Prep level are designed to allow students to realize their potential and to 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 (H) - 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 work are characteristic features of Honors level work.

International Baccalaureate Standard Level (IB SL) and Higher Level (IB HL) - 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. Students will take some subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at the higher level. IB classes offer the highest level of rigor and should be considered by serious students who closely match up with the IB Learner Profile. IB courses provide college-level challenges.

GENERAL SCHOOL GUIDELINES RELATED TO STUDENT PLACEMENT IN COURSES

Moving from College Prep to an Honors class for the following academic year, it is recommended that the student achieve a final average around 90 in the current related content area course for best chance of success at the Honors level. To remain in an Honors class for the following academic year, the student should maintain an 80 average in the related content area.

Moving from an Honors class to an IB HL class for the next academic year, the student will need to carry a final average in that content area of around a 90 and obtain a recommendation of the current content area teacher. This allows the student to be considered for this placement. To be considered for IB SL placement coming from an Honors course, the student should maintain at least an 80 average in the related content area and obtain a recommendation from the current teacher.

Students seeking admittance to any IB course should exhibit the qualities of the IB Learner profile.

IB Learners strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open Minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk Takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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 a commitment to fostering in students an understanding of, sensitivity towards, and embracing 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.

Paramount to the work of Prout's English Department is a steadfast, heartfelt commitment by dedicated professionals to provide a quality literary experience for all students. Members of the department seek to translate their passion for reading and writing to their students. Modeling scholarly attributes of open-mindedness, joy in learning, intellectual curiosity, analytical inquiry, and innovative creativity, the English teachers are devoted to helping their students discover, utilize, and share their personal voices.

Woven throughout each grade and level in the English curriculum are the following instructional strands:

Reading: Poetry, short stories, novellas, novels, essays, speeches, drama

Writing: Reader responses, metacognitive journals, analytical essays, persuasive essays, expository work, narrative work

Media/Technology: Exploration of the effects the media and technology potentially have on the human spirit

Research: The Analytical Research Process, the ethics of knowledge and knowledge usage, Noodle Tools, utilization of valid resources, developing a research question/claim, etc.

Vocabulary: Developing of an enriched vocabulary to use both in reading and writing

Public Speaking: Principles of articulation, presentation skills, connection with audience, visual components, etc.

Listening: Developing focus, Taking relevant/complete notes and properly maintaining one's notebook, Listening to, learning from, and respecting the opinions of others

Aesthetics/Non-print: Utilization of art, music, film, philosophy, and across content area approach

Catholic Identity: Application of Catholic principles to the exploration of literature

English 9 Introduction to Literature

Grade 9 College Preparatory

1 Credit

Freshman CP English is tailored towards meeting students at their own individual level. It 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. The course uses a variety of different texts from all walks of life, giving students a survey of what the literary canon has to offer.

English 9 Honors Introduction to Literature

Grade 9
1 Credit

Freshman Honors English aims to strengthen student's fundamental skills in the areas listed in the introduction to the English program above. It works with the same essential question as the College Preparatory course, but uses different literature, and 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.

English 10 American Literature

Grade 10 College Preparatory
1 Credit

Prerequisite: Successful completion of English 9 CP

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, themes (especially the theme of identity), connotation, etc. Cooperative group work and presentations encourage the development of both collaborative and speaking skills.

English 10 Honors American Literature

Grade 10
1 Credit

Prerequisite: Completion of English 9H 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 the 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.

English 11 British Literature

Grade 11 College Preparatory
1 Credit

Prerequisite: Successful completion of English 10CP

Junior College Preparatory English takes a genre approach to British literature, including three novels, one Shakespearean play, and short 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. Every unit includes research skills and technology and culminates in a thesis paper and/or 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.

IB English 11 SL

Grade 11 IB Standard Level
1 Credit

Prerequisite: Completion of English 10H with a grade of B and recommendation of the teacher
IB English 11SL is the first of a two-year standard level IB course. The course is organized into three areas of exploration and seven central concepts over the two years, and focuses on the study of literary works. Together, the three areas of exploration of the course add up to a comprehensive exploration of literature from a variety of cultures, literary forms and periods. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication.

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. In addition to formal papers and in class analysis, students will write a paper and give an oral presentation using the IB rubrics.

IB English 11 HL

Grade 11 IB Higher Level
1 Credit

Prerequisite: Completion of English 10H with a grade of 90 or above and recommendation of the teacher
IB English 11HL is the first year of a two-year higher level IB course. It is designed to fulfill the Language A: Literature component of the International Baccalaureate curriculum. Students explore the concepts and meaning of culture. Students are already experienced in literary 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, Kingship vs. Tyranny, Passion, Rage, The Role of the Gods.

All IB English 11HL students, in addition to formal papers, journal entries, in class analysis, will write one paper on an IB Theme 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) of critical analysis is due in the fourth quarter.

English 12 World Literature

Grade 12 College Preparatory
1 Credit

Prerequisite: Successful completion of English 11CP

Senior College Preparatory English involves a survey of World Literature helping students to gain and understanding of the interconnection among texts throughout the world. From the Zen Buddhist stories of American J.D. Salinger and the Viet Nam 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. By the end of the year, students are expected to be versed in literary terms, literary movements and authors' lives. Each student is expected to foster a critical eye that is pertinent to future study of literature and culture.

