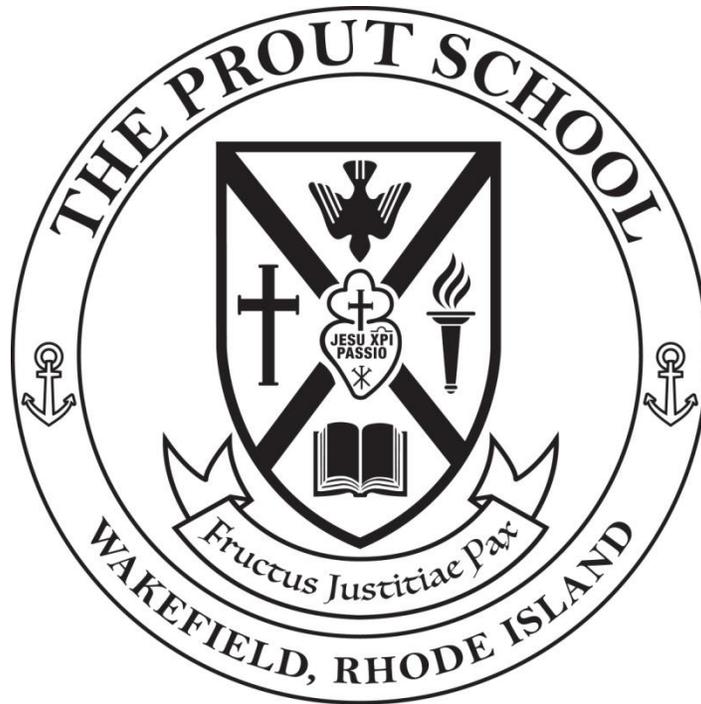


PROGRAM OF STUDIES

2017-2018



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



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



HISTORY

The Prout School is a Catholic co-educational high school operated by the Diocese of Providence. Situated on 25 acres of forest and field, Prout was founded in 1966 as Prout Memorial High School for girls. The school was built by the Sisters of the Cross and Passion (Passionists) to serve the needs of the families in the Washington and Kent County area and was named after the religious community's foundress, Elizabeth (Mother Mary Joseph) Prout. In January 1987, responding to the need for a co-ed Catholic high school in southern Rhode Island, the school opened its doors to young men. Today Prout Memorial School is known simply as The Prout School.

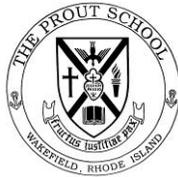
MISSION STATEMENT

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

School Objectives

The Prout Community is committed to empowering students:

- To enter into a personal relationship with Jesus as a lifelong role model, friend, and guide;
- To value personal and liturgical prayer as central to their lifelong relationship with the Lord;
- To develop a sense of individuality and its relationship to the community;
- To be respectful and responsible, personally and socially;
- To embrace a healthy lifestyle;
- To become aware of themselves as members of a global community and to participate in its growth through service;
- To learn the strategic processes of problem solving;
- To acquire and fine tune reflective, creative, and critical thinking skills;
- To find, evaluate, and responsibly apply resource information;
- To develop communication strategies for speaking, writing, reading, and listening;
- To appreciate and to participate in the creative arts;
- To enjoy the challenge of athletics and to display good sportsmanship;
- To be receptive to the responsibilities and joys of lifelong learning;
- To use the computer as a tool for writing, communication, accessing/managing information, and problem solving;
- To work independently and cooperatively.



The Prout School does not discriminate on the basis of race, color, national and ethnic origin in the administration of educational policies, admission policies, loan programs, scholarships, athletics and other school programs.

GRADUATION REQUIREMENTS

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

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

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

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

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

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

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

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

DESCRIPTION OF LEVELS

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

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

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

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

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

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

International Baccalaureate (IB) – A program of study designed by The International Baccalaureate Organization (IBO), curricula and examinations are developed by the IBO. Grading of required college-level work and final examinations are done by IBO

examiners throughout the world. IB classes offer the highest level of rigor and should only be considered by the most serious of students who closely match up with the IB Learner Profile. IB courses provide college-level challenges for the top students.

GENERAL SCHOOL GUIDELINES RELATED TO STUDENT PLACEMENT IN COURSES

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



English Department

"Literature transmits incontrovertible condensed experience...from generation to generation. In this way literature becomes the living memory of a nation." Alexander Isayevich Solzhenitsyn

The English Department incorporates the mission statement of the school in conjunction with the standards set forth by the National Council of Teachers of English. The goals and objectives of the department reflect these two philosophies. The department views the role of the teacher as a modeling facilitator guiding students to develop effective reading, writing, thinking, listening, and speaking skills. Students are encouraged to link these language art skills across the content area subjects.

The English Department emphasizes both content and process in its curriculum. Students are given opportunities to explore our world's literary heritage by studying a wide range of writings by men and women of many racial, ethnic, and cultural groups. Through literary analysis, students are taught higher level thinking skills in an integrated manner, rather than in isolation.

Finally, the English Department places strong emphasis on analytical thesis writing in response to literary works studied. With a movement towards portfolio assessment, the department attempts to guide students in process writing. With an understanding of the various learning, cognitive, and metacognitive skills of each student, the department members work to meet the individual needs of their students.

English 9

Grades -9

Credit – 1

Prerequisites- None

Summer Reading Texts: Student will be assigned specific texts to read over the summer. On the first full class day of school, they will be given a written test in their English class.

Freshmen College Preparatory English is designed as an introduction to literary genres and the process of analyzing and interpreting novels, short stories, plays, poetry, and mythology. The course affords students opportunities to gain a deeper appreciation of literature and begin to develop the ability to personally explore it and draw conclusions regarding themes. The course also reviews the steps involved in the process of writing, and further develops thesis and research writing skills.

English 9 Honors

Grades – 9

Credit – 1

Prerequisite – Placement by freshmen guidance counselor in relationship to entrance exam results, middle school teacher recommendations, and student writing sample

Freshmen Honors English is an introduction to literary genres. The course is designed as a review of literary terms previously learned, and the introduction of new terms, as well as the process involved in analyzing, interpreting, and writing about literature. Students are instructed in methods of approaching novels, short stories, plays, poetry, and mythology, and work towards applying these methods independently. Students will be presented with increasingly more complex textual elements to challenge their analysis and interpretation of works of literature. The course further develops thesis and research writing skills.

English 10

Grades – 10

Credit – 1

Prerequisites – Successful completion of College Preparatory English 9

Sophomore College Preparatory English 10 develops students' knowledge of American Literature and American identity. The course seeks to build on the skills learned in English 9 to further develop students' understanding of literature. Students review the process involved in analyzing, interpreting, and writing about literature. Students are instructed in methods of approaching American novels, short stories, plays, and poetry, and work towards applying these methods to develop a deeper appreciation of literature and the ability to explore it and draw conclusions regarding theme. Writing will continue to develop utilizing Prout's format for analytical writing by students' preparing and writing thematic analyses of texts studied.

This course emphasizes literary skill development. Activities and instruction on literary techniques and idea development are presented to enhance students' understanding of literature. The class offers strategies to facilitate their understanding of fictional and non-fictional works. The primary goal is for students to further develop their critical thinking abilities and thesis writing skills.

English 10 Honors

Grades – 10

Credit – 1

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

Sophomore Honors English is designed to introduce students to a more in-depth study of the background, influences, and cultural context of written works by American authors concerning themes of American identity. The core challenge of this course is to advance students' proficiency in critical, reflective, and analytical abilities by strengthening and

developing skills in the writing process. These themes include The Formation of the Hero, The Evolution of the Individual, Internal and External Struggle, and Fate and Free Will.

