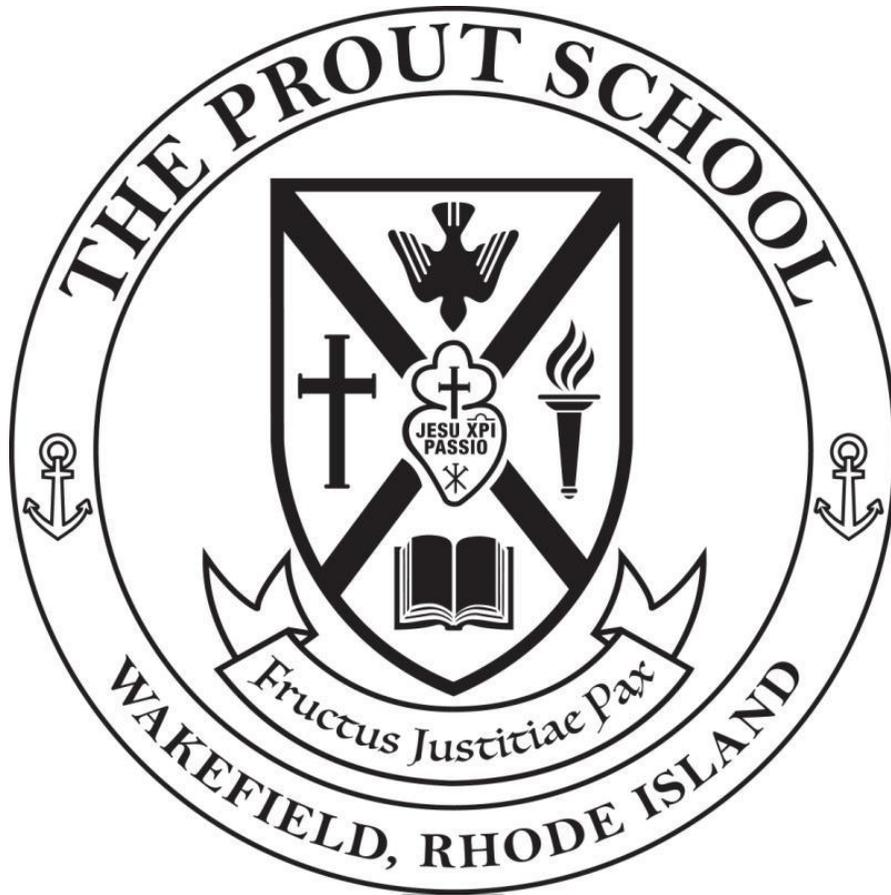


# PROGRAM OF STUDIES 2024 - 2025



The Prout School  
4640 Tower Hill Road  
Wakefield, RI 02879

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

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## **Our Mission Statement and Catholic Heritage and Identity**

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

### **Our Catholic Identity**

The Prout School was founded by the Sisters of Cross and Passion, a Roman Catholic religious order, in 1966. In 1986, Prout became a diocesan high school, an agency of the Roman Catholic Diocese of Providence. For fifty-five plus years, Prout has exemplified both the broad Catholicity of our religious heritage and also the specific charism of the Servant of God, Venerable Mother Mary Joseph Prout, after whom our school is named.

As a Catholic school, Prout exists to facilitate an encounter with the person of Jesus Christ, who is Emmanuel, our God-among-us. Through daily prayer, the regular celebration of the Eucharist, abundant opportunities for Reconciliation, the availability of a priest-chaplain and campus minister for spiritual counsel, the presence of the Blessed Sacrament in our school chapel, retreat days for both our students and faculty, a peer ministry program that forms seniors as role models in the faith, and the solid formation in Catholic doctrine — according to the framework proposed by the United States Conference of Catholic Bishops — offered by our theology faculty, Prout promotes that encounter as the ultimate goal for all of its educational, athletic, artistic, and community-building pursuits.

Inspired by the example of Mother Mary Joseph Prout, the founders of the Sisters of Cross and Passion and our patroness, our charism is further enriched by her four-fold legacy: (1) the identification of the suffering Christ with our suffering brothers and sisters in need; (2) the promotion and safeguarding of human dignity; (3) Christian charity expressed in concrete acts of service; (4) educational excellence, especially for those who might not otherwise have access to quality intellectual formation. The Prout School is a place where the values which shaped our patroness's religious and education vision continue to guide, challenge, and inspire us.

Our program of Christian Service is integrated into everything we do as a school community. From the classroom, Service Learning initiative, to clubs and service organizations to regular school-wide drives, to mission trips, to documented service hours as a requirement for grade promotion, we continue to serve the suffering Christ in our suffering brothers and sisters after the example of Mother Mary Joseph Prout.

Jesus reminds us that evidence of our faithfulness is provided in the fruit which we bear for the Kingdom (Matt 7:16). The fruit of our evangelical efforts has been clearly evidenced in a number of ways in recent months and years:

- We have had several students receive the Sacraments of Initiation, some of whom have entered the Catholic Church from other denominations
- We have expanded our offering of clubs dedicated explicitly to faith and service formation, such as the St. John Paul II Club, Blessed Carlo Acutis Club, and the daily recitation of the Divine Office (Morning Prayer and the Angelus Prayer);

- We have introduced our international students — some of whom have had no religious formation whatsoever — to the Catholic faith and its core principles;
- We have introduced students to the heritage of our Catholic culture through formation in liturgical music and the opportunity to sing at liturgical ceremonies throughout the diocese and even in Europe;
- We have even had several students participate in discernment opportunities to consider whether or not God may be calling them to service as ordained or consecrated persons.

Our Catholic identity and the legacy of our patroness inform everything we are and do as a school community. These are not additions to our mission, but the very drive and impetus for it. In all that we undertake we seek first God's kingdom knowing — as God has done for the past fifty-five plus years and will continue to do for our future — that all things will be given us besides (Matt 6:33).

## H.E.A.R.T - School Philosophy

### H - Humanities

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

### E - Education for a more holy and just world

Prout is inspired by the Vatican's Global Compact on Education and Church encyclicals such as *Laudato Si*. The Prout School takes seriously the call to present education in terms of a moral calling to work towards a more holy and just world. We therefore seek to combine skills and knowledge across the curricula within the moral framework of Catholic Social Teaching. Prout students are empowered to apply their education to live out Corporal and Spiritual Works of Mercy and Environmental Stewardship.

### A - Arts and Athletics

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

### R - Religion and Service

Prout's Catholic identity informs everything we do as an educational community. Inspired by the example of our patroness, Mother Mary Joseph Prout, we seek to instill the core values of faith, solidarity, and service. Daily prayer, school-wide Masses, opportunities for Reconciliation and RCIA, required theology

courses, and abundant opportunities for Christian service are not extrinsic to our mission, but ground us as a school community and provide us with a clear direction.

## T - Technology and Science

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

### *What is HEART?*

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

### *How does HEART relate to the International Baccalaureate Program?*

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

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

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

## GRADUATION REQUIREMENTS

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

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

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

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

All requests to add, drop, or change a course must be made within the first five (5) days of the academic semester. Wanting a different teacher, not liking a class, wanting to be with friends or a different period are not legitimate reasons for a class change. In all course selections, the Dean of Student Development will have final approval.

## DESCRIPTION OF LEVELS

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

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

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

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

**International Baccalaureate Standard Level (IB SL) and Higher Level (IB HL)** - A program of study designed by The International Baccalaureate Organization (IBO), curricula and examinations are developed by the IBO. Grading of required college-level work and final examinations are done by IBO examiners throughout the world. Students will take some subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at the higher level. IB classes offer the highest level of rigor and should be considered by serious students who closely match up with the IB Learner Profile. IB courses provide college-level challenges.