IB English 12 SL

Grade 12 IB Standard Level
1 Credit

Prerequisite: Successful completion of IB English 11SL and teacher recommendation

IB English 12SL is the completion of the IB standard level Language A: Literature course begun in the junior year. Students study 13 works at higher level and 9 works at standard level from a representative selection of literary forms, periods and places. Students continue to develop the ability to engage in close, detailed analysis of literary works, building understanding of the techniques involved in literary criticism. The completion of the study of nine literary works required by the IBO for standard level is done in context, and through the study of literature in translation the student is challenged to reflect on the role of cultural assumptions in interpretation. Students are assessed through a combination of formal examination and oral and written coursework. The formal examination is comprised of two essay papers, one requiring the analysis of a passage of unseen literary text, and the other a comparative response to a question based on two works studied. Students also perform an oral activity presenting their analysis of two works studied.

IB English 12 HL

Grade 12 IB Higher Level
1 Credit

Prerequisite: Completion of IB English 11HL with a grade of B or above and teacher recommendation
IB English 12HL is designed to fine tune students' proficiency in critical, reflective, and analytical abilities in reading, writing, evaluating, and responding to literature. Within the conclusion of this two-year course, the theme of The Writer as Social Critic is utilized. The course 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 paradigm" 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, as well as take the externally assessed HL written and oral examinations.

Creative Writing

Grades: 9, 10, 11, 12

.5 Credit

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 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.

Introduction to Philosophy

Grades 11, 12

.5 Credit

This course provides an introduction to philosophical thought which looks at questions regarding human nature and the world around us. Students will explore the major philosophical schools of thought which include Logic and Reason as well as others and will investigate how great philosophers have addressed these throughout history. Students will learn how to discuss, analyze, clarify and create arguments that will help them to be successful in an academic context.

A Word About the International Baccalaureate (IB) Diploma Program

The International Baccalaureate® (IB) Diploma Program (DP) curriculum sets out the requirements for study of the DP. The curriculum is made up of the DP core and six subject groups. Made up of the three required components, the DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills. The three core elements are:

- Theory of knowledge, in which students reflect on the nature of knowledge and on how we know what we claim to know.
- The extended essay, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- Creativity, activity, service, in which students complete a project related to those three concepts.

There are six subject groups with different courses within each subject group. Students choose courses from the following subject groups: studies in language and literature; language acquisition; individuals and societies; sciences; mathematics; and the arts. Students may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts.

Students will take some subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at higher level. Each student takes at least three (but not more than four) subjects at higher level, and the remaining at standard level.

IB Theory of Knowledge (TOK)

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

1 Credit

Prerequisite: 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 1 during the spring semester of their junior year and Part 2 in the fall of their senior year.

The course as a whole examines the origins and validity of various ways of knowing and the characteristics of various forms of knowledge. TOK 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 the development of critical thinking through writing and student discussion. Students evaluate knowledge systems, examining the strengths and limitations of various ways of knowing and exploring 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.

TOK 1

.5 Credit

As the course, Theory of Knowledge is 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 1, the first semester of the course, students are introduced to six of the eight Ways of Knowing (WOKs).

TOK 2

.5 Credit

In the second semester of the course, fall of the senior year, students will examine six of the eight Areas of Knowledge (AOKs).

Foreign Languages

The Foreign Language program at The Prout School develops each student's ability to communicate in a foreign language and to appreciate their 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 language. Primary source materials, along with traditional materials, are used to develop linguistic proficiency and cultural insight.

While the content of College Preparatory and Honors classes is the same, students in Honors level classes are expected to perform more complex tasks.

French 1 and French 1H

Grade 9
1 Credit

This course introduces the student to the French language via 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 2 and French 2H

Grade 10
1 Credit

Prerequisite: Successful completion of French 1/1H

The second level of the French program builds upon topics studied in French 1/1H 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 as achieved through reading and research.

French 3 and 3H

Grade 11
1 Credit

Prerequisite: French 2/2H

Building upon the first 2 years of French, this course continues to emphasize the skills of listening, speaking, reading, and writing in a wider variety of situations. Speaking skills continue to be 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 as achieved through reading and research. Literature and other text types are analyzed and increased in depth.

French 3 IB SL

Grade 11
1 Credit

Prerequisite: French 2H

In this International Baccalaureate standard level course, students develop the ability to communicate in the target language through the study of language, themes, and texts. In doing so, they 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 3 IB SL is the first half of the two year IB sequence.

French 4 and 4H

Grade 12
1 Credit

Prerequisite: French 3/3H

This course builds upon French 3/3H by emphasizing the skills acquired. Speaking skills continue to be 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. A variety of reading material is explored, including many primary source selections.

French 4 IB SL

Grade 12
1 Credit

Prerequisite: French 3 IB SL

Building upon French 3 IB SL, students continue to develop the ability to communicate in the target language through the study of language, themes, and texts. In doing so, they 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. As this is the culmination of the standard level of IB French, students will sit for the written and oral external assessments of the International Baccalaureate Organization.

Italian 1 and Italian 1H

Grade 9
1 Credit

This course introduces the student to the Italian language via 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 2 and Italian 2H

Grade 10
1 Credit

Prerequisite: Successful completion of Italian 1/1H

The second level of the Italian program builds upon topics studied in Italian 1/1H 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 as achieved through reading and research.

Italian 3 and 3H

Grade 11
1 Credit

Prerequisite: Italian 2/2H

Building upon the first 2 years of Italian, this course continues to emphasize the skills of listening, speaking, reading, and writing in a wider variety of situations. Speaking skills continue to be 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 as achieved through reading and research. Literature and other text types are analyzed and increased in depth.