Subsequent to the theme of American identity are four ancillary thematic clusters used as a supporting backdrop for instruction reflected in each quarter of the year. Assessment for this course is manifested in reflective journals, quizzes, essay exams, outside reading, Socratic Seminar and formal analytical essays.

English 11

Grades – 11

Credit – 1.00

Prerequisites – Successful completion of College Preparatory English 10

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

English 11 Honors

Grades – 11

Prerequisites – Completion of Honors English 10 with a grade of B and above and teacher recommendation

Honors English 11 takes a chronological approach, incorporating basic British history and culture with literary movements. Students' knowledge of literary terms and writing techniques are expanded and enhanced, and the vocabulary program is continued (level G). Cooperative group work and presentations fine tune students' collaborative and speaking skills. Units for particular novels emphasize critical thinking skills and broaden analytical and writing abilities through a focus on academic writing. In addition to fundamental historical, biographical, and philosophical critical analysis, students are exposed to critical approaches they will encounter in college, such as gender, psychological, social power, and structuralist/formalist approaches. At this level, students

focus on honing their personal writing voice. Honors 11 students are required to read and respond to two works per quarter from a list of approved British writers. Each unit involves the research process: familiarity with college level databases, the evaluation of sources, the synthesis of information, and the use of technology. Honor students then demonstrate their research skills in writing a major research paper.

IB English 11 (HL)

Grades – 11

Credit – 1

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

IB English 11 is the first year of a two year higher level IB course. It is designed to fulfill the World Literature and Groups of Works components of the International Baccalaureate curriculum. Students explore the concepts and meaning of culture. Students are already experienced in literacy analysis; insightful critical analysis, thinking, reading, writing, and speaking is assumed; a proficiency in Standard English is required. Topics/Themes include: Objectivism, The Power of the Individual, Identity, The Willingness to Ignore the Truth, Fate vs. Freewill, Gender: Masculinity and the Sacrificial Role of Women, Kingship vs. Tyranny, Passion, Rage, The Role of the Gods.

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

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

English 12

Grades – 12

Credits – 1

Prerequisites: Successful completion of College Preparatory English 11

Senior College Preparatory English involves a survey of World Literature helps students to gain an understanding of the interconnections among texts throughout the world. From the Zen Buddhist stories of American J.D. Salinger and the Vietnam War Stories of Tim O'Brien, to the spiritual-psychological fiction of German author Herman Hesse and the

Modern-Existentialist writings of Frank Kafka, students in this course begin to develop analytic skills by recognizing that religion, art, film, history, and the social sciences are vital contexts for the study of English. Throughout the course of this one-year class, students will write three formal analytic essays of varying lengths and one final seven to ten page research paper on a poet of choice. By the end of the year, students are expected to be versed in literary terms, literary movements and author's lives. Each student is expected to foster a critical eye that is pertinent to future study of literature and culture. Students must earn a passing grade in English 12 in order to receive their diploma at the end of the academic year.

English 12 Honors

Grades – 11

Credit 1

Prerequisites – Completion of Honors English 11 with a grade of B or above and teacher recommendation

Senior Honors English assures that students are *already* competent in the tools necessary for elevated, upper-level literary analysis. Critical thinking about *challenging* literary texts is not only expected, but also assumed. Through a range of literary genres and forms that include Greek Tragedy, Shakespearean Tragedy, Modernist Fiction, Detective Fiction, and Post-War Satirical writing, students will confront numerous themes and conflicts that pervade literature from around the world. These thematic conflicts include The Individual's Willingness to ignore the Truth, The Cynicism of 1930s America and the Corruption of American Society, The Incompatibility of Military Heroism and Love, the Conflict Between Fate and Free Will, Gender, and Existentialism.

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

IB English 12 (HL)

Grades – 12

Credit – 1

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

IB English 12 is designed to fine tune students' proficiency in critical, reflective, and analytical abilities in reading, writing, evaluating, and responding to literature. Within the course, the theme of *The Writer as Social Critic* is utilized. The class challenges students in terms of exploring literature from a literary, cultural, and aesthetic perspective. As

such, the class deals with the societal/cultural context during which the literature was written, how environment influenced the authors, and in what ways the pieces have contributed to shaping the course of history.

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

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

Creative Writing

Grades – 9, 10, 11, 12

Credits - .50

Prerequisite: None

Creative Writing is a one semester elective open to students who have demonstrated curiosity, respect, and enthusiasm regarding the art of writing. Students will be exposed to range of literary genres that include poetry, fiction, nonfiction and experimental forms of prose poetry and autobiographical musing. Students will learn the intricacies of each genre through classroom writing exercises and long-term assignments which students will submit for peer critique. Students are expected to approach the writing class with maturity, sensitivity, and a desire to become keen and imaginative thinkers. Through the reading of works by renowned authors across space and time and through repeated practice at the craft of writing, students will gain an understanding of the diligence and artfulness inherent in the act of writing. The course culminates in a writing portfolio that reflects the depth and breadth of each student's written work.

Writing on Film

Grades – 12

Credits - .50

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

Writing on Film is a one semester elective open to students with a deep interest in thematic, stylistic, and cinematographic analysis of film. Students will be exposed to a range of cinematic genres that include drama, thriller, action, comedy, documentary, and science-fiction. Students will think critically about films in each of these dramas by writing a two-page response paper on each film screened in class. Students in the class are expected to approach each film with maturity, sensitivity and cultural awareness and

apply technical elements of film study to the writing of their response papers throughout the semester. Through the viewing of films by various directors, students will be able to elicit meaningful connections between and across the works on screen. The course will culminate in an exam that tests students knowledge of technical and thematic ideas studied over the duration of the semester.

Media Literacy Honors

Grades – 12

Credits - .50

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

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

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

20th Century American Studies

Grades 11-12

Credits- .5

Prerequisite: Grade of 90 or better in English CP or 87 in Honors or teacher recommendation focusing on the students' critical thinking ability and writing skills

This interdisciplinary course allows students to use cultural history, art, literature, media, and popular culture to determine what it means to be American in a Post WWII and Post 9/11 world. We will begin with the 1950's and move through the decades covering major themes, events, social/political developments, and movements and ideologies present in mass media. Classroom lecture and discussion will be supplemented with outside readings, documentaries, newspaper articles, TV clips, film clips and

Mathematics Department

Department Overview

A basic understanding and proficiency in mathematics is critical in the world today. Through the study of mathematics, the student gains practice and competence in intellectual problem-solving skills which carry over from the classroom into practical everyday application.

The Prout School offers a four year college preparatory mathematics program that includes Algebra I, Geometry, and Algebra II. Options after Algebra II include Pre-Calculus, Standard Level IB Mathematics, Calculus, AP Calculus and Financial Algebra.

The honors math student is significantly challenged and these classes differ from the non-honors classes in increased pace, breadth and depth of the course topics. The sequence at each level depends upon the class taken in ninth grade.

Even though many students take Algebra I in the eighth grade, it is our philosophy that in order to give each student the best chance for success, only the most proficient math students take Geometry Honors in the ninth grade. Otherwise it is strongly recommended that a student take Algebra I or Algebra I Honors to provide a solid foundation for all other math classes. Upon receiving a course list, an incoming ninth grader may request to take a Math Placement Test to help determine the proper level.

A graphing calculator will be necessary when a student reaches Algebra II and will become increasingly more important in future math classes. We recommend the TI family of calculators, particularly the TI 84.

Course Offerings:

Algebra I

Grade – 9

Credit - 1

Prerequisite: Pre-Algebra

This course is the first course in Algebra. It is designed to develop proficiency in algebra skills, improve logical thinking and expand understanding of mathematical concepts. Problem solving applications and communication skills are stressed.