## GENERAL SCHOOL GUIDELINES RELATED TO STUDENT PLACEMENT IN COURSES

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

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

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

### **IB Learners strive to be:**

#### *Inquirers*

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

#### *Knowledgeable*

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

#### *Thinkers*

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

#### *Communicators*

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

#### *Principled*

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

#### *Open Minded*

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

#### *Caring*

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

#### *Risk Takers*

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

*Balanced*

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

*Reflective*

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

## Theology Department

### Theology 9

Grade 9 College Prep  
1 Credit

Theology in the Freshman Year is broken up into semester courses. Semester one emphasizes what it means to be a Catholic; acquiring a better understanding of what Catholics believe and the rituals and traditions that are practiced by members of the faithful. Through the study of both the Apostle's Creed and the Nicene Creed, and the sacraments, students will gain knowledge and a greater understanding of the Trinity, Creation, and the Catholic Church. Semester two emphasizes Sacred Scripture, both the Old Testament as well as the New Testament. This course offers students a general knowledge and appreciation of Sacred Scripture. \_

The major topics of inquiry and standards throughout the academic year are taken from the United States Conference of Catholic Bishops (USCCB) and the Standards for Catholic Secondary Schools as adopted by the Office of Catholic Schools in the Diocese of Providence.

Students will develop skills, practices, and methods used by high school students to learn and understand the concepts introduced, as they are defined in the Catechism of the Catholic Church. These include vocabulary building, reading comprehension, organization, and interpretation of dogmas presented.

### Theology 10

Grade 10  
College Prep

Theology in the sophomore year is broken up into semester courses, one semester building upon the next. Semester one emphasizes Christ's saving work in Salvation History and its effects on the Church. This course provides students with an insight into both the Typological and Christological methodologies used to understand Divine Revelation. Students are introduced to the stages of Divine Revelation, culminating with the Paschal Mystery. Through the study of Sacred Scripture and Sacred Tradition, students will gain greater knowledge and understanding of Jesus Christ as the source of our salvation, and recognize the many opportunities God has given to humans throughout history to offer His unconditional love to us.

Semester two emphasizes application of the dogmas of the Catholic faith as they pertain to the Trinity, specifically the love that Father, Son, and Holy Spirit share with one another, and how that love can be applied to the student's lives as well. Special attention is given to moral decision making; recognizing both vice and virtue, sin and conscience. Being more aware of our actions can help us do more to live out God's plan for each of us, thus helping us to make moral decisions that affect not just ourselves, but the world around us.

The major topics of inquiry and standards throughout the academic year are taken from the United States Conference of Catholic Bishops (USCCB) and Standards for Catholic Secondary Schools as adopted by the Office of Catholic Schools in the Diocese of Providence.

Students will develop skills, practices, and methods used by high school students to learn and understand the concepts introduced, as they are defined in the Catechism of the Catholic Church. These include

vocabulary building, reading comprehension, organization, and interpretation of dogmas presented. Students will also be given ample opportunity to live out virtue and to be of service to others.

### **Theology 11**

Grade 11  
College Prep

Theology in the Junior Year is broken up into Semester Courses. Semester One is a study of the Sacraments. Semester Two is a study of the Four marks of the Church (One, Holy, Catholic and Apostolic). The combination of study of these areas emphasize an encounter with the living Christ through the life of Grace in the Sacraments and in the life of the Church. This is a survey course which uses the above mentioned areas to deepen the spiritual life of the students and their relationship to Christ and the Church. In this course, students will examine the Sacraments and the Four marks of the Church. The major topics of inquiry and standards throughout the course are taken from the USCCB instructions and Standards for Catholic Secondary Schools as adopted by the Office of Catholic Schools in the Diocese of Providence.

Students will develop and use the same skills, practices and methods employed by high school students in analyzing primary and secondary sources, developing and understanding of the concepts of the dogmas and other teachings of the church as defined in the Catechism of the Catholic Church. The course will emphasize understanding of definitions, vocabulary, reading comprehension, organization and note-taking skills as the students begin acquiring the skills necessary to analyze various sources both primary and secondary.

### **Theology 12**

Grade 12  
College Prep

Theology in the senior year is broken up in two subsections, Prayer and Spirituality and Catholic Social Teaching. Prayer and Spirituality presents prayer in its many forms. It centers on the concept of communication with God. Students will be presented with the many ways this can be accomplished such as formal prayer, contemplative prayer, and communal prayer, and prayer through action. Students also gain a greater understanding of why we pray, to praise God, thank God, petition God, and to attain a deeper relationship with Him. This course is designed to present the various prayer methods we can accomplish this communication with God and as a result, increase and grow in our personal relationship with Him, as a response to God's invitation to know and love Him.

Catholic Social Teaching is essential to the Catholic Faith. Rooted in the covenant between God and his Chosen People and in the teachings of Hebrew prophets who announced God's special love for the poor, Catholic Social Teaching is built on the life and words of Jesus Christ. The Lord came to preach, "glad tidings to the poor and to proclaim liberty to captives and recovery of sight to the blind." He identified with the poor and marginalized and taught his followers to respond to "these least ones." In this subsection of the course, students will come to a greater understanding of how society should function both in Jesus's day as well as today. Catholic Social Teaching addresses how society should function so that all individuals can better fulfill their earthly journey of discipleship and ultimately achieve union with God in eternity. Its roots are in God's revelation of himself as the Blessed Trinity whose very nature is communal and social.

The major topics of inquiry and standards throughout the academic year are taken from the United States Conference of Catholic Bishops (USCCB) and Standards for Catholic Secondary Schools as adopted by the Office of Catholic Schools in the Diocese of Providence.

Students will develop skills, practices, and methods used by high school students to learn and understand the concepts introduced, as they are defined in the Catechism of the Catholic Church.

## **Theology 12 IB World Religions**

Grade 12  
IB

The IB world religions course is a systematic, analytical yet empathetic study of the variety of beliefs and practices encountered in nine 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 are studied in such a way that students acquire a sense of what it is like to belong to a particular religion and how that influences the way in which the followers of that religion understand the world, act in it, and relate and respond to others.

The Diploma Program World Religions course seeks to promote respect for the diversity of religious beliefs, both locally and globally, with the aim of enhancing international and inter-religious understanding. The course provides a very different perspective in this area. Students should be encouraged to look at contemporary national and international issues regarding religion and how these may have an impact on ethical and legal issues. In the study of World Religions, the experiential dimension to learning is of great importance and it is hoped that the course will be a catalyst for visits to and from members of different faith communities. Where this is not possible, imaginative teaching, combined with the use of a range of resources should enable the students to come to know what it means to be a follower of a particular religion.

The course consists of an introductory unit during which we will be exploring at least five of the living world religions that form the basis of the syllabus. A second, in-depth unit will focus on two of the religions covered in the introductory unit. The final component is the investigative study which provides opportunities for individual research of an aspect of the religious experience, practice of belief of a group and/or individual adherents. Students are required to sit for the IB exam in May.

The textbook for the course is *Exploring the Religions of Our World, 3rd Edition* from Ave Maria Press. Aside from the textbook, students will be introduced to primary sources, including various sacred texts, from each of the religions, and scholarly articles from JSTOR.