Italian 3 IB SL

Grade 11
1 Credit

Prerequisite: Italian 2H

In this International Baccalaureate standard level course, students develop the ability to communicate in the target language through the study of language, themes, and texts. In doing so, they 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 3 IB SL is the first half of the two year IB sequence.

Italian 4 and 4H

Grade 12
1 Credit

Prerequisite: Italian 3/3H

This course builds upon Italian 3/3H by emphasizing the skills acquired. Speaking skills continue to be 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. A variety of reading material is explored, including many primary source selections.

Italian 4 IB SL

Grade 12
1 Credit

Prerequisite: Italian 3 IB SL

Building upon Italian 3 IB SL, students continue to develop the ability to communicate in the target language through the study of language, themes, and texts. In doing so, they 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. As this is the culmination of the standard level of IB Italian, students will sit for the written and oral external assessments of the International Baccalaureate Organization.

Spanish 1 and Spanish 1H

Grade 9
1 Credit

This course introduces the student to the Spanish language via 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 2 and Spanish 2H

Grade 10
1 Credit

Prerequisite: Successful completion of Spanish 1/1H

The second level of the Spanish program builds upon topics studied in Spanish 1/1H 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 as achieved through reading and research.

Spanish 3 and 3H

Grade 11
1 Credit

Prerequisite: Spanish 2/2H

Building upon the first 2 years of Spanish, this course continues to emphasize the skills of listening, speaking, reading, and writing in a wider variety of situations. Speaking skills continue to be 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 as achieved through reading and research. Literature and other text types are analyzed and increased in depth.

Spanish 3 IB SL

Grade 11
1 Credit

Prerequisite: Spanish 2H

In this International Baccalaureate standard level course, students develop the ability to communicate in the target language through the study of language, themes, and texts. In doing so, they 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 3 IB SL is the first half of the two year IB sequence.

Spanish 4 and 4H

Grade 12

1 Credit

Prerequisite: Spanish 3/3H

This course builds upon Spanish 3/3H by emphasizing the skills acquired. Speaking skills continue to be 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. A variety of reading material is explored, including many primary source selections.

Spanish 4 IB SL and Spanish 4 IB HL

Grade 12

1 Credit

Prerequisite: Spanish 3 IB SL

Building upon Spanish 3 IB SL, students continue to develop the ability to communicate in the target language through the study of language, themes, and texts. In doing so, they 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 (SL or HL). As this is the culmination of the standard level or higher level of IB Spanish, students will sit for the written and oral external assessments of the International Baccalaureate Organization at their SL or HL level.

Mathematics

A basic understanding and understanding and proficiency in mathematics is critical in the world today. Throughout 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 The Prout School with a foundation that will give them the best opportunity for success. Although students must complete the minimum of three years of math (Algebra 1, Geometry, and Algebra 2), we strongly encourage students to take a mathematics course all four years. The Prout School offers a four year college preparatory (CP) mathematics program as well as honors (H) and both the standard level (IB SL) and higher level (IB HL) International Baccalaureate (IB) courses. The honors or IB math student is significantly challenged with courses that differ from college prep courses in increased pace, breadth, and depth.

Algebra 1

Grade 9
1 Credit

This foundational algebra course is designed to develop proficient 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 graphic Linear Equations and Inequalities; Systems of Equations, Simplifying Radicals; and an introduction to Quadratic Equations through factoring and graphing.

Algebra 1 Honors

Grade 9
1 Credit

This is an accelerated Algebra 1 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 Operators; and Connections to Geometry.

Geometry

Grade 10 only
1 Credit
Prerequisite: Algebra 1

This course integrates geometric and algebraic concepts through a thorough exposure to Euclidean geometry in two and three dimensions. It encourages students to reason, think logically, and fully justify answers. This course covers the fundamentals of geometry through properties, proof, 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
1 Credit

Prerequisite: successful completion of Algebra 1H

This Honors level Geometry 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 the college preparatory Geometry course, the honors level course goes beyond and tackles problems at a higher level of difficulty. The additional topics covered in this course include relationships of special Segments of Triangles, Trigonometry of Obtuse and Acute Triangles; and Coordinate Geometry. A calculator with trigonometric functions is required.

Algebra 2

Grade 11
1 Credit

Prerequisites: Algebra 1 and Geometry

This course is an extension of Algebra 1, building upon algebraic and geometric concepts. There is an emphasis on function and graph relationship as well as applications and problem solving skills. The major topics covered include Linear, Quadratic, and Polynomial Functions; Rational and Radical Equations; Powers, Roots, and Matrices; Exponential and Logarithmic Functions. A graphing calculator is required for this course. The TI-84 (or TI-84 Plus) is strongly recommended.

Algebra 2 Honors

Grade 10 only
1 Credit

Prerequisites: Algebra 1H, Geometry H

This course continues the coverage of topics begun in Algebra 1H 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 2CP. The 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.

Personal Finance

Grade 12
1 Credit

Prerequisites: Algebra 1, Geometry, Algebra 2

This course 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. 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 course 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 been learning from previous math classes to the world around them.

Pre-Calculus

Grade 12
1 Credit

Prerequisites: Algebra 2 and teacher recommendation

This course brings together and expands upon previous concepts from Algebra 1, 2, and Geometry as a preparation for Calculus. Students will continue to develop critical thinking and qualitative 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 application-based course, and knowledge and use of a graphing calculator is expected.