The major topics include Real Number Operations, Solving, Writing, and Graphing Linear Equations and Inequalities, Exponents, Polynomials and Factoring, Systems of Equations, Simplifying Radicals, and Quadratic Equations.

Algebra I Honors

Grade – 9

Credit – 1

Prerequisite: Pre-Algebra, entrance exam score and guidance placement

This course is the first course in Algebra. 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 1. It is designed to develop proficiency in algebra skills, improve logical thinking and expand understanding of mathematical concepts. Problem solving applications and communication skills are stressed.

The major topics include Real Number Operations, Solving, Writing, and Graphing Linear Equations and Inequalities, Exponents, Polynomials and Factoring, Systems of Equations, Simplifying Radicals, Quadratic Equations, Rational Equations and Functions, Radical Operations and Connection to Geometry.

Geometry

Grade – 10

Credit - 1

Prerequisite: Algebra 1

This geometry course integrates geometric and algebraic concepts. It encourages students to reason and think logically and fully justify answers. Learning the vocabulary and notation of geometry is crucial to success.

The major topics include Reasoning, Congruence with Proofs of Triangles, Similarity, Coordinate Geometry, Properties of Triangles and Quadrilaterals, Circles, Perpendicular and Parallel lines, Right Triangle Trigonometry, and Areas of Polygons.

Geometry Honors

Grades – 9,10

Credit - 1

Prerequisite: Algebra 1

This geometry class integrates geometry and algebraic concepts. Additional coursework in this honors class includes further study of two-column proofs, surface area, and volume.

The major topics include Reasoning, Formal Proofs, Congruence and Similarity, Coordinate Geometry, Properties of Triangles and Quadrilaterals, Circles, Perpendicular and Parallel lines, Right Triangle Trigonometry, Areas of Polygons, Regular Polygons, and Surface Area and Volume of Geometric Figures.

Algebra II

Grade – 11

Credit - 1

Prerequisites: Algebra I, Geometry

This course continues the coverage of topics begun in Algebra I and introduces new concepts. Applications and problem-solving skills are stressed. The use of a graphing calculator, such as the TI 84, begins in this class.

The major topics include are Linear, Quadratic, Rational and Radical Equations, Polynomials, Functions, Powers, Roots, and Radicals, Exponential Functions and Logarithms, and Matrices.

Algebra II Honors

Grades – 10, 11

Credit - 1

Prerequisite: Completion of Algebra I Honors and Geometry Honors with a grade of B or above and teacher recommendation

This course continues the coverage of topics begun in Algebra I Honors and introduces new concepts. Students in this course will be expected to work at a faster pace and to solve problems at a higher level of difficulty than in Algebra II CP. Applications and problem-solving are stressed and students will also be responsible for certain derivations.

The major topics include Linear, Quadratic, Rational and Radical Equations, Polynomials, Conic Sections, Functions, Powers, Roots, and Radicals, Exponential Functions and Logarithms, Matrices, and Introduction to Trigonometry.

Financial Algebra

Grade 12

Credit - 1

Prerequisite: Algebra II

Financial Algebra is a technology-dependent, application oriented, and algebra based course designed for students who have experienced difficulty in math and may not be ready for Pre-Calculus. It is a chance for students to gain confidence in, and appreciation for, mathematics that directly relates to financial decisions adults make in their daily lives. The mathematical formulas, functions and pictorial representations in Financial Algebra assist students in making sense of the financial world around them through mathematical modeling and equip them with the ability to make sound financial decisions based on data. Topics in the course will allow students to apply their algebra skills toward real world, practical applications.

Pre-Calculus

Grades 11, 12

Credit - 1

Prerequisites: Algebra II, and recommendation of the teacher

This class is designed for the college preparatory student who wishes to be challenged and study the areas of Pre-Calculus and Trigonometry. It is an applications-based course and the use of the graphing calculator is an important part of the class.

The major topics include equations and inequalities, systems of equations, the graphing and transformation of polynomial functions, exponential and logarithmic functions, trigonometric functions, graphs, and identities, triangle trigonometry, vectors, and sequences and series.

Pre-Calculus Honors

Grade – 11,12

Credit - 1

Prerequisites: Completion of Algebra II Honors with a grade of B or above and teacher recommendation

This course will prepare students for the rigors of a college-level course in Calculus. It will move at a rapid pace and will cover advanced topics. Students will use the graphing calculator to explore various families of functions and transformations to these functions. . Students will need strong algebraic skills to work through challenging problems. They will also need a solid command of mathematical vocabulary in order to communicate their ideas effectively.

The major topics include functions, Linear, Polynomial, Rational, Exponential, Logarithmic functions and their graphs, Circular Functions and Triangle Trigonometry, Inverse functions, Vectors and Parametric equations, Polar Coordinates and Complex numbers, Conic sections, Sequences and series, and Limits. .

IB Math SL

Grades – 11, 12

Credit - 1

Prerequisite: 90 or higher in Algebra II Honors **and** permission of the instructor

This Standard Level course is part of the International Baccalaureate Programme. It is a comprehensive fast-paced course covering the seven compulsory topics in algebra, functions and equations, trigonometry, matrices, vectors, statistics, probability, and calculus.

In addition to regular classroom assessments, the student will prepare thoroughly and methodically for the IB Exam and completion of the portfolio work. The student will be assigned one project in mathematical investigation and one project in mathematical modeling. The projects are corrected by the classroom teacher and a sample sent to the IBO. In May students are required to take the IB exam.

Calculus

Grade 12,

1 Credit

Prerequisites: Pre-Calculus, Pre-Calculus Honors or IB Math

This course is designed for students who have successfully completed all the math classes through Pre-Calculus. The topics include polynomial, logarithmic, and exponential functions, analytical geometry; along with differential and integral calculus. Students will explore topics in finite mathematics including statistics and financial mathematics. Graphing calculators will be required.

AP Calculus

Grade 12:

1 credit

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

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

The major topics include Functions and Graph Analysis, Limits of Functions, Asymptotic and Unbounded Behavior, Continuity, Derivatives and their Applications, The Fundamental Theorem of Calculus, Techniques and Applications of Antiderivatives, Derivatives of Polar and Parametric Functions, Vector Applications, and Power and Taylor Series, plus Graphing Calculator Applications and Preparation for the AP Exam.

Science Department

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

Biology

Grade – 9

Credit-1

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

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

Biology Honors

Grade-9

Credit-1

The honors biology course is a more rigorous and in-depth approach to the topics covered in the college preparatory biology course. It is also accelerated in its pace. Throughout

this course, students will be engaged in laboratory experiments that are applicable to the concepts learned and will generate research-based laboratory reports.

In this course, students will develop an understanding and appreciation of life. Students will attain a basic knowledge of how science works. They will learn how to apply the scientific method to everyday life. This course will engage the students in a wide variety of interests in the wonders of the living world. Students will gain an understanding of the concepts of biology and their connections to our lives. They will be able to make informed evaluations of health issues, environmental problems, and applications of new technology.

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

Oceanography

Grades-10,11,12

Credit-1

Prerequisites-Biology or Honors Biology

This course introduces students to the ocean, its components and their influence on our lives. The four major disciplines studied in this course are physical, geological, chemical and biological oceanography. They are presented using the textbook, class work, hands-on laboratory work and independent student scientific inquiries. This course will also allow the student the opportunity to understand the nature of the ocean through technological approaches, applying the internet as one of the sources of research and reference. This course is offered in conjunction with the University of Rhode Island Graduate School of Oceanography's Office of Marine Programs and includes field trips to local coastal field sites, in-class ocean science activities with Graduate School of Oceanography outreach scientists, use of the Office of Marine Programs Education Resource Center and a shipboard experience aboard the schooner Aurora out of Newport.