## English Department

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

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

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

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

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

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

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

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

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

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

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

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

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

### English 9 Introduction to Literature

Grade 9 College Preparatory  
1 Credit

This course aims to strengthen students' fundamental skills in reading, writing, speaking and critical thinking that are essential to achieve success not only in the rest of their student careers, but beyond as human beings in our modern world. Together, we will be reading and analyzing a variety of different

texts (fiction, non-fiction, poetry etc.) with the goal of uncovering and understanding this idea of human identity. What is identity? What forces are involved in the shaping of our identity? How can reading and writing help us better understand those around us and our own identity? We will be exploring how literature can be a vehicle for expression of ourselves and who we are as human beings. Above all, we will uncover this concept of identity with our Catholic values at the forefront of our exploration.

As a college preparatory level course, the purpose of this course is to introduce students to all the foundational skills they will need to be successful in their future courses in high school and prepare them for college. The skills and concepts introduced in this course will be essential reading comprehension, writing, critical thinking, and speaking skills. Coursework will be focused on reinforcing basic comprehension and analysis of texts. English 9 CP is taught at a slower and more relaxed pace to ensure that students have more time to approach and understand the content.

### **English 9 Honors Introduction to Literature**

Grade 9 Honors  
1 Credit

This course aims to strengthen students' fundamental skills in reading, writing, speaking and critical thinking that are essential to achieve success not only in the rest of their student careers, but beyond as human beings in our modern world. Together, we will be reading and analyzing a variety of different texts (fiction, non-fiction, poetry etc.) with the goal of uncovering and understanding this idea of human identity. What is identity? What forces are involved in the shaping of our identity? How can reading and writing help us better understand those around us and our own identity? We will be exploring how literature can be a vehicle for expression of ourselves and who we are as human beings. Above all, we will uncover this concept of identity with our Catholic values at the forefront of our exploration.

As an honors level course, the purpose of this course is to strengthen students' existing foundational skills they will need to be successful in their IB courses and prepare them for college. Honors students will be introduced to more complex literary works and additional readings compared to the college preparatory peers. The depth and complexity of their coursework will be more rigorous and demanding, with an emphasis on delving deeper into the exploration of human identity. Coursework is more frequent and challenging, encouraging students to discuss topics and concepts at a more sophisticated level. English 9 Honors is taught at an accelerated pace with the expectation that honors students have strong foundational skills to further challenge at a heightened level.

### **English 10 American Literature**

Grade 10 College Preparatory  
1 Credit

Prerequisite: Successful completion of English 9 CP

Tenth grade college preparatory English Literature is designed to prepare students for their junior year at our college preparatory school. Tenth grade reviews and solidifies the skills taught and practiced in ninth grade. Students interact with a variety of texts, reading novels and plays that have been critically acclaimed. Within these texts, students gain a perspective of life during several time periods in US history, exploring their abilities to analyze, infer, question, and reflect on societal constructs and expectations. Tenth grade English focuses on reading texts with an empathetic heart and viewing each

literary work as a devout Catholic; loving all people. Through the lens of our Catholic Identity students are provided a safe environment to learn and discuss complex themes, such as prejudices, racism, gender roles and expectations. Students explore the literature using close reading strategies, small group discussions, socratic seminars, and writing reflectively. Students practice critical thinking skills and establish their voice through argumentative writing, analytical writing, and thematic analysis. Students are encouraged to practice the IB Learner Profile attributes and actively participate in their learning.

### **English 10 Honors American Literature**

Grade 10 Honors  
1 Credit

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

Tenth grade Honors English Literature is designed to prepare students for the International Baccalaureate Program. Tenth grade reviews and solidifies the skills taught and practiced in ninth grade. Students interact with a variety of texts, reading poetry, nonfiction, novels and plays that have been critically acclaimed and celebrated. Within these texts, students gain a perspective of life during several time periods in US history, exploring their abilities to analyze, infer, question, and reflect on societal constructs and expectations. Tenth grade English focuses on reading texts with an empathetic heart and viewing each literary work as a devout Catholic; loving all people. Through the lens of our Catholic Identity students are provided a safe environment to learn and discuss complex themes, such as prejudices, racism, gender roles and expectations. Students explore the literature using close reading strategies, small group discussions, socratic seminars, and writing reflectively. Students practice critical thinking skills to establish their voice through argumentative writing, analytical writing, and thematic analysis. Students gain confidence in their writing abilities, style, and use of evidence to support their analytical responses. Students interact with literature in a meaningful way and develop writing skills that enhance and define their communication skills. Students are encouraged to practice the IB Learner Profile Attributes and explore, connect, inquire, and participate in their learning.

### **English 11 British Literature**

Grade 11 College Preparatory  
1 Credit

Prerequisite: Successful completion of English 10CP

Junior College Preparatory English is designed to build on the writing, literary, reading and metacognitive base established by CP English 10 to further mold incisive thinkers and communicators. In the analysis of literature, attention is paid to analyzing authorial craft and the literary tools, elements and methods that an author utilizes in communicating a larger theme. Within the framework of this analysis, students learn to apply inference, close reading strategies, annotation and collaboration to unlock meaning and metacognitively apply said meaning to their own experiences. In writing, students build upon their formal writing skills established in grades nine and ten, honing arguable theses, as well as analytical skills tied to evidence-based approaches. These skills and areas of knowledge are then synthesized and applied to a broader world, aligning with the teachings of the Catholic Church and the IB Learner Profile Attributes.

### **IB English 11 SL**

Grade 11 IB Standard Level  
1 Credit

Prerequisite: Completion of English 10H with a grade of B and recommendation of the teacher

The language A: literature aims at exploring the various manifestations of literature as a particularly powerful mode of writing across cultures and throughout history. The course aims at developing an understanding of factors that contribute to the production and reception of literature—the creativity of writers and readers, the nature of their interaction with their respective contexts and with literary tradition, the ways in which language can give rise to meaning and/or effect, and the performative and transformative potential of literary creation and response. Through close analysis of a range of literary texts in a number of literary forms and from different times and places, students will consider their own interpretations as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. The course integrates the elements of Catholic identity, and the attributes of the IB Learner Profile into each lesson and assessment.

### **IB English 11 HL**

Grade 11 IB Higher Level  
1 Credit

Prerequisite: Completion of English 10H with a grade of 90 or above and recommendation of the teacher

The language A: literature aims at exploring the various manifestations of literature as a particularly powerful mode of writing across cultures and throughout history. The course aims at developing an understanding of factors that contribute to the production and reception of literature—the creativity of writers and readers, the nature of their interaction with their respective contexts and with literary tradition, the ways in which language can give rise to meaning and/or effect, and the performative and transformative potential of literary creation and response. Through close analysis of a range of literary texts in a number of literary forms and from different times and places, students will consider their own interpretations as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. (from IB course descriptions)

### **English 12 World Literature**

Grade 12 College Preparatory  
1 Credit

Prerequisite: Successful completion of English 11CP

Senior College Preparatory English is designed to build on the writing, literary, reading and metacognitive base established by CP English 11 to elevate incisive thinkers and communicators and ready them for the independence required of a rigorous college education. In the analysis of literature, the skills established in contemplating authorial craft are further developed, contextualizing works in the

world where they were created and considering how such a world would produce such a work. The skills of inference, close reading strategies, annotation and collaboration are likewise further molded, with an eye toward student driven and produced work (emphasizing the importance of independent thinking and agency.) In writing, the instructor works to evolve the thematic, analytical and evidence-based skills established previously, stressing not just arguable claims, but the process by which a claim is explored and the craft required to effectively communicate a formal written statement. These skills and areas of knowledge are then synthesized and applied to a broader world, aligning with the teachings of the Catholic Church and the IB Learner Profile Attributes.