Math IB SL

This standard level math course is part of the International Baccalaureate (IB) program. It is a two year course that will expose students to topics similarly covered in Algebra 2 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.

The IB course description:

“The IB Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations.

Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.”

Math IB SL 1 Year 1 of the 2-year course

Grade 11
1 Credit

Prerequisite: Algebra 1, Geometry H, and teacher recommendation

Math IB SL 2 Year 2 of the 2-year course

Grade 12
1 Credit

Prerequisite: IB SL 1

Math IB HL

This higher level math course is part of the International Baccalaureate (IB) program. It is a two year course that will expose students to topics similarly covered in Pre-Calculus with emphasis on preparing students for physics-based calculus. This course is for strong math 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.

From the IB, regarding its math curriculum:

“The aims of all Diploma Program mathematics courses are to enable students to:

- *develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power*
- *develop an understanding of the concepts, principles and nature of mathematics*
- *communicate mathematics clearly, concisely and confidently in a variety of contexts*
- *develop logical and creative thinking, and patience and persistence in problem solving to instill confidence in using mathematics*
- *employ and refine their powers of abstraction and generalization*
- *take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities*
- *appreciate how developments in technology and mathematics influence each other*
- *appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics*
- *appreciate the universality of mathematics and its multicultural, international and historical perspectives*
- *appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course*
- *develop the ability to reflect critically upon their own work and the work of others*
- *independently and collaboratively extend their understanding of mathematics.”*

IB Math HL 1 Year 1 of the 2-year course

Grade 11

1 Credit

Prerequisites: Algebra 2H and teacher recommendation

IB Math HL 2 Year 2 of the 2-year course

Grade 12

1 Credit

Prerequisite: IB Math HL 1

Physical Education/Health

One semester of Physical Education/Health or one of its electives is required each of the student's years at the Prout School. If a student takes Dance with no other PE or its elective in the year, it will be accepted as PE credit, not as an Arts elective. If Dance is taken with PE or its elective within the year, Dance will receive credit as an Arts elective.

Physical Education/Health

Grades 9-12
.5 credit per year

The overall purpose of the Physical education department is to provide the 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 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: Soccer, Tennis, Ultimate Frisbee, Lacrosse, Football, Volleyball, Badminton, Superball, Kickball, Indoor Soccer. 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 of creating healthier and more productive citizens for our community.

Yoga and Wellness

Grades 9-12
.5 credit per year

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.

Beginner/Intermediate Dance (Dance I)

Grades 9-12
.5 credits

This course is a fun, creative 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 participate in a dance studio environment that will include dance vocabulary, technique, and tools to creatively make dances. Your major assessment will be performance based.

Intermediate/Advanced Dance (Dance II)

Grades 10-12
.5 credits (H)
Prerequisite: Beginner/Intermediate Dance

This honors level course is for students who want to take their dance technique to a higher level. Students must know dance vocabulary and be able to execute advanced dance steps, have strong technical foundation, and the ability to incorporate tempo and level changes as well as clean transitions between steps. This class will creatively investigate and explore movement ideas for development of choreography. Students should have a serious focus in class and understand how to work in a studio environment. Your major assessment will be performance based.

IB Dance

Grades 11-12
1 credit
Prerequisite: Intermediate/Advanced Dance and Instructor Recommendation

Consistent with the educational philosophy of the IB, the Diploma Programme 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.*

Strength and Conditioning

Grades 11-12
.5 credit

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the fundamentals of strength training, nutritional needs, and overall fitness training and conditioning. The course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

Science

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 Christian values. The Science program at The Prout School 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 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, and environmental 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

Grade 9 College Preparatory
1 Credit

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 will 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 with cell structure, cell theory, and genetics.

Biology Honors

Grade 9
1 Credit

The Honors Biology course is a more rigorous and in-depth approach to the topics covered in the College Preparatory (CP) 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.

Chemistry

Grade 10

1 Credit

Prerequisites: Biology, minimally, Algebra 1H

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 communication 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.

Chemistry Honors

Grade 10

1 Credit

Prerequisites: Biology H, Honors level math placement, teacher recommendation

This is an honors level chemistry course and is taught at a faster pace and a higher level than the college preparatory course (above). More chapters and labs are covered in this course than the CP level. Students are expected to work nightly to review the covered material. This class is challenging and interesting. One chapter is covered every two weeks on average, and each chapter includes laboratory work. Written lab reports are required for all labs in this course. Tests 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 gas laws. Additional topics covered in this course include solution chemistry, chemical equilibrium, acid base theory, and redox reactions.

Environmental Science

Grades 11, 12 College Preparatory
1 Credit
Prerequisite: 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 biomes of the earth. Second semester includes water resources, water pollution, air pollution, wetland and wildlife management.

Anatomy CP

Grades 11,12 College Preparatory
1 Credit
Prerequisites: Biology, Chemistry

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.

Anatomy and Physiology Honors

Grades 11,12
1 Credit
Prerequisites: Biology, Chemistry

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. 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 treatment procedures. Students will conduct various dissections throughout the year. 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.

IB Biology HL

Prerequisites: Biology, Chemistry H

This course is a 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 1

Grade 11

1 Credit

Prerequisites: Biology, Chemistry H

IB Biology HL 2

Grade 12

1 Credit

Prerequisite: IB Biology HL 1

IB Design and Technology SL

Prerequisite: Chemistry Honors

This course is a two-year Standard Level IB Design and Technology curriculum. It depends heavily on the understanding of 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, test, model, and create products that serve a purpose or an objective. Students must apply their comprehensive knowledge about the materials science to accurately choose the most appropriate material that can be used to create a specific product. This course is not a typical course. The assessments for this course include: tests, projects, research papers, presentations, and the IB internal assessment (IA). The IA for this course begins in February of the first year and concludes on November of the second year. The process is spread over time so as to produce best student work as they are not overloaded at one time.