Chemistry Honors

Grade-10

Credit-1

Prerequisites-Honors Biology, Honors level Math placement and teacher recommendation

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

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

Environmental Science

Grades-11,12

Credit-1

Prerequisites-Biology or Honors Biology

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

Chemistry

Grades-11,12

Credit-1

Prerequisites-Biology and Oceanography or Environmental Science and Math placement of Algebra II or higher

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

Laboratory work is an integral part of this course, which demonstrates the chemical concepts listed above and fosters group learning and written communications skills.

Written lab reports are required for every lab completed in this course. A strong mathematics background is suggested for success in this course. Test material will focus on analytical problem solving, rather than memorization.

AP Chemistry

Grades-11

Credit-1

Prerequisites- Honors Chemistry, math placement of at least Algebra IIIH or higher with a math average of 90 or above and teacher recommendation.

This course is designed to give students a strong foundation in a first year college chemistry class, both theoretically and in the laboratory. Many of the laboratory exercises in this class require time spent after school. The following topics will be covered: matter and measurement, molar relationships, history of atomic theory, naming inorganic compounds, molecular and empirical formulas. Additional topics include chemical kinetics, equilibrium, thermodynamics, redox reactions, buffer systems, organic chemistry and nuclear chemistry. The students should also be concurrently enrolled in **Honors Pre-Calculus or IB Mathematics** as the math requirements are quite rigorous. Students concurrently in **Algebra 2 Honors** will find additional difficulty maneuvering the mathematical components of the course.

Goals of this course are to familiarize students with the first year of college chemistry, foster independent thinking and self-motivation, and to enable analysis of experimental data using scientific problem solving. Practice sessions for the AP Exam will be given in the spring, and should prepare the students for a successful completion of the exam.

IB Biology (HL) – Year 1

Grades-11

Credit-1

Prerequisites-Honors Biology and Honors Chemistry with a 90 or above average

This course is a first-year course of the two-year Higher Level IB Biology curriculum. It employs the teaching and learning techniques of the experimental sciences. IB Biology gives students an intensive introduction to a conceptual appreciation of the workings of living things at the molecular and cellular levels. Topics covered include: statistical analysis, 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 will prepare 8 labs which will become 2/3 of their lab portfolio which is submitted to the IB during their senior year.

IB Biology (HL) – Year 2

Grades-12

Credit-1

Prerequisites-IB Biology-Year 1

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

Students prepare 4 more labs, including 1 planning lab, during their senior year. These labs are added to the 8 labs from junior year, and submitted to the IB. Students participate in the IB Biology exam in May of their senior year.

Physics

Grades-12

Credit-1

Prerequisites-Chemistry or Honors Chemistry

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

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

Physics Honors

Grades-12

Credit-1

Prerequisites- Chemistry with a grade of 90 or higher or Honors Chemistry with a grade of 80 or higher and teacher recommendation.

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

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

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

IB Physics (HL) – Year 1

Grades-11

Credit-1

Prerequisites-Honors Chemistry with a grade of 90 or higher and teacher recommendation

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

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

IB Physics (HL) – Year 2

Grades-12

Credit-1

Prerequisites-IB Physics – Year 1

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

The topics for the second year are broken into three categories: thermal physics, electricity and magnetism, and modern physics (atomic and nuclear). As with the first year of the course, students will complete a number of laboratory exercises to increase their understanding of the material. The level and depth of the material will be consistent with year one of the course. In May students are required to take the IB test.

Anatomy & Physiology Honors

Grades-11, 12

Credit-1

Prerequisites: Biology, Chemistry or Chemistry Honors

In this course, students will develop an understanding and appreciation of the human body. Students will learn the anatomical structures of the body from the chemical level to the system level. They will also investigate the physiology of these structures through a variety of sources. Students will learn how the body maintains homeostasis, examples of homeostatic imbalances, and explanation of medical conditions and diseases as well as current treatment procedures. Students will spend six 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. Students will also identify the major muscles of the body and their functions. Finally, students will learn the organs of the thoracic and abdominal cavities. Students will be assessed through weekly practicals of the major muscles in each region of the body. Outside of class, students will independently learn the major structures and function of the various body systems. Students will be assessed weekly through tests on these systems.

Material Science & Engineering Honors

Grades- 11, 12

Credit- 1

Prerequisites: Chemistry Honors and Algebra 2 with a grade of 90 or above.

This course is intended to introduce high school seniors or juniors to the world of material science and engineering. It will develop a clear understanding of Material Sciences and its connection to Engineering. Students will be learning about crystals and

their crystalline structures and defects, metals and their properties, ceramics, polymers and their properties, semiconductors, composites, and concrete. Students will be performing interesting labs and projects that can be developed and enhance their research experience. They will be growing crystals and examine each using lab camera to have a closer look at what is happening during crystallization process. At the end of the year, a field trip to Boston College or WPI will take place. Students will spend a whole day working with professors and post docs on multiple hands on experiments. Students will go home with something that they will create during the workshop. This course is suitable for students planning on pursuing premedical fields, engineering or science in general.

Social Studies Department

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

Western Civilization 9

Grade 9

1 credit

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

Western Civilization H

Grade 9

1 credit

Prerequisites: Guidance Placement

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

presentations. As an honors course, it is designed for a motivated student. Prout's honors classes operate at a faster pace and are more inclusive in content and research.

US History

Grade 10

1 credit

Prerequisite: Western Civilization

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

US History Honors

Grade 10

1 credit

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

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

Global Studies

Grades 11/12

1 credit

Global Studies is a full year course introducing students to history, geography, political, social and economic structures of various regions and continents throughout the world. Organizations such as the United Nations will be evaluated. Topics ranging from Nuclear Proliferation to the Arab-Israeli Conflict and Apartheid in south Africa will be

examined. Students will be challenged in conflict resolution and projecting outcomes. International Relations, Culture, Religion and Cooperation/Conflict are the four themes that dominate this course.

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

Youth and Law Honors

Grades 11/12

.5 credit

This course is a study of law and the legal system. Its intent is to so prepare the students that they will be informed and capable of dealing with situations that may arise in their own lives. The text explains criminal law and juvenile justice, torts, consumer law, family law, and individual rights and liberties. The course will include guest speakers and a field trip to the District Court.

IB World History I (HL)

Grade 11

1 credit

Prerequisite: 90 or above in Honors level Social Studies, writing sample and approval of instructor

IB World History I is the first of the two year IB History course. Students will study China and Japan from 1800 – 2000, satisfying the higher level portion of the course. Students will then study totalitarian systems, contrasting and comparing Hitler's Germany and Stalin's Russia, satisfying Topic 3 (Origins and developments of authoritarian and single party states). Students will also begin the internal assessment, an extensive research project on a topic of their choice, which will be due in November of their senior year.

IB World History II (HL)

Grade 12

1 credit

Prerequisite: IB World History I

IB World History II is the second year of the IB History course. Students will study prescribed subject 3 (Communism in Crisis 1976 – 1989) focusing on the end of communism and Topic 4 (Nationalist and independence movements in Africa and Asia and post-1945 Central and eastern European states), focusing on specific eras of various states in Africa, south America and Asia during the twentieth century. The internal assessment will be completed in November. In May students are required to take the IB History test.

AP US History

Grade 10

1 credit

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

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

Economics

Grades 11, 12

.5 credit

Prerequisite: None

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

Environmental Justice

Grades 11, 12

.5 Credit

Prerequisite: None

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

Developmental Psychology

Grades 11, 12

.5 credit

Prerequisite: None

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

Approaches to Psychology

Grades 11, 12

.5 credit

Prerequisite: None

Text: Psychology and You, National Textbook Company, 2000

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

Psychology Honors

Grades 11, 12

.5 credit

Prerequisite: None

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

Religious Studies Department

The Religious Studies Department at The Prout School seeks to introduce students to the richness of the Roman Catholic Tradition. 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, moral vision and service. Through their study of the scripture, church history, prayer, doctrine, the sacraments, and the liturgy, they hear the challenge to build up God's Kingdom on Earth. Additionally, students are exposed to other religious traditions with a view to greater mutual understanding and human interaction. Through study, reflection, prayer, and service students are challenged to answer the call to discipleship.