### **IB English 12 SL**

Grade 12 IB Standard Level  
1 Credit

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

Senior Standard Level IB English takes the mantle from IB SL 11 and creates an environment for students to fully realize the skills and values inherent in the IB. This is done within the framework of the seven IB Concepts (Transformation, Creativity, Communication, Identity, Perspective, Representation and Culture) as well as the three areas of exploration (intertextuality; readers, writers and texts; and time and space.) Within said framework, students take the writing and analytical skills established in previous years and apply them to on demand formal writing assignments, in an effort to demystify individual elements of writing and literature and create thinkers that can adroitly manipulate knowledge and skills to answer complex textual and philosophical questions in the moment. By crafting not just intelligent and knowledgeable, but flexible thinkers, IB SL English 12 takes students and pushes them to become thoughtful and mindful young citizens. This class, in addition to aligning with the IB Learner Profile Attributes, also aligns with the teachings of the Catholic Church.

### **IB English 12 HL**

Grade 12 IB Higher Level  
1 Credit

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

IB English 12 is designed to fine tune students' proficiency in critical, reflective, analytical, creative, and metacognitive abilities in reading, writing, evaluating, and responding to literature. 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 global history and culture; thus, the course ultimately deals with the interconnection between literature and the human condition. The course integrates the elements of Catholic identity, and the attributes of the IB Learner Profile into each lesson and assessment.

The course utilizes an "across content area paradigms" approach. In this way, the course relies heavily on interconnecting related supplementary materials from various disciplines and mediums (historical, political, philosophical, moral, aesthetic, etc.). The course helps prepare IB students for the IB Literature examination in May and analytical college work.

## **Creative Writing**

Grades: 9, 10, 11, 12 College Prep  
.5 Credit

Creative Writing is an elective that is focused on introducing students to various forms of writing such as fiction, creative nonfiction, and poetry. Through this one semester course, students will form a better understanding of the technical inner workings and craft behind these various forms of writing. Students will explore what creative writing is, the importance of creativity within our world, and have many chances to create a form of art that they can feel proud about. Students will read, analyze, and interpret a variety of different texts with this exploration of creative writing in mind, as in order to become a great writer one must be a great reader. Lastly, creative writing is a way for students to showcase and express their God given gifts through their interpretation and presentation of the world around them that is ever present within their writing.

## **Introduction to Philosophy**

Grades 11, 12 College Prep  
.5 Credit

The Introduction to Philosophy course aims to acquaint the student with a foundational understanding of the most basic questions that humans have asked throughout time. Some examples are: What is the world made of? Do we have free will? What does it mean to be human? In developing a dynamic and systematic approach to these types of questions, the student learns how these questions deepen understanding and provide the opportunity to practice with philosophical tools such as critical thinking, analysis, and argument.

Studying philosophy provides an opportunity for students to engage with some of the world's most interesting and influential thinkers. It also develops highly transferable skills such as the ability to formulate arguments clearly, to make reasoned judgments and to evaluate issues that have an everyday impact on human life. The course also aims to develop an emphasis on "doing philosophy" in a relaxed and engaging environment where the true meaning of "leisure" is used as the space to explore ideas in a spirit of play. By stimulating intellectual curiosity, the student is encouraged to examine both their own perspectives and those of others.

The measurable outcomes of the course are designed to provide writing and speaking assessments that comfortably challenge students to grow their own philosophical voice and develop an independent set of thinking skills. The study of philosophical themes and close reading of scaffolded and chosen texts are aimed to foster philosophical knowledge and skills. These skills will be applied and adapted to engage the student in practical and fun ways.

## **African American Literature**

Grades 11, 12 College Prep  
.5 Credit

This course will survey African American literature from the 1700s to the present. Beginning with negro spirituals, through enslaved narratives, the literature of reconstruction, the Harlem renaissance, and up to the present, we will explore the history of the African American literature and its significance in the literary canon. Not only will we be reading and discussing literature, we will also be exposed to African American art and music. We will read, watch, view, and discuss critical representations of the black

experience in America. Our focus will be on the formation and establishment of the African American voice and identity through art and literature. We will explore culture and gain insight into the African American experience.

### **Children and Adolescent Literature**

Grades 11,12 College Prep and Honors with differentiated assessments  
.5 Credit

This course is designed to increase students' knowledge of the importance of quality literature for the spiritual, cognitive, emotional, social, language, and aesthetic development of children and adolescents. It focuses on selection, evaluation, and methods of sharing and discussing various types of literature, using print and non-print media. Students will investigate what literary and artistic components create "quality" literature for children/adolescents and how this literature can positively enhance attributes of empathy, respect for the dignity of all peoples, multiple perspectives, compassion, and Christian virtues. Utilizing a cultural, psychological, historical, global, and creative lens, students will explore how children/adolescent books often reflect societal perceptions.

Reading selections range from such award-winning Caldecott picture books as (*The Hungry Caterpillar, Swimmy, A Snowy Day, Good Night, Moon, etc.*) through such Newbery awards winning books as (*The Giver, A Wrinkle in Time, Holes, etc.*) through contemporary works such (*The Lightning Thief, Paper Towns, Stargirl, etc.*) and literary "classics" (*The Lion, the Witch, and the Wardrobe, The Secret Garden, Peter Rabbit, etc.* )

### **Science Fiction and Fantasy Literature**

Grades 11, 12 Honors and College Prep (with differentiated assessments)  
.5 Credit

This course is designed to encourage in students a sense of wonder and imagination beyond the physical reality we live in. It focuses on such issues as science and technology, parallel universes, extraterrestrial life, mythological heroes, alternate worlds, magical creatures, etc. It concerns itself with what it means to be human, and the impact that technological change has upon the human condition and human institutions. It relies on the reader's ability to read with a "willing suspension of disbelief" – accepting that imagination can bring us far beyond the constraints of the natural physical world.

Reading and film selections range from such pieces *A Wrinkle in Time, The Lion the Witch and the Wardrobe, Childhood's End, I, Robot, The Time Machine, The Fellowship of the Rings, The Unpleasant Profession of Jonathan Hoag, The Hunger Games, Harry Potter* etc.

## **A Word About the International Baccalaureate (IB) Diploma Program**

The International Baccalaureate® (IB) Diploma Program (DP) curriculum sets out the requirements for study of the DP. The curriculum is made up of the DP core and six subject groups. Made up of the three

required components, the DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills. The three core elements are:

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

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

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

### **IB Theory of Knowledge (TOK)**

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

1 Credit

Prerequisite: Must be a full IB Diploma candidate

IB Theory of Knowledge is a required course for all IB Diploma Candidates. Students enrolled in the class take Part 1 during the spring semester of their junior year and Part 2 in the fall of their senior year.

The course as a whole examines the origins and validity of various ways of knowing and the characteristics of various forms of knowledge. TOK involves two stages of inquiry:

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

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

#### **TOK 1**

.5 Credit

As the course, Theory of Knowledge is about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Program students undertake. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyze knowledge claims and explore knowledge questions. In TOK 1, the first semester of the course, students are introduced to six of the eight Ways of Knowing (WOKs).

#### **TOK 2**

.5 Credit

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

## Mathematics

### Algebra 1

Grade 9 College Prep  
1 Credit

Algebra I is the first course in Algebra. It provides students with a rigorous, focused, and coherent curriculum that lays the foundation for mathematical literacy that will help students be successful in future math courses. Students gain a deeper understanding of math concepts by narrowing their focus to fewer topics at each grade level.