IB Design and Technology SL 1

Grade 11

1 Credit

Prerequisite: Chemistry H

IB Design and Technology SL 2

Grade 12

1 Credit

Prerequisite: IB Design & Technology SL 1

Physics

Grade 12

1 Credit

Prerequisite: Chemistry

This course is college preparatory and is designed to prepare students to succeed in a first-year physics course in college. It is an algebra-based course that is intended 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 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.

IB Physics SL

Prerequisites: Chemistry H and teacher recommendation

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies.

This course is a two-year Standard Level IB Physics curriculum set by the International Baccalaureate board and is quite detailed. Students enrolled concurrently in Algebra 2 will find the mathematics applications in this course challenging and should be prepared to seek additional help if necessary. In general, the difference between this SL course and the more challenging HL course is in the amount and depth of information covered in each of the five themes: *Space, time and motion* (Kinetics, Forces and momentum, Work, energy and power); *the Particulate nature of matter* (Thermal energy transfers, Greenhouse effect, Gas laws, Current and circuit); *Wave behavior* (Simple harmonic motion, Wave model, Wave phenomena, Standing waves and resonance, Doppler effect); *Fields* (Gravitational fields, Electric and magnetic fields, Motion in electromagnetic fields); *Nuclear Physics* (Structure of atoms, Radioactive decay, Fission, Fusion and stars). (See the description under Physics HL for additional information.)

There is a large portion of time spent on laboratory work that is accomplished through a variety of forms including independent lab assignments that are submitted to the IB Organization. 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. Students in Year 2 are required to sit for the IB test in May.

IB Physics SL 1

Grade 11

1 Credit

Prerequisite: Chemistry H and teacher recommendation

IB Physics SL 2

Grade 12

1 Credit

Prerequisite: IB Physics SL 1

IB Physics HL

Prerequisites: Chemistry H, concurrent enrollment in IB HL Math (ideally)

This two-year Higher Level IB Physics course is very challenging. Students entering the course will begin as they enter 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 IB Math HL as the math requirements are quite rigorous. Students currently in IB Math SL 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. In addition to the topics covered in the SL course, HL Physics goes into further depth in many and adds Rigid body mechanics; Galilean and spatial relativity; Thermodynamics; Induction; Quantum Physics. The IB program requires 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. At the end of the second year each student will sit for the IB Physics HL exam, a comprehensive, three-section exam spanning two days. Additional time outside of scheduled classes will be spent preparing for the exam itself. The level and depth of the material will be consistent between years 1 and 2 of the course.

IB Physics HL 1

Grade 11

1 Credit

Prerequisites: Chemistry H and teacher recommendation

IB Physics HL 2

Grade 12

1Credit

Prerequisite: IB Physics HL 1

Social Studies

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 Gospels 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 interpretive skills relating to maps, graphs, timelines, charts, and cause and effect relationships.

World History

Grade 9 College Preparatory
1 Credit

The study of World History is the study of change brought about through human interactions and is based on a comparative and multi-perspective approach to history. It is about the global evolution of civilizations with an emphasis on the origin and spread of western civilization. In this course, students will examine the factors of change including geography, economics, government, culture, science, technology, society, and religion. Students will examine diverse cultural perspectives and the themes that connect civilizations over time and space. It is about the spread of culture; interactions of civilizations; expansion and decline; actions and reactions; comparisons of political, economic, and social systems. Students will improve their critical thinking and map skills, work on the research process while writing essays and completing class presentations. This course will emphasize building vocabulary, reading comprehension, organization skills and begin acquiring the skills to analyze both primary and secondary sources.

World History Honors

Grade 9
1 Credit

World History Honors covers the same themes as the College Preparatory course, but takes additional history and cultures as well as going into greater depth of topics. The study of World History is the study of change brought about through human interactions and is based on a comparative and multi-perspective approach to history. It is about the global evolution of civilizations with an emphasis on the origin and spread of western civilization. In this course, students will examine the factors of change including geography, economics, government, culture, science, technology, society, and religion. Students will examine diverse cultural perspectives and the themes that connect civilizations over time and space. It is about the spread of culture; interactions of civilizations; expansion and decline; actions and reactions; comparisons of political, economic, and social systems. Students will improve their critical thinking and map skills, work on the research process while writing essays and completing class presentations. This course will emphasize building vocabulary, reading comprehension, organization skills and begin acquiring the skills to analyze both primary and secondary sources.

US History

Grade 10 College Preparatory
1 Credit

Prerequisite: World History

*Successful completion of this course (CP or H level) is **REQUIRED** for graduation

In this full year course of American History, students will analyze the historical, political, economic and scientific themes that have developed in the United States and relate them to contemporary issues. Students will improve their critical thinking and map skills, note taking, work on the research process, while writing essays and completing class presentations. This college preparatory course will have an emphasis on facilitating a command of the intellectual foundations of American Society thereby preparing the student for intelligent, concerned, and meaningful citizenship in a democracy. Students will continue working on the skills needed to analyze both primary and secondary sources.