Jesus Christ: His Mission and Ministry

Grade 9

.5 credit

Prerequisite: None

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

Jesus Christ: God's Revelation to the World

Grade 9

.5 credit

Prerequisite: None

Jesus Christ: God's Revelation to the World provides a map for high school students to navigate the salvific work of God—Father, Son, and Spirit—in forming a People, giving a Law, and preparing for the Messiah. The one-semester course gives students a general knowledge and appreciation of Sacred Scripture through which they encounter Jesus Christ.

Tracing the stages of Salvation History, this text introduces key figures, events, vocabulary, and doctrine that will appear continuously throughout a four-year

curriculum. While this text is a study of both the Old and New Testaments, it begins by centering on the nature of God and a person's natural instinct to search for God. Students deepen their understanding of Jesus Christ, the fullness of God's Revelation, as they encounter him in the living Body of Christ, the Catholic Church

Your Life in Christ: Foundations of Catholic Morality

Grade 10

.5 credit

Your Life in Christ: Foundations of Catholic Morality focuses on the essential message of Christ's moral teaching, the importance of love of God and neighbor. The text covers the major points from the "Life in Christ" section of the Catechism of the Catholic Church, pulling together these elements by developing nine essential steps for living a Christian moral life in the Catholic tradition.

The Paschal Mystery of Christ's Cross and Resurrection

Grade 10

.5 credit

The Paschal Mystery of Christ's Cross and Resurrection is the pinnacle of God's redemptive plan for his people. In Jesus Christ: Source of Our Salvation, students delve deeply into the saving actions of the Lord. This text unpacks the meaning of God's sacred and mysterious plan from creation, onward to the consequences of the fall and the promise of a Savior, while ultimately focusing on the Life, Passion, Death, and Resurrection of Jesus Christ. (10th grade)

Meeting Jesus in the Sacraments

Grade 11

.5 credit

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.

Jesus and the Church: One, Holy, Catholic, Apostolic

Grade 11

.5 credit

Jesus and the Church: One, Holy, Catholic, Apostolic supports Course IV of the USCCB curriculum and is the first high school textbook released by Ave Maria Press in its new Encountering Jesus series. As they engage with the content of this text, students will recognize Christ present and active in their lives through the visible and vibrant mission of Church, defined by her four characteristics—one, holy, catholic, and apostolic.

Social Justice

Grade 12

.5 credit

This course is designed specifically for high school seniors and addresses the numerous issues that the students will be face as they choose among various lifestyle paths that are before them. The course will be personalized to the students' interests and needs. We will look at immediate concerns and challenges in making life-shaping decisions. We will also explore choices concerning friendships, dating and lifestyle paths (single life, marriage, religious life, ordained ministry). All of these issues and choices will be examined in light of the Gospel values and Christian tradition.

Prayer and Spirituality

Grade 12

.5 Credit

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

World Religions

Grade 12

.5 credit

Exploring the Religions of Our World allows students to build on their understanding and experience of the Catholic Christian faith by studying different religious traditions. The text begins with a study of Judeo-Christian history, practice, and tradition before expanding to the study of other less familiar religions including Islam, Hinduism, Buddhism, Taoism, Confucianism, and Shintoism. The text moves on to uncover a variety of religious traditions that sprang from America's Protestant roots including Mormonism, Jehovah's Witnesses, and the Church of Christ, Scientist.

Each chapter begins with an introduction that connects each religion to a contemporary person, practice, or teaching. A brief history follows, including information on the founder and other major figures in each respective religion. Other sections include those on scripture or major writings, beliefs and practices, and sacred places and sacred times. Each chapter ends with a Catholic apologetic focus and includes a look at ecumenical or

interreligious dialogue between the Catholic Church and each particular religion. Similarities and distinctions in doctrines, traditions, and practices are also explored

IB World Religions

Grade 12

1 credit

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

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

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

The course consists of an introductory unit (part 1) during which we will be exploring at least 5 of the living world religions that form the basis of the syllabus. This is complemented in the second year by an in-depth study of two religions chosen from those introduced in part 1. This second unit (part 2) of the syllabus is guided by themes, key concepts and key questions. The final component is the investigative study which provides opportunities for individual research of an aspect of the religious experience, practice or belief of a group and/or individual adherents. Students are required to sit for the IB exam in May.

Foreign Languages

The Foreign Language program at The Prout School exists to develop each individual's ability to communicate in a foreign language as he or she becomes aware of and prepared to accept the unique Christian role of human understanding in a global society.

At The Prout School, the study of foreign language focuses on the development of listening, speaking, reading and writing skills with the aim of preparing the individual for communication of grammar and vocabulary as well as the subsequent introduction of composition and literature which provide a basis for the understanding of the language and the thought processes of the foreign target cultures. Through the study of linguistic models from newspapers, magazines, videos, literature, mythology, tapes and textbooks, topics such as personal relationships, leisure activities, and social change are studied for the purpose of developing linguistic proficiency and cultural insight

French I

Grade 9

1 credit

Prerequisite: None

This course introduces the student to the French language via the study of basic vocabulary and structure patterns. The emphasis is on developing skills of listening, speaking, reading and writing in the target language. Speaking skills are encouraged through individual and group work, repetition drills, chain conversations and modification exercises. Grammatical structures are introduced and integrated in basic sentence writing. Culture highlights geography of France.

French II

Grade 10

1 credit

Prerequisite: Successful completion of French I

This course proceeds in an orderly continuation of French I by emphasizing the skills of listening, speaking, reading and writing in the practical contexts of everyday school and home life topics. It continues with the expansion and development of new vocabulary, verbs and more challenging points of grammar. Speaking skills are encouraged through individual, paired and group work as well as repetition drills, chain conversations and modification exercises. The geography and culture of France and other francophone countries is highlighted. An introduction to French literature is included as part of this course.

French II H

Grade 10

1 credit

Prerequisite: Successful completion of French I and teacher recommendation is required to be placed in honors.

This course proceeds in an orderly continuation of French I by emphasizing the skills of listening, speaking, reading and writing in the practical contexts of everyday school and home life topics. In addition to covering all the activities and content of French II, an emphasis is placed on more complex reading and higher level guided composition. Use of the French language in class is predominant. Higher proficiency and performance are expected of students in this course.

French III

Grade 11

1 credit

Prerequisite: Successful completion of French II

This course is a more advanced study of French grammar and a continuation of French literature. It reviews and builds upon the grammatical foundation of structures and verbs studied in French I and II. In addition, it presents new structures and additional verb tenses. Vocabulary is expanded through reading and discussion about various aspects of French and francophone life. The sources are authentic newspaper and magazine articles. There is also an opportunity to read excerpts of literature from the francophone world.

French III H

Grade 11

1 credit

Prerequisite: Successful completion of French II Honors with a B or higher and Teacher Recommendation

In addition to covering all the activities and content of French III, this course is a more advanced study of French grammar and a continuation of French literature, in preparation for the IB French course in the following year. It builds upon the grammatical foundation of structures and verbs studied in French I and II. Furthermore, it presents new structures and more complex verb tenses. Vocabulary is greatly expanded through reading and discussion about various aspects of contemporary French life. The sources are authentic newspaper and magazine articles, poems, songs, excerpts from novels and plays.