Major topics of study include evaluation of algebraic equations, exponent rules and manipulation, polynomials, solving and graphing linear equations, solving and graphing two variable inequalities, solving systems of equations, radicals, word problems, solving and graphing quadratic equations, and factoring.

Students master content through inductive reasoning opportunities, engaging activities that provide deeper understanding, concise, stepped-out examples, rich, thought-provoking exercises, and a continual building on what has previously been taught as well as, develop the ability to explore and solve real-world application problems, demonstrate the appropriate use of graphing calculators, and communicate mathematical ideas clearly. A TI-84 or TI-84 Plus graphing calculator is strongly recommended for this course.

### Algebra 1 Honors

Grade 9 Honors  
1 Credit

Algebra I is an accelerated Algebra I course that is taught at a fast pace. It provides students with a very rigorous, focused, and coherent curriculum that lays the foundation for mathematical literacy that will

help students be successful in future math courses. Students gain a deeper understanding of math concepts by narrowing their focus to fewer topics at each grade level.

Major topics of study include evaluation of algebraic equations, exponent rules and manipulation, polynomials, solving and graphing linear equations, solving and graphing two variable inequalities, solving systems of equations, radicals, word problems, solving and graphing quadratic equations, and factoring.

Students master content through inductive reasoning opportunities, engaging activities that provide deeper understanding, concise, stepped-out examples, rich, thought-provoking exercises, and a continual building on what has previously been taught as well as, develop the ability to explore and solve real-world application problems, demonstrate the appropriate use of graphing calculators, and communicate mathematical ideas clearly. A TI-84 or TI-84 Plus graphing calculator is recommended for this course.

## **Geometry**

Grade 10 only  
1 Credit  
Prerequisite: Algebra 1

The fundamental purpose of the Geometry course is to introduce students to formal geometric proof and the study of plane figures, culminating in the study of right triangle trigonometry. The course formalizes and extends students' geometric experiences from the middle grades. Students begin to prove results about the geometry of the plane by using previously defined terms and notions. Similarity is explored in greater detail, with an emphasis on discovering trigonometric relationships and solving problems with right triangles. The correspondence between the plane and the Cartesian coordinate system is explored when students connect algebra concepts with geometry concepts.

Major topics of study include development of 2-column proofs, parallel; and perpendicular lines, congruence and similarity of triangles, properties of polygons, and right-triangle trigonometry.

Students master content through inductive reasoning opportunities, engaging activities that provide deeper understanding, concise, stepped-out examples, rich, thought-provoking exercises, and a continual building on what has previously been taught as well as, develop the ability to explore and solve real-world application problems, demonstrate the appropriate use of graphing calculators, and communicate mathematical ideas clearly. A TI-84 or TI-84 Plus graphing calculator is strongly recommended for this course.

## **Geometry Honors**

Grades 9, 10  
1 Credit  
Prerequisite: successful completion of Algebra 1H

Geometry Honors is an accelerated Geometry course that is taught at a fast pace. It provides students with rigorous and diverse opportunities to develop problem-solving and communication skills through deductive reasoning and exploration at a higher level of difficulty. The fundamental purpose of the Geometry course is to introduce students to formal geometric proof and the study of plane figures, culminating in the study of right triangle trigonometry. The course formalizes and extends students' geometric experiences from the middle grades. Students begin to prove results about the geometry of the plane by using previously defined terms and notions. Similarity is explored in greater detail, with an emphasis on discovering trigonometric relationships and solving problems with right triangles. The correspondence between the plane and the Cartesian coordinate system is explored when students connect algebra concepts with geometry concepts.

Major topics of study include development of 2-column proofs, parallel; and perpendicular lines, congruence and similarity of triangles, properties of polygons, and right-triangle trigonometry.

Students master content through inductive reasoning opportunities, engaging activities that provide deeper understanding, concise, stepped-out examples, rich, thought-provoking exercises, and a continual building on what has previously been taught as well as, develop the ability to explore and solve real-world application problems, demonstrate the appropriate use of graphing calculators, and communicate mathematical ideas clearly. A TI-84 or TI-84 Plus graphing calculator is strongly recommended for this course.

## **Algebra 2**

Grade 11  
1 Credit

Prerequisites: Algebra 1 and Geometry

Algebra II is an extension of Algebra I and builds upon algebraic and geometric concepts. It provides students with diverse opportunities to develop problem-solving and communication skills through deductive reasoning and exploration. Students gain a deeper understanding of math concepts by narrowing their focus to fewer topics at each grade level. Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include logarithmic, polynomial, rational, piecewise, and radical functions in this course.

Students work closely with the expressions that define the functions by algebraic manipulations of expressions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

Students master content through inductive reasoning opportunities, engaging activities that provide deeper understanding, concise, stepped-out examples, rich, thought-provoking exercises, and a continual building on what has previously been taught. A TI-84 or TI-84 Plus graphing calculator is required for this course.

## **Algebra 2 Honors**

Grade 10 only

1 Credit

Prerequisites: Algebra 1H, Geometry H

Algebra II continues the coverage of topics started in Algebra I and builds more extensively upon algebraic and geometric concepts that will be needed for higher level math courses. It provides students with rigorous and diverse opportunities to develop problem-solving and communication skills through deductive reasoning and exploration at a higher level of difficulty. Students gain a deeper understanding of math concepts by narrowing their focus to fewer topics at each grade level. Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include logarithmic, polynomial, rational, piecewise, and radical functions in this course.

Students work closely with the expressions that define the functions by algebraic manipulations of expressions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

Students master content through inductive reasoning opportunities, engaging activities that provide deeper understanding, concise, stepped-out examples, rich, thought-provoking exercises, and a continual building on what has previously been taught. A TI-84 or TI-84 Plus graphing calculator is required for this course.

## **Personal Finance**

Grade 12

1 Credit

Prerequisites: Algebra 1, Geometry, Algebra 2

Personal Finance (formerly Financial Algebra) is a technology-dependent, application-focused, and algebra-based course that aims to directly relate mathematical concepts to the financial decisions students will be making in their future, adult lives. This class is built more as a personal finance course than a typical math class, and so some units will be more math-intensive than others. Over the course of the year, students will learn the basics of banking services, loans and credit, employment, and budgeting as they relate to topics in algebra and statistics. The goal of this class is to assist students in making sense of the financial world around them so that they are well-equipped with the ability to make responsible financial decisions in their lives. As a result, they will apply and develop the critical thinking and quantitative reasoning skills they have learned from previous math courses to the world around them.

## **Pre-Calculus**

Grade 12 College Prep and Honors (with differentiated assessments)

1 Credit

Prerequisites: Algebra 2 and teacher recommendation

As the course name suggests, Precalculus CP/Honors aims to prepare students for Calculus courses, either here at Prout or in college. The first semester is dedicated primarily to functions, and the second semester is dedicated primarily to trigonometry. This is an algebra-heavy course, and so students will be required to apply concepts and techniques from previous algebra courses, and will develop good critical thinking and quantitative reasoning skills throughout this course as a result. Applications of the material will be

presented, and the course will use technology to demonstrate the content where appropriate. Selected topics include polynomial and rational functions, analytic trigonometry, vectors, and basic probability.