US History Honors

Grade 10
1 Credit

Prerequisites: World History and teacher recommendation

*Successful completion of the course (CP or H level) is **REQUIRED** for graduation

As with World History H, the US History Honors classes cover the same skills as the college preparatory course, but do so by covering a larger period of history as well as going into greater depth of events, their causes and effects. In this full year course of American History, students will analyze the historical, political, economic and scientific themes that have developed in the United States and relate them to contemporary issues. Students will improve their critical thinking and map skills, note taking, work on the research process, while writing essays and completing class presentations. This honors course will have an emphasis on facilitating a command of the intellectual foundations of American Society thereby preparing the student for intelligent, concerned, and meaningful citizenship in a democracy. Students will continue working on the skills needed to analyze both primary and secondary sources.

AP US History

Grade 10
1 Credit

Prerequisite: World History H, teacher recommendation

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society. Facilitating a command of the intellectual foundations of American Society, this course thereby prepares the student for intelligent, concerned and meaningful citizenship in a democracy. All students will sit for the Advanced Placement exam in US History at the end of the year.

IB 20th Century World History SL or HL

Prerequisite: US History H or AP

The IB World History course guidelines set forth by the IB World History curriculum at the Higher Level or the Standard 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 on 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. These skills include students analyzing value and limitations of both primary and secondary sources by examining their origin, purpose, and content. In this way, the course involves a challenging and demanding critical exploration of the past.

The DP history course requires students to study and compare examples from different regions of the world, helping to foster international mindedness. The instructor has much freedom to choose relevant examples to explore with their students, helping ensure that the course meets their needs and interests.



I. Prescribed Subject: The move to global war

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

II. World history Thematic Topics

A. Authoritarian states (Mussolini, Hitler, Stalin, Mao, Castro)

B. The Cold War: Superpower tensions and rivalries

C. Causes, nature and effects of 20th Century wars (WW1, WW2, Chinese Civil War)

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

A. Second World War and the Americas

B. Political developments in Latin America (1945 – 1980)

C. The Cold War and the Americas 1945-81

**Note – SL (Standard Level) will only cover topics I and II.

All students will sit for the appropriate IB (SL or HL) exam in May of the second year.

IB 20th Century World History SL or HL 1

Grade 11
1 Credit

Prerequisite: US History H or AP and teacher recommendation

IB 20th Century World History SL or HL 2

Grade 12
1 Credit

Prerequisite: IB 20th Century World History SL or HL 1

Global Studies CP or H

Grade 11 or 12
1 Credit

Prerequisite: US History

The World Health Organization has identified several global health issues such as famine, warfare, and natural disasters which are directly impacted by the political, economic, social structure and stability of Latin American, Sub-Saharan Africa, the Middle East, East Asia, South Asia, and Russia. Students will explore the causes, consequences, and practical solutions to persistent, contemporary, and emerging global interests in such matters as territory, natural resources, trade, use of technology and the welfare of its people through the analysis of documents, data and primary material. Students will develop the ability to compare different societies and their reactions to global processes while analyzing conditions and motivations that contribute to conflict, cooperation and interdependence among groups, societies, and nations.

Law Honors

Grade 11 or 12
.5 Credit

Prerequisite: US History

Introduction to Law is a semester long social studies elective that serves as an introductory course to law and legal systems 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.

Psychology 1

Grade 11 or 12
.5 Credit

Prerequisite: US History

Psychology 2

Grade 11 or 12
.5 Credit

Prerequisite: Psychology 1

You are about to begin the study of behavior and mental processes- the study of psychology. By understanding psychology, you will gain a deeper understanding of yourself and others. Psychologists study people-how we think, how we see ourselves, and why we behave the way we do. Psychologists want to know how people learn and remember information. Psychologists are also interested in why things go wrong with people's minds. Why do some people lose touch with reality completely? Professional psychologists try to develop ways to relieve problems like these.

Psychology CP 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.

Psychology 1 Honors

Grade 11 or 12

.5 Credit

Prerequisite: US History

Psychology 2 Honors

Grade 11 or 12

.5 Credit

Prerequisite: Psychology 1H

You are about to begin the study of behavior and mental processes- the study of psychology. By understanding psychology, you will gain a deeper understanding of yourself and others. Psychologists study people-how we think, how we see ourselves, and why we behave the way we do. Psychologists want to know how people learn and remember information. Psychologists are also interested in why things go wrong with people's minds. Why do some people lose touch with reality completely? Professional psychologists try to develop ways to relieve problems like these.

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.

Economics

Grade 11 or 12

.5 Credit

Prerequisite: US History

Economics for Today is a college preparatory course that prepares students to understand and incorporate today's economic principles, functions, and activities into their daily lives. Using the United States market economy as the basic model, students will learn microeconomic and macroeconomic concepts of supply and demand, taxation, monetary policy, comparative economics, and investment practices. Students will investigate the importance of economic actions in the daily life of American citizens, and Economics for Today will help provide a background necessary for all students to function in the global economy.

Environmental Justice

Grade 11 or 12

.5 Credit

Prerequisite: US History

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.

Theology

The Theology Department at The Prout School seeks to introduce students to the richness of the Roman Catholic Tradition following the bishops' curriculum according to the United States Conference of Catholic Bishops. 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 sacrament, 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.