French IVH

Grade 12

1 credit

Prerequisite: Successful completion of French III and Teacher Recommendation

This course is a logical continuation of French III/ French III Honors. It focuses on active communication for oral proficiency on topics such as leisure activities, social change and personal relationships. Newspapers, literature and videos provide input for the communicative process and give context for a constant review of grammar and syntax. Students in the Honors level of the course should expect more intensive work in the language.

French IB

Grade 12

1 credit

Prerequisite: Completion of French III Honors and Teacher Recommendation

This course includes a systematic study, review and practice of grammatical structures. There are frequent oral and written compositions with overall attention to structure, quality of language, and vocabulary as well as to interest and organization of ideas. Oral proficiency is developed further by a specific review of French pronunciation and intonation and by frequent monologues, dialogues and class discussion. Class focuses on three themes required by the IB Committee: exploring leisure (travel, pastimes, the arts), exploring change (social, political, personal) and exploring relationships (individual, family, societal). All activities for listening, reading, speaking, and writing are integrated with these central themes. In working with a variety of texts, the students have the opportunity for enjoyment, creativity, and intellectual stimulation as well as the opportunity to learn new ways of looking at the world. Students will sit for the IB exam in May.

Italian I

Grade 9

1 credit

Prerequisite: None

This course introduces the student to the Italian language via the study of basic vocabulary and structure patterns. The emphasis is on developing skills of listening, speaking, reading and writing in the target language. Speaking skills are encouraged through individual and group work, repetition drills, chain conversations and modification exercises. Grammatical structures are introduced and integrated in basic sentence writing. Culture highlights geography of Italy.

Italian II

Grade 10

1 credit

Prerequisite: Italian I

This course proceeds in an orderly continuation of Italian I by emphasizing the skills of listening, speaking, reading and writing in the practical contexts of everyday school and home life topics. Speaking skills are augmented through more high-frequency vocabulary and idiom building. Common grammatical structures continue to be introduced permitting the student to speak and read on progressively higher levels. Further study of life and customs of Italian people is achieved through oral and written activities.

Italian II Honors

Grade 10

1 credit

Prerequisite: Italian I and teacher recommendation is required to be placed in honors.

In addition to covering all of the activities and content of Italian II, an emphasis is placed on more complex reading and some guided composition. Higher proficiency and performance are expected of students in this program.

Italian III

Grade 11

1 credit

Prerequisite: Italian II

This course continues to emphasize listening, speaking, reading and writing in creative, communicative and cultural contexts. Some of the focal tasks are viewing the basic grammar of the language and completing the sequence of verb tenses. Fluency is developed in the context of the main themes of practical living. Vocabulary expansion is emphasized for better comprehension.

Italian III Honors

Grade 11

1 credit

Prerequisite: Italian IIIH with a grade of B or above and teacher recommendation

In addition to covering all the activities and content of Italian III, students are expected to use more advanced structures in the Italian language with greater accuracy and creativity. There is an introduction to some basic analysis of various types of texts in preparation for the IB Italian course the following year. Higher proficiency and performance are expected of students in this program.

Italian IV Honors

Grade 12

1 credit

Prerequisite: Italian IIIH and teacher recommendation

This course is a logical continuation of Italian III Honors. It focuses on active communication for oral proficiency on topics such as leisure activities, social change and personal relationships. Newspapers, literature and videos provide input for the communicative process and give context for a constant review of grammar and syntax. Students in the Honors level of the course should expect more intensive work in the language.

Italian IB (SL)

Grade 12

1 credit

Prerequisite: Italian IIIH and teacher recommendation

This course includes a systematic study, review and practice of grammatical structures. There are frequent oral and written compositions with overall attention to structure, quality of language, and vocabulary as well as to interest and organization of ideas. Oral proficiency is developed further by a specific review of Italian pronunciation and intonation and by frequent monologues, dialogues and class discussion. Class focuses on three themes required by the IB Committee: exploring leisure (travel, pastimes, the arts), exploring change (social, political, personal) and exploring relationships (individual, family, societal). All activities for listening, reading, speaking, and writing are integrated with these central themes. In working with a variety of texts, the students have the opportunity for enjoyment, creativity, and intellectual stimulation as well as the opportunity to learn new ways of looking at the world. Students will sit for the IB exam in May.

Spanish I

Grade 9

1 credit

Prerequisite: None

This course introduces the student to the Spanish language via the study of basic vocabulary and structure patterns. The emphasis is on developing skills of listening, speaking, reading and writing in the target language. Speaking skills are encouraged through individual and group work, repetition drills, chain conversations and modification exercises. Grammatical structures are introduced and integrated in basic sentence writing. Culture highlights geography of Spain and Latin America.

Spanish I, Part II

Grade 9

1 credit

Prerequisite: Spanish I and or placement test

This course is a continuation of Spanish I. It is based on communicative and natural approaches. The emphasis of this course begins the development of comprehension and communication skills, reading and writing, listening, and speaking in the target language. Learning activities will enhance interpersonal, interpretative, and presentation skills. Students are expected to do short Spanish presentations along with reading their first short story in Spanish. The goal is for the students to use cognate vocabulary to make connections with the reading.

Spanish II

Grade 10

1 credit

Prerequisite: Successful completion of Spanish I

This course proceeds in an orderly continuation of Spanish I by emphasizing the skills of listening, speaking, reading and writing in the practical contexts of everyday school and home life topics. Speaking skills are augmented through more high-frequency vocabulary and idiom building. Common grammatical structures continue to be introduced permitting the student to speak and read on progressively higher levels. Further study of life and customs of the Hispanic world is achieved through oral and written reports.

Spanish II Honors

Grade 10

1 credit

Prerequisite: Successful completion of Spanish I or Spanish I part II and teacher recommendation is required to be placed in honors.

This course proceeds in an orderly continuation of Spanish I by emphasizing the skills of listening, speaking, reading, and writing in the practical contexts of everyday school and home life topics. In addition to covering all the activities and content of Spanish II, an emphasis is placed on more complex reading and some guided composition. Use of the Spanish language in class is predominant. Higher proficiency and performance are expected of students in this program.

Spanish III

Grade 11

1 credit

Prerequisite: Successful completion of Spanish II

This course continues to emphasize listening, speaking, reading and writing in creative, communicative, and cultural contexts. Some of the focal tasks are reviewing the basic grammar of the language and completing the sequence of verb tenses. Fluency is developed in the context of the main themes of practical living. Vocabulary expansion is emphasized for better comprehension.

Spanish III Honors

Grade 11

1 credit

Prerequisite: Successful completion of Spanish IIIH with a B or above and teacher recommendation

In addition to covering all the activities and content of Spanish III, students are expected to use more advanced structures in the Spanish language with greater accuracy and creativity. There is an introduction to some basic literary analysis in preparation for the IB Spanish course in the following year. Higher proficiency and performance is expected of the students in this honors program.

Spanish IVH

Grade 12

1 credit

Prerequisite: Successful completion of Spanish IIIH and teacher recommendation

This course is a logical continuation of Spanish III Honors. It focuses on active communication for oral proficiency on topics such as leisure activities, social change and personal relationships. Newspapers, literature and videos provide input for the communicative process and give context for a constant review of grammar and syntax. As an Honors level course, students should expect more intensive work in the language.

Spanish IB (SL)

Grade 12

1 credit

Prerequisite: Successful completion of Spanish III H and teacher recommendation

This course includes a systematic study, review and practice of grammatical structures. There are frequent oral and written compositions with overall attention to structure,

quality of language, and vocabulary as well as to interest and organization of ideas. Oral proficiency is developed further by a specific review of Spanish pronunciation and intonation and by frequent monologues, dialogues and class discussion. Class focuses on three themes required by the IB Committee:

Exploring leisure (travel, pastimes, the arts),

Exploring change (social, political, personal),

Exploring relationships (individual, family, societal).