### **IB Mathematics: Application and Interpretation SL Years 1 and 2**

Grades 11 and 12 IB Standard Level  
1 Credit each year

Prerequisites: Teacher recommendation

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

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

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

### **IB Mathematics: Analysis and Approaches SL Years 1 and 2**

Grades 11 and 12 IB Standard Level  
1 Credit each year

Prerequisite: Teacher recommendation

The IB Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent, and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

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

### **IB Mathematics: Analysis and Approaches HL Years 1 and 2**

Grades 11 and 12 IB Higher Level

1 Credit each year

Prerequisite: Algebra 2H and Teacher recommendation

IB Mathematics AAHL is a two-year mathematics course that fulfills the mathematics component of the International Baccalaureate Diploma Programme, covering topics in Algebra, Trigonometry, Functions, Calculus, and Statistics. Year 1 of this course aims to cover the fundamentals of all of these areas before going deeper in Year 2. Year 2 of Mathematics AAHL is a continuation of the course introduced in Year 1 and aims to delve deeper into the foundation presented in the previous year's curriculum, with a focus on integral calculus and analytic geometry. In May of their second year in the course, students will sit for the IB exam in this course, which takes place in three sessions. As this is a higher-level course, the pace and rigor of the curriculum will challenge students to use an inquiry-based approach to think beyond arriving at the correct answer and demonstrate a deeper understanding of the concepts which lie at the core of the curriculum. The course is technology-driven as well, and aims to incorporate technology-based applications to the material whenever possible.

## Physical Education/Health

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

### Physical Education/Health

Grades 9-12  
.5 credit per year

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

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

The students will complete various units of activities in Physical Education class: Soccer, Tennis, Ultimate Frisbee, Lacrosse, Football, Volleyball, Badminton, Superball, Kickball, Indoor Soccer. These units range from 2 to 3-week lessons, depending on the material needed to be covered. Students must meet the standard requirements set by the department in order to pass each unit.

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

### Strength and Conditioning/Health

Grades 11, 12  
.5 Credit

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

### Holistic Wellness

Grades 9-12  
.5 credit per year

This one semester course is intended to inspire students to establish good wellness habits and develop self-awareness that will enhance social, physical, mental, and emotional well-being.

This course introduces techniques designed to improve both fitness and health through mind and body integration. Students learn a series of postures which will help promote strength, flexibility, and cardiorespiratory health. The practices will teach students how to cope with daily stresses through relaxation, mindfulness exercises, meditation, and self-study/journaling assignments. Students will begin to appreciate the body, mind, and breath connection that provides balance of these. This course will have adjustable assignments that will be guided at their level so that students may take the class multiple times.

## **Dance I and II**

Grades 9-12  
.5 credits

The National Dance Education Organization states that, “to study the art of dance is to learn the language of bodily movement as it expresses and communicates the essence of humanity. Artistic dance education serves to stimulate conscious understanding of the language of movement and to develop aesthetic knowledge and skill in movement expression.” This semester-long dance class is a fun, creative class for beginning and/or intermediate-level students. This course will introduce students to various styles of dance including modern, contemporary, jazz, musical theater, improvisation, somatic practices, and ballet. Students will also learn dance vocabulary, composition/choreography, and performing skills. The course integrates Catholic identity.

## **IB Dance**

Grades 11-12  
1 credit

Prerequisite: Dance I and II and Instructor Recommendation

The educational philosophy of the IB DP dance course “takes a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance. The IB dance program is a two-year course of study starting in grade 11 and culminating with examinations in grade 12. It is a challenging, rigorous course that seeks to challenge students who are motivated as self-learners”. (IB DP Programme)

Students will be exposed to and learn a variety of dance techniques, performance skills, dance from other cultures, compositional tools, somatic practices, research practice, and dance history. Students will also perform their work in progress at informal open showings throughout the year. Students may choose to participate at the Standard Level (SL) or at the Higher Level (HL). The IB dance curriculum facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance. The course also integrates the elements of Catholic Identity, and the attributes of the IB Learner Profile into lessons and assessments throughout the course.

## **Science.**

### **Biology**

Grade 9 College Preparatory

1 Credit

Biology class at the Prout School is designed for Freshman students, offering them a comprehensive and engaging exploration of the intricacies of the living world. This course spans an academic year and is carefully structured to encompass a rich variety of learning experiences. Through a blend of traditional lectures, immersive activities and laboratory experiments, and real-world applications, students discover the fascinating details of biology.

Our approach to learning is multi-dimensional, ensuring that students develop a deep understanding of the anatomical systems and physiological processes that are fundamental to human health. Firstly in lectures, accompanied by visual aids, multimedia resources, and interactive discussions students work to grasp the fundamentals on each topic.

Complementing these classroom experiences, students engage in hands-on activities and laboratory work that takes their learning to a higher level. In the laboratory, they have the unique opportunity to observe biological phenomena up close, allowing them to witness the intricacies of living organisms and the scientific methods used to study them.

To underscore the practical relevance of biology in everyday life, this course bridges the gap between theoretical knowledge and real-world scenarios. Students are encouraged to explore how biological principles intersect with daily life and the wider field of the life sciences. Through captivating case studies, research projects, and the analysis of biological phenomena, students gain insight into the critical role that scientific knowledge plays in addressing real-world issues.

Upon completing this course, students will not only possess a profound understanding of biology but also a set of skills and perspectives that will serve them well in various fields, including healthcare, environmental science, and beyond. The Biology CP course at Prout offers a transformative journey into the world of science, promoting critical thinking and a deep appreciation for the living world.

### **Biology Honors**

Grade 9 Honors

1 Credit

In our 9th-grade biology program, we embark on an introductory journey designed to establish a robust foundation in the field of biology for our students. This foundational course is crafted to foster a deep

understanding of the principles and processes governing life on Earth, extending from the intricacies of the smallest cells to the dynamics of complex ecosystems. Throughout the curriculum, students actively explore the interconnectedness of living organisms and their environment, discovering the profound relevance of biology to everyday life.

Aligned with our departmental commitment, we recognize the paramount importance of equipping students with the skills and knowledge necessary to comprehend and navigate complex scientific issues affecting their lives and the world. Our 9th-grade biology curriculum, like the broader departmental philosophy, is deliberately designed to be inquiry-based and grounded in real-world applications. This approach provides students with meaningful opportunities to engage with scientific concepts. Integral to our educational mission is the embodiment of our Catholic identity. Whether in the context of 9th-grade biology or other courses, we emphasize values such as compassion, empathy, and service to others.

## **Chemistry**

Grade 10 College Prep

1 Credit

Prerequisites: Biology, minimally, Algebra 1H

The Tenth Grade Chemistry course is designed to provide students with a comprehensive understanding of the fundamental concepts and principles of chemistry, enabling them to explore the structure, properties, and behavior of matter.

Students are expected to actively engage in the learning process, demonstrate a commitment to safety in the laboratory, and communicate effectively with peers and instructors. Attendance and participation are essential for success, and students should be prepared to dedicate time to both classroom and independent study.

This course promotes academic excellence, scientific literacy, and a deeper understanding of the world of chemistry. It prepares students for advanced chemistry courses.

## **Chemistry Honors**

Grade 10 Honors

1 Credit

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

This is an honors level chemistry course and is taught at a faster pace and a higher level than the college preparatory course (above). More chapters and labs are covered in this course than the CP level. Students are expected to work nightly to review the covered material. This class is challenging and interesting. One chapter is covered every two weeks on average, and each chapter includes laboratory work. Written lab reports are required for all labs in this course. Tests require analytical thinking rather than memorization.