Theology 9

Grade 9

1 credit

Required

Semester 1: Our Catholic Faith

This course introduces all students to what it means to be Catholic by understanding what they believe and by examining the traditions and rituals that they practice. It provides a foundation for all Prout students whether Catholic or not, to help understand what they will witness and take part in as a member of a Catholic school community. Students will study the Apostles Creed, the Sacraments, and Christian moral living. They will take part in a day retreat with fellow freshmen. The curriculum follows the USCCB framework.

Semester 2: Sacred Scripture

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

Theology 10

Grade 10
1 credit
Required

Semester 1: Jesus Christ, Source of Our Salvation

The primary focus of this semester is the emphasis of 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, Suffering, 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 and role model to lead a virtuous life. This curriculum follows the USCCB framework.

Semester 2: Morality

This course provides students with a greater understanding of how they can apply their own lives to God's plan for us by 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.

Theology 11

Grade 11
1 credit
Required

Semester 1: Sacraments

This first semester course provides students with an introduction to the Catholic Church's seven Sacraments. The students 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.

Semester 2: The Church

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 the Church as ONE, HOLY, CATHOLIC, and APOSTOLIC. As students engage in this course, they 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.

Theology 12

Grade 12
1 credit

Theology 12 is a College Prep level course constituted by four areas of study: Catholic Social Teaching, Prayer and Spirituality, Respect for Human Life, and Scripture and the Arts. It follows the USCCB framework.

Catholic Social Teaching

As an introduction to the Catholic Church's social teaching, students will be presented with how Christ's love for others, especially the poor and needy, is present when followers strive to live creating a society that encourages all individuals to fulfill their earthly journey of discipleship, ultimately achieving union with God in eternity.

Prayer and Spirituality

With the concept of prayer being communication with God through words and actions, this unit explores various types of prayer: formal, contemplative, communal, action, as well as reasons for prayer: to thank God, petitions, and praise. Prayer experiences offer the student opportunities to grow in their personal relationship with God.

Respect for Human Life

This section of the course presents the concept of respecting the dignity of the human person at every stage of life. Through a combination of study, research, scripture, prayer, and service, students will have a greater appreciation of humans from the unborn to the elderly, the disabled, and the underprivileged, coming to understand what it means to love all people as God loves each of us.

Scripture and the Arts

Sacred Scripture has been interpreted through the centuries as artists, musicians, and poets respond to the spark of divine inspiration. Students will explore many examples of these masters.

IB World Religions SL

Grade 12
1 credit

This IB 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. 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. Students are encouraged to look at contemporary national and international issues regarding religion and how these have an impact on ethical and legal issues. The final component of the course is the individual investigative study in which students research an aspect of the religious experience. Students are required to sit for the IB exam in May.

Visual and Performing Arts

Visual Arts

Visual Art I

Grades 9-12
.5 credits

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 course, there will be an emphasis on production of work. 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, Digital Photography, Sculpture, Collage and Printmaking may be explored)

Graphic Design

Grades 9-12
.5 credits
Prerequisite: *none*

In this course, students will be primarily using the computer to create unique and original design. 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.

Ceramics I

Grades 9-12
.5 credits
Prerequisite: Visual Arts I

This 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. *Class size is limited to 20.*

Ceramics II

Grades 10-12
.5 credits
Prerequisite: Visual Arts I AND Ceramics I

This honors level course of study is designed for students who 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. *Class size is limited to 20.*

Fiber Arts

Grades 9-12
.5 credits
Prerequisite: *none*

Throughout the centuries and across cultures, materials such as yarn, cloth, grasses and reeds, glass, wood, and paper have been used to create items with undeniable artistry, skill and personal expression. This Visual Arts class is designed to expand the students' understanding of art and the use of unconventional materials to create unique art forms. The main components of this class are: 1) learning the skill of using a utilitarian medium, and 2) taking that skill to the next level by using it to create pieces with personal artistic expression.

Each unit of instruction will focus on the student becoming proficient with a particular skill and medium, such as, stitching, weaving, yarn wrapping, paper folding, quilling, and paper bead making, among other crafts skills, and then using these skills to create an expressive art piece. *As with all visual arts courses, students are expected to use their knowledge of the Elements and Principles of Art in the creation and evaluation of their artwork.*

IB Art SL or HL

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 their junior year. The requirements specific to IB are the Comparative Study (a research project), the Process Portfolio, and the Senior Exhibition of IB specified 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. Students must take this course for the full two years in order to submit to IB.

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. The IB Diploma Programme 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. (www.ibo.org)

Dance

Beginner/Intermediate Dance (Dance I)

Grades 9-12
.5 credits

Prerequisite: none

This course is a fun, creative 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 participate in a dance studio environment that will include dance vocabulary, technique, and tools to creatively make dances. Your major assessment will be performance based.

Intermediate/Advanced Dance (Dance II)

Grades 10-12
.5 credits

Prerequisite: Beginner/Intermediate Dance

This honors level course is for students who want to take their dance technique to a higher level. Students must know dance vocabulary and be able to execute advanced dance steps, have strong technical foundation, and the ability to incorporate tempo and level changes as well as clean transitions between steps. This class will creatively investigate and explore movement ideas for development of choreography. Students should have a serious focus in class and understand how to work in a studio environment. Your major assessment will be performance based.

IB Dance

Grades 11-12

.5 credits

Prerequisite: Dance II, Recommendation of the Instructor

Consistent with the educational philosophy of the IB, the Diploma Programme 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.*

Music

Choir

Grades 9-12

.5 credits (CP/H)

Prerequisite: none

Choir is a performance-based class in which students work as an ensemble to develop a program of level-appropriate choral repertoire. Daily classes are spent rehearsing and refining this program of music in preparation for a performance at the end of the semester. Choir members will learn to work as a team, develop their singing, and grow as vocalists. Brief topics in aural skills, music theory, and music technology will be discussed as they pertain to the repertoire being prepared. Students seeking Honors credit are required to demonstrate a deeper engagement with music beyond the regular rehearsal process.