All activities for listening, reading, speaking, and writing are integrated with these central themes. In working with a variety of texts, the students have the opportunity for enjoyment, creativity, and intellectual stimulation as well as the opportunity to learn new ways of looking at the world. Students will sit for the IB exam in May.

Visual and Performing Arts

The Visual and Performing arts Department encompasses Theatre, Music, Dance and the Visual Arts. Drawing on the intellectual and practical aspects, the department strives for their students to explore and develop their creative talents in rigorous settings. Students acquire self-confidence, and develop a life-long appreciation or participation in the world of Arts.

Through their education, students are encouraged to take risks, accept studio discipline, and learn to work independently or cooperatively with a common goal. One of the distinct aspects of the department is united in its commitment to foster critical thinking and truly examine one's creative gifts, all within the context of a Christian life.

Intro to Art

Grades 9-12

.5 credits

Prerequisite: none

In this introductory course to the visual arts, students will gain an understanding of the elements and principles of art as they pertain to two-dimensional design. Students will apply this knowledge to two-dimensional design issues through the use of a wide range of media, techniques and subject matter. Some of the media which will be explored are: painting, drawing, mixed media, photography and printmaking. 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.

Art History

Grades 10-12

.5 credits

Prerequisite: Intro Art

This course of study will cover a wide variety of different art styles and movements throughout history. The course will begin with ancient civilizations, along with non-western art styles and end with the modern era. In addition to looking at examples of these different art styles, students will examine the extraneous factors, which can help lead to different art movements. Art criticism and aesthetics will be important components to the class and will help students draw their own conclusions. Small scale projects based on individual units will be assigned to diversify assessments.

Painting I

Grades 10-12

.5 credits

Prerequisite: Intro Art (2D or 3D)

In this honors level course, a foundation of the elements and principles of design (which were taught in Intro Art) will be built upon and utilized throughout the learning process. This class will offer a more rigorous pace, with deeper levels of content. Students will interpret what they see in reality, analyze it, interpret, and relate it to the viewer. Students will have the opportunity to investigate different painting styles and techniques in order to achieve their goals.

Painting II

Grades 10-12

.5 credits

Prerequisites: Intro Art (2D or 3D) & Painting I

In Painting II, students will be expected to go beyond the Painting I course in both ability and concept. More abstract/ expressive lessons may be explored and the basics learned in painting will be used as foundation to create compositions which have deeper symbolism and technical skill. An understanding of aesthetics and the importance of art criticism are necessary components to succeed in this higher level class.

Drawing I

Grades 10-12

.5 credits

Prerequisite: Intro Art (2D or 3D)

In this honors level course, a foundation of the elements and principles of design (which were taught in Intro Art) will be built upon and utilized throughout the learning process. This class will offer a more rigorous pace, with deeper levels of content. Students will interpret what they see in reality, analyze it, interpret, and relate it to the viewer.

Students will experiment and become proficient with the use of various drawing media. There will be an emphasis on capturing the truth of reality through *seeing* and avoiding the temptation to use symbols. Subtleties of value and line found upon surfaces and forms will be revealed. Aesthetics and art criticism will be important tools to aid the student in evaluating work of their own, as well as artwork from other artists and cultures.

Drawing II

Grades 10-12

.5 credits

Prerequisites: Intro Art (2D or 3D)& Drawing I

In Drawing II, students will be expected to go beyond an introductory course in both ability and concept. More abstract/ expressive lessons may be explored and the basics of drawing techniques will be used as foundation to compose artworks which have deeper symbolism. The application of aesthetics and the importance of art criticism are the necessary components to achieve development in this advanced class.

Graphic Design

Grades 10-12

.5 credits

Prerequisite: Intro Art (2D or 3D)

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

AP Studio Art – 2D/ Drawing

Grades 11-12

1 credit

Prerequisite: Intro Art (2D or 3D), Drawing/ Painting/ Graphic Design,

Recommendation/Portfolio Review

In this honors level full-year course, students will prepare for the practical experience of the visual arts at the college level. An emphasis on achieving confidence through mastery and control of a wide range of media will be reinforced. Assignments in this course will have greater depth on a conceptual level. College credits may be obtained in AP Studio Art (*Drawing / 2D Portfolio*) through the submission of a comprehensive

portfolio of work. Portfolios are packaged and sent to be evaluated in early May. Portfolios are submitted in both digital slide form (*a total of 24 slides*) as well as five actual pieces (*which must not be larger than 18x24 and matted*). Readers will then give a student an overall score from 1-5 (*5 being outstanding*) under the rigorous criteria of: I. Quality, II. Concentration, and III. Breadth.

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

The assimilation of aesthetics and art criticism will be used to decipher and analyze the students own artworks as well as those from other artists throughout history and cultures. Critiques are an integral part to the course, and will be completed in a typed format which will require the student to analyze their work using the evaluation guidelines found in the AP Studio Art rubric. As a result of self-analysis, students will be expected to make any revisions they see fit to improve upon their imagery.

Due to the large amount of work needed to meet the requirements of this course, students will be expected to work on projects both inside and outside of the classroom setting. The personal nature of Section 2 (Concentration) will require many hours spent working on pieces outside of class in order to carry out the underlying visual plan crucial to its success. Works for Section 1 (Breadth) will be assigned/worked on in class on a daily basis and will deal with immediate visual solutions which may be carried out through the use of a wide range of media and techniques.

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

Sculpture

Grades 10-12

.5 credits

Prerequisite: Intro Art (2D or 3D Design)

In this honors level course, the foundation of the elements and principles of art taught in the prerequisite course will be reinforced and utilized as the students learn to create sculptural form with more complexity. Students will be encouraged to bring out more narrative themes at an expressive and abstract level. An artist's inspiration or reference point will be emphasized, and a variety of media and techniques will be used to continue

to explore the sculptural form. Students will be expected to evaluate and critique their work and the work of their classmate through both verbal and written reflections.

Ceramics I

Grades 10-12

.5 credits

Prerequisite: Intro Art (2D or 3D Design)

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

Ceramics II

Grades 10-12

.5 credits

Prerequisite: Intro Art (2D or 3D Design) AND Ceramics I

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

Dance

Grades 9-12

.5 credits

Prerequisite: none

Dance is a beginner level class designed for students with little or no classical ballet training, or those looking to refine their technique. This course will introduce students to the Vaganova ballet syllabus. Students will learn head and arm coordination, barre, center, and across the floor steps. The class will also introduce contemporary dance. Students will learn how to work in a studio environment will increase flexibility and strength.

Advanced Dance

Grades 9-12

.5 credits

Prerequisite: Dance

Students must know vocabulary and be able to execute advanced dance steps. Emphasis will be put on correct form and alignment. Students must have a strong technical ballet foundation. They should enter the class knowledgeable in Vaganova vocabulary, demonstrate proper use of arm and head positions, have clean transitions between steps, and be able to analyze their movements. They should have a serious focus in class and understand how to work in a studio environment.

Yoga & Wellness

Grades 9-12

.5 credits

Prerequisite: None

This class will offer students a chance to take a break during the hectic school day to learn how to manage stress through meditation, stretch, self care, constructive rest, and yoga-inspired classes. This course requires students to change into gym clothes and participate in gentle movement and relaxation techniques. Other topics will be based off of student need such as hydration, nutrition, the importance of sleep, and other tools to cope with stress and anxiety. The course will offer students life skills that can be used in college and beyond.