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

## **Environmental Science**

Grades 11, 12 College Preparatory  
1 Credit  
Prerequisite: Biology

Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

## **Anatomy CP**

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

In this course, students will develop an understanding and appreciation of the human body. The students will learn the anatomical structures of the body from the chemical level through the system level. They will also investigate the physiology of these structures through a variety of sources. The students will learn how the body maintains homeostasis. they will be provided with examples of homeostatic imbalances and explanations of medical conditions and diseases as well as current treatments used. Students will conduct various dissections throughout the year. These dissections will enable students to visualize the different tissues previously studied.

## **Physics**

Grades 11, 12 College Prep  
1 Credit  
Prerequisites: Biology, Chemistry, Algebra 2

The College Prep Physics course focuses on improving mathematical skills and problem solving abilities through application of the physical laws of nature. Starting with kinematics and then moving into dynamics, students are encouraged to evaluate each problem and then apply the appropriate concepts and equations to solve increasingly complex problems. This process allows the student to become more comfortable with the required mathematics while simultaneously building on the scientific knowledge that they have acquired in previous courses. Conceptual understanding is further developed in the topic wave mechanics, as the examples move from the tangible to the intangible. Upon completion of the course the student will have a fundamental understanding of classical mechanics and application based improvement to their mathematics skills.

## **Physics Honors**

Grade 12 Honors  
1 Credit

Prerequisites: Biology H, Chemistry H, Algebra 2H or higher

The Honors Physics course is designed to give the students an appreciation of a mathematical model of the world at a local and universal level. It provides an exploration of the fundamental physical concepts associated with classical and wave mechanics. Through topics like kinematics, dynamics, simple harmonic motion, and light theory students will improve both their problem solving skills as well and their mathematical abilities. The course focuses on algebraic solutions to problems however high level mathematics are explained to prepare students for collegiate level physics courses.

### **Forensic Science**

Grades 11, 12 College Prep  
.5 Credit

This course provides an introduction to the field of forensic sciences, focusing on the application of scientific principles and techniques in criminal investigations. Students will learn about various forensic disciplines, including crime scene investigation, fingerprint analysis, DNA profiling, ballistics, and more. Through hands-on activities, case studies, and discussions, students will develop critical thinking and problem-solving skills while exploring the fascinating world of forensic sciences.

### **Marine Science and Aquaculture**

Grades 11, 12 College Prep  
.5 Credit

Marine Science and aquaculture will delve into the biological side of our planet's aquatic ecosystems, both fresh and saltwater environments. Students will study these ecosystems and how they function from a molecular level all the way up the planetary level. The Aquaculture section of the class will dive into the climate impacts our water ecosystems have on the planet. The main focus will be into climate change, how fishing in our oceans has an impact, fish and shellfish farming impacts, and finally will be concluded in a major project to finish the semester. This final project will require the students to conduct research in their local communities and in our classroom. They may choose to research ways our local community is using aquaculture and fishing practices to better or damage the local ecosystems, or they may work to practice their own aquaculture in the classroom by creating a miniature underwater ecosystem through the use of fish tanks. They would create their own, covering all aspects of a functioning ecosystem from producers and consumers needed to make a system function, all the way down to the decomposers that help recycle nutrients.

### **Oceanography**

Grade 11, 12 College Prep  
.5 Credit

The Oceanography class will be broken into three sub sections. These are physical, chemical and biological. Each section will focus on the respective parts of the study of the ocean. Physical will focus on bathymetry, ocean currents and weather patterns created and affected by the ocean. The Chemical study of the ocean will focus on the chemical makeup of the ocean including human impacts on the oceans make up and how different parts of our planet have different ocean chemistry. Finally there is the

biological aspect of oceanography which will entail a detailed study into ocean ecosystems and the biological make up of various climates.

### **Comparative Vertebrate Anatomy - Honors or CP**

Grades 11, 12 College Prep or Honors (differentiated assessments)  
.5 Credit

This class would focus on the evolution of anatomy between species and over time. The class would be structured to still learn the systems and functions of the body, but instead of focusing on the human body, the class would investigate different evolutionary stages. The main dissections would include a shark, a giant salamander and a pig. The students will be able to compare the bodily functions of these different species and see how different characteristics have evolved across different species pertaining to their environment. As far as honors vs CP the difference between the two classes will be the detail that the physiology is studied. In CP the main focus will be on the anatomy and learning the different parts that make up body systems while honors will delve deeper into the physiological side of understanding how all these systems work.

### **Human Anatomy and Physiology - Honors or CP**

Grades 11, 12 College Prep or Honors (differentiated assessments)  
.5 Credit

Anatomy and Physiology will be condensed from its current format and will study each body system one week at a time. The new break up of CP vs honors will follow the comparative class with the difference between the two classes being the detail that the physiology is studied. In CP the main focus will be on the anatomy and learning the different parts that make up body systems while honors will delve deeper into the physiological side of understanding how all these systems work.

### **IB Biology HL, Years I and II**

Grades 11 and 12  
1 Credit each year  
Prerequisites: Biology, Chemistry H

Our IB Biology program is a rigorous two-year journey, intricately designed to delve into the study of life and living organisms. Aligned with the IB Biology standard aims and objectives and our Catholic identity, our curriculum is crafted to foster critical thinking and inquiry-based learning, promoting a profound understanding of biological concepts. This approach equips students with the knowledge and skills essential for success in the study of biology and related fields.

Driven by the vision of cultivating a lifelong love for learning, our department aspires to inspire students to explore the world and pursue knowledge beyond the confines of our classrooms. We firmly believe that by providing a robust foundation in science, we empower our students to emerge as confident, capable, and compassionate individuals, ready to make a meaningful difference in the world.

### **IB Design and Technology SL**

Grades 11 and 12 IB Standard Level

1 Credit each year  
Prerequisite: Chemistry Honors

IB Design Technology Is a two-year course targeted at prospective designers, engineers and artists. "Design Tech" is based on a model of project-based learning that incorporates knowledge, skills and design principles for problem-solving. It assumes no previous experience in either technology or design. The intent is not solely the acquisition of knowledge about design and technology, which may change or become outdated, but it is about learning how to adapt to new experiences and to approach problems with the appropriate skills and the relevant techniques to identify the important elements and, crucially, to develop the optimum solutions. The design cycle model is at the core of the course—a fundamental concept underpinning the design process, and central to a student's understanding of design activities. Each element of the design cycle represents how designers progress through the design process to refine the design solution in increasing detail. This course fulfills the IB Group 4 Experimental Sciences requirement.

IB courses are college level courses that focus on student-driven inquiry, independent study, development of scientific inquiry, modeling, and evidence-based arguments with an emphasis on developing intellectual understanding as opposed to mastering a subject. The design technology course uses a project-based learning method.

### **IB Physics SL or HL Years 1 and 2**

Grades 11 and 12 IB Standard Level or Higher Level  
1 Credit each year

Prerequisites: Chemistry H and teacher recommendation

As one of the three natural sciences in the IB Diploma Programme, physics is concerned with an attempt to understand the natural world; from determining the nature of the atom to finding patterns in the structure of the universe. It is the search for answers from how the universe exploded into life to the nature of time itself. Observations are essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides leading to a better understanding of the natural world, physics gives us the ability to alter our environments. DP physics enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of the DP physics course is the learning that takes place through scientific inquiry both in the classroom and the laboratory. (IB Subject Brief)

## Social Studies

### World History CP and Honors

Grade 9 College Preparatory or Honors  
1 Credit

World History is a study of our global community's past, emphasizing the people and events that changed past societies, and how these changes affect our modern society. This is a survey course of history from the rise of civilization to the Age of Enlightenment and Revolution. Students will build upon what they learned in previous Social Studies classes to better understand the complexities and diversity of early civilizations, their interactions, and the bases for modern cultures and governments to better understand their place in our world. The study of World History is the study of change. In this course students will examine the factors of change including geography, economics, government, culture, science, technology, society, and religion. The major topics of inquiry and standards followed throughout the course will be taken from the **RI Social Studies Standards of 2023** World History I and II survey courses for high school students. The course also integrates the elements of Catholic identity, and the attributes of the IB Learner Profile into lessons and assessments throughout the course.