Concert Band

Grades 9-12

.5 credits

Prerequisite: Experience on a band instrument

Concert Band Concert Band is a performance-based class in which students work as an ensemble to develop a program of level-appropriate wind repertoire. Daily classes are spent rehearsing and refining this program of music in preparation for a performance at the end of the semester. Band members will learn to work as a team, develop their musicianship, and grow as instrumental musicians. Brief topics in music theory, history, and technology will be discussed as they pertain to the repertoire being prepared. Students seeking Honors credit are required to demonstrate a deeper engagement with music beyond the regular rehearsal process.

String Ensemble

Grades 9-12

.5 credits

Prerequisite: Experience on a string instrument

Strings is a performance-based class in which students work as an ensemble to develop a program of level-appropriate string repertoire. Daily classes are spent rehearsing and refining this program of music in preparation for a performance at the end of the semester. Members will learn to work as a team, develop their musicianship, and grow as instrumental musicians. Brief topics in music theory, history, and technology will be discussed as they pertain to the repertoire being prepared. Students seeking Honors credit are required to demonstrate a deeper engagement with music beyond the regular rehearsal process.

Jazz Band

Grades 9-12

.5 credits (CP/H)

Prerequisite: Experience on an instrument

This course will prepare students to perform as a part of The Prout School's Jazz Band. No prior experience in jazz is necessary but band experience on a jazz instrument is required. This class will serve as an introduction to the rich history of jazz music. Through ensemble rehearsal, individual practice, and a variety of performance opportunities, the student will gain an understanding and appreciation for this great art form. Emphasis will be placed on rudimentary improvisational skills, a sense of personal accountability, and musicianship as well as performance techniques. Members will study and perform different forms of music including jazz, funk, and blues. Each student is expected to show musical and technical growth through participation in this ensemble. Public and possible outside school performances are a requirement of the course.

Music Theory

Grades 9-12

.5 credits

Prerequisite: none

This course is an introduction to the elements of music, pitch relation and ear-training/sight singing. Students will study key signatures, scales, triads, chords, modes, and cadences. They will learn basic music composition techniques and simple analysis. This course will prepare students for introductory theory courses at the college level.

Foundations of Theatre

Grades 9-12

.5 credits

Prerequisite: none

This course provides a general overview of theater; including theater history, play types and genres, playwrights, acting, and basic technical theater aspects. Theatre terminology, play structure, and critical writing from the spectator point of view will be discussed and practically applied through the course of study. This course is a prerequisite for all other theater courses.

Technical Theater

Grades 10-12

.5 credits

Prerequisite: Foundations of Theatre

Students explore technical elements of theater production with practical applications. Lighting, sound, properties, costume, makeup, set construction, and production are discussed and analyzed. Designing a technical theatre element for presentation for a work of theatre will be teacher guided. Each individual student will choose their preferred technical element for further study, design, and presentation. Theater safety and proper use in handling equipment are a high priority to the study of technical theatre at this level.

Acting I

Grades 10-12

.5 credits

Prerequisite: Foundations of Theatre

In this introductory acting course, students will review basic acting techniques: pantomime/ gestures, beginning voice, and improvisation. Students will explore the study of 'Viewpoints 'with relationship to ensemble work. Students will develop an understanding of script analysis, stage terminology, and critical evaluation of performances. Performance goals established for each student with an emphasis on audition monologue and acting resume. Students are highly encouraged to take part of a Prout dance or yoga class for further movement development and are encouraged to audition for the school plays.

Musical Theater I

Grades 10-12

.5 credits

Prerequisite: Foundations of Theatre

Instruction is presentational styles and theater performance, including various vocal and dance styles. Genres and musical theatre history will be studied and students will be responsible for the study and style of a musical theatre piece (of their choice) in greater depth through research and presentation. A focus will be on performance and preparation for auditions, including the development of an audition portfolio and resume. Students are highly encouraged to take part of the Prout chorus for further vocal development and are encouraged to audition for the school musicals.

Theater Production Honors

Grades 10-12
.5 credits

Prerequisite: Foundations of Theatre and 1 other Theatre course

Students are given an opportunity to further their theatre arts study at the next level in this course. Students will work collaboratively to create their own theatre company. In this process, students gain knowledge of the hierarchical structure in theatre development. This course of study focuses on their business and artistic sides of creating a theatre company and the elements for producing a play. Students will learn about mission statements, choosing a play/musical, budget spreadsheets, design aspects, marketing, presentations, and the initial process for the Director and Stage Management comprehensive design and production books. Students are encouraged to take finance/economics and a course of study in visual arts. Students are encouraged to be a part of the design, front of house, technical, and stage management teams for the Prout theatre season.

IB Theatre SL or HL

Grades 11-12
1 credit (SL/HL)

Prerequisite: Foundations of Theatre and 2 other Theatre courses

This IB Diploma theatre course is a two-year curriculum that is a multi-faceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors, and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. HL students work with play texts, examine world theatre traditions, and collaboratively create original theatre as well as create theatre based on theory. In year two, students are expected to complete three IB assessment tasks: The Director's Notebook, Research Presentation, and the Collaborative Project.