Concert Choir

Grades 9-12

.5 credits

Prerequisite: none

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

For those students seeking HONORS credit, you must fulfill ALL the following extra requirements:

- Audition for All-State, and if accepted, you MUST participate
- Take private lessons
- Perform in school honors recital
- Write assigned research paper
- Attend and perform in ALL performances of your respective ensemble
- Demonstrate leadership and dependability in your respective ensemble

Morning Choir

Grades 9-12

.5 credits

Prerequisite: none

This performing ensemble of singers practices on days 1,3 and 5 beginning at 7:30am until the Home Room bell. This elective is open to any student who wishes to sing in the choir but has a different elective during the day. This choir sings the same repertoire as the day choir and sings with them in performances.

For those students seeking HONORS credit, you must fulfill ALL the following extra requirements:

- Audition for All-State, and if accepted, you MUST participate
- Take private lessons
- Perform in school honors recital
- Write assigned research paper
- Attend and perform in ALL performances of your respective ensemble
- Demonstrate leadership and dependability in your respective ensemble

Jazz Band

Grades 9-12

.5 credits

Prerequisite: Experience on a jazz instrument

The Prout Jazz Band is open to any student who performs on a jazz instrument and would like to be part of this exciting performing ensemble. Rehearsals are held on days 2, 4 and 6 beginning at 7:30 am until the Home Room bell. The Jazz Band performs regularly throughout the school year.

For those students seeking HONORS credit, you must fulfill ALL the following extra requirements:

- Audition for All-State, and if accepted, you MUST participate
- Take private lessons
- Perform in school honors recital
- Write assigned research paper
- Attend and perform in ALL performances of your respective ensemble
- Demonstrate leadership and dependability in your respective ensemble

Concert Band

Grades 9-12

.5 credits

Prerequisite: Experience on a band instrument

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

For those students seeking HONORS credit, you must fulfill ALL the following extra requirements:

- Audition for All-State, and if accepted, you MUST participate
- Take private lessons
- Perform in school honors recital
- Write assigned research paper
- Attend and perform in ALL performances of your respective ensemble
- Demonstrate leadership and dependability in your respective ensemble

String Ensemble

Grades 9-12

.5 credits

Prerequisite: Experience on a string instrument

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

For those students seeking HONORS credit, you must fulfill ALL the following extra requirements:

- Audition for All-State, and if accepted, you MUST participate
- Take private lessons
- Perform in school honors recital
- Write assigned research paper
- Attend and perform in ALL performances of your respective ensemble
- Demonstrate leadership and dependability in your respective ensemble

Music Theory 1

Grades 9-12

.5 credits

Prerequisite: Experience in instrumental or vocal music and interest in music study

Music theory 1 will be an introduction to Music theory, including 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 composition techniques and simple analysis. This course will prepare students for introductory theory courses at the college level. This class meets after school hours.

Music Theory 2

Grades 10-12

.5 credits

Prerequisite: Theory 1

Music Theory 2 is a continuation of music theory 1. Learning Music Theory is a process. In Theory 2, students will build upon those skills learned in Theory 1 in developing those skills necessary for sound musicianship. Students will learn skills from performing Harmonic Analysis on Bach Chorales to writing out and resolving Neapolitan Augmented Sixth Chords. Students will be able to write out and resolve German, French, and Italian Augmented Sixth Chords. Students will perform a structural analysis of a symphonic first movement. This class meets after school hours.

Technical Theatre

Grades 9-12

.5 credits

Prerequisite: none

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

The student will:

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

Foundations of Theatre (Formerly Acting 1)

Grades 9-12

.5 credits

Prerequisite: none

This class is for students who have not taken any Acting classes at The Prout School.

Students will be introduced to the basics of theatre production and acting. Students will learn theatre vocabulary, understanding body language and vocal techniques and be exposed to different acting techniques and improvisation. Students will be required to perform monologues and work in partnership with other actors.

Acting

Grades 9-12

.5 credits

Prerequisite: Foundations of Theatre

This honors level course will further the students skills in drama as a literature, craft and performing art. This is a performance based class.

Major areas of study will include: Scene study, monologues, acting exercises, character development, script and character analysis.

Acting 2

Grades 9-12

.5 credits

Prerequisite: Acting AND Foundations of Theatre

In this honors level course, student will build on the background established in Acting. Students will develop advanced characterization techniques in acting scenes, study theatre history through scene work, and explore specialized forms of theatre such as: children's theatre, musical theatre, professional theatre. Students also develop skills in stage craft and production management, carry out projects in directing, and discover career opportunities in the arts.

Musical Theatre

Grades 10-12

.5 Credit

Pre-requisite: Foundations of Theatre

This class will explore the history of American Musical Theatre from 1910 through the 1970's. Different styles of music, dance and performance will be explored. Scenes and songs will be learned from each decade. This class will culminate in an evening performance.

Musical Theatre II Honors

Grades 10-12

.5 Credit

Pre-requisite: Musical Theatre

This class will continue to explore the history of American Musical Theatre from 1970 through the present day. In-depth analysis of the different styles of music, dance and performance will be explored. Scenes and songs will be learned from each decade.

There will be more focus on individual performances in this class and will culminate in an evening performance.

Computer Science

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

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

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

Computer Science

Grades 9-12

.5 credit

Prerequisite: None

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

Computer Programming

Grades 9-12

.5 credit

Prerequisite: Computer Science

Students in this course will be covering programming methodology with an emphasis on problem solving and algorithm rather than language syntax. In this course students will develop higher-order thinking skills because the focus is on programming concepts,

design and abstraction rather than on memorization or syntax. The JAVA programming language will be used. This is the language that the AP Programming Course is based on. This course is not an AP course, but will follow the course material as recommended by the College Board.

Web Page Design

Grades 9-12

.5 credit

Prerequisite: None

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

Physical Education/Health

Grades: 9-12

Credit - .50 credit per year

Prerequisites: None

Text: *Glencoe Health*, McGraw-Hill

PE course description

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 of the class units involve physical activity, which can also further the cognitive and social aspects of life. The students need to learn rules, participate regularly and communicate with one another during all activities.

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

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

Program Courses: Soccer, Tennis, Ultimate Frisbee, Lacrosse, Flag Football, Volleyball, Aerobics, Pilates, Yoga, Basketball, Superball, Kickball, Indoor Soccer, Street Hockey, Frisbee Golf, Wiffleball.

Health Education

The goal of Health Education at The Prout School is to improve upon the health of all students. Research indicates that young people today are less healthy than those of recent generations. Health is the condition of the physical, mental, and social self. The level of our health can change from minute to minute, hour to hour, and year to year. This is why it is so important for people to realize that they have the power to control their own health and well being. Health education in the school setting provides classroom opportunities to present objective information on a variety of health topics. This is done through the use of text books, lectures, videos, internet access, and presentations done by the

students. Health education also makes the students aware of how the body reacts to diseases, drugs, tobacco products, and environmental hazards. Health education at The Prout School is developed to help students become more aware of today's health issues, which will in turn enable the students to become healthy literate individuals.

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

Yoga & Wellness

Grades 9-12

.5 credits

Prerequisite: None

This class will offer students a chance to take a break during the hectic school day to learn how to manage stress through meditation, stretch, self care, constructive rest, and yoga-inspired classes. This course requires students to change into gym clothes and participate in gentle movement and relaxation techniques. Other topics will be based off of student need such as hydration, nutrition, the importance of sleep, and other tools to cope with stress and anxiety. The course will offer students life skills that can be used in college and beyond.

International Baccalaureate Diploma

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

IB Theory of Knowledge

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

1 credit

Prerequisite: Must be a full IB diploma candidate

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

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

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

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

IB Theory of Knowledge 1

Grade: 11

Prerequisite: Must be a full IB diploma candidate

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

IB Theory of Knowledge 2

Grade: 12

Prerequisite: Must be a full IB diploma candidate

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

The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

<http://www.ibo.org/programmes/profile/>