Students will develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; considering multiple perspectives; and utilizing reasoning about contextualization, causation, and continuity and change over time. Students will improve their critical thinking and map skills, work on the research process while drafting essays and completing class projects and presentations. This course will emphasize building vocabulary, reading comprehension, organization and note-taking skills and begin acquiring the skills to analyze both primary and secondary sources.

#### Levels: Honors and College Preparatory

Student expectations, assessment type and frequency, content pacing, and individual assignments may vary between each level.

### US History CP and Honors

Grade 10 College Preparatory or Honors  
1 Credit

Prerequisite: World History

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

The United States History Course at The Prout School is designed to prepare students to become knowledgeable citizens, open - minded problem solvers and both analytical and critical thinkers. Spanning American Revolutionary thought through World Wars, the course will challenge students to investigate many of the essential components listed below. The course highlights the Social, Cultural, Political, and Economic stages of American growth and development. The major topics of inquiry and standards followed throughout the course will be taken from the **RI Social Studies Standards of 2023** US History I and II survey courses for high school students. The course also integrates the elements of

Catholic identity, and the attributes of the IB Learner Profile into lessons and assessments throughout the course.

The course is designed to challenge students to understand political processes, structures, decision making and consequences. They also balance authority and equity, participation, and equality. They address helping our students understand the rights and responsibilities of government and citizenship.

**Levels: Honors and College Preparatory**

Student expectations, assessment type and frequency, content pacing, and individual assignments may vary between each level.

**AP US History**

Grade 10 Advanced Placement  
1 Credit

Prerequisite: World History H, teacher recommendation

Advanced Placement United States History is a challenging course intended to equal that of a first-year college course. Students will be required to master a broad knowledge of historical understanding and demonstrate this knowledge through DBQ's (Document Based Questions), FRE's (Free Response Essays) and multiple choice / short answer and matching type assessments. Our goal is to prepare each student to successfully pass the AP (Advanced Placement) Exam in May, while also developing their critical, analytical, reflective, and evaluative thinking and writing skills – which will help them throughout high school and college. Solid reading and writing skills are necessary. Individual and group presentations will also be part of the course. Critical and analytical thinking coupled with interpretation of primary and secondary sources will be a major focus of the course. Each student must understand that there will be an immense focus on homework and study to successfully meet the standards of the AP course.

About the AP U.S. History Course – From the College Board

The AP U.S. History Course focuses on developing students' understanding of the American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods (which are listed below) and develop and use the same thinking skills and methods ... employed by historians when they study the past.

**IB 20th Century World History SL or HL**

Grades 11 and 12 IB Standard Level or Higher Level  
1 Credit each year

Prerequisite: US History H or AP

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

The Diploma Program (DP) history course is a world history course based on a comparative, multi-perspective approach to history and focused on key historical concepts such as change, causation and significance. It involves the study of a variety of types of history, including political, economic, social, and cultural, encouraging students to think historically and to develop historical skills. These skills include students analyzing value and limitations of both primary and secondary sources by examining their origin, purpose, and content. In this way, the course involves a challenging and demanding critical exploration of the past.

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

I. Prescribed Subject: The move to global war

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

II. World history Thematic Topics

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

B. The Cold War: Superpower tensions and rivalries

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

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

A. Second World War and the Americas

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

C. The Cold War and the Americas 1945-81

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

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

## Global Studies CP or H

Grade 11 or 12

1 Credit

Prerequisite: US History

Global Studies introduces students to the history, geography, political, social, and economic structures of various regions and continents throughout the world. They include, but are not limited to Asia, Africa, the Middle East, North and South America and Europe. Issues such as poverty, disease, culture, religion, international relations and cooperation and conflict will be assessed. In today's ever changing global society, it is necessary to understand and empathize with the diverse peoples of the world. The course also integrates the elements of Catholic identity, and the attributes of the IB Learner Profile into lessons and assessments throughout the course.

## Law Honors

Grade 11 or 12  
.5 Credit  
Prerequisite: US History

Introduction to Law is a one semester course that combines Civics and Law. It serves as an introduction to the role of the United States government and its power and obligations to its citizens as defined by the United States Constitution as well as the protection of our civil rights and liberties guaranteed by the Bill of Rights. It provides an overview of law and the American legal system, using Supreme Court Cases to support the major functions of United States law. Civic participation, deliberate dialogue and the meaning of citizenship are explored at the local, state, federal, tribal and global levels. The course also integrates the elements of Catholic identity, and the attributes of the IB Learner Profile into lessons and assessments throughout the course.

This course highlights legal issues relevant to students' lives and helps them develop the skills and knowledge that are essential to living in contemporary American society. Throughout the text, students read about compelling, real-world problems while considering multiple and competing interpretations of open questions. Students have multiple opportunities to make and defend arguments as they analyze various U.S. Supreme Court cases, past and present social issues as they relate to the law. Using a problem-based approach of the text helps students build understanding of important civics responsibilities as they develop the skills needed to use this content to improve their lives and communities.

### **Psychology 1 CP or Honors**

Grade 11 or 12 College Prep or Honors  
.5 Credit  
Prerequisite: US History

### **Psychology 2 CP or Honors**

Grade 11 or 12 College Prep or Honors  
.5 Credit  
Prerequisite: Psychology 1

Psychology is the scientific study of the mind and behavior. Psychologists seek to observe, describe, explain, predict, and control the behavior and mental processes they study. The study of psychology includes both laboratory research aimed at establishing and testing theories and the practical application of that research in the "real world." Since ancient times, philosophers and scientists have studied behavior and mental processes. Psychologists continue to refine and develop these studies in order to better understand the human mind and predict human behavior. This course demonstrates that psychological science relates to all populations; integrating general principles that govern behavior while recognizing individual differences. Psychology is a science that relies on empirical evidence and adapts as new data develops. Psychological, biological, social, and cultural factors influence behavior and mental processes. Psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society. Our perceptions and biases filter our experiences of the world through an imperfect lens. Applying psychological principles and ethical research and practice can change our lives, organizations, and communities in positive ways. The course also integrates the elements of Catholic identity, and the attributes of the IB Learner Profile into lessons and assessments throughout the course.

**Levels: Honors and College Preparatory**

Student expectations, assessment type and frequency, content pacing, and individual assignments may vary between each level

### **Economics**

Grade 11 or 12 College Prep  
.5 Credit  
Prerequisite: US History

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

### **Environmental Justice**

Grade 11 or 12 College Prep  
.5 Credit  
Prerequisite: US History

The people of our world face many environmental challenges as we work to create a more just society. This course is designed to identify issues concerning our environment, investigate them and work as a community to improve the world we live in. All humans deserve to live in a clean environment without pollution and contamination. All should have the right to live on a planet that is healthy and can promote their livelihood. This class will take a project-based approach in which students become engaged and work together to create a more sustainable and a better society. Our overall objective is to explore and create solutions for the environmental challenges that individuals and groups face locally and all over the world. The course also integrates the elements of Catholic identity, and the attributes of the IB Learner Profile into lessons and assessments throughout the course.

## Technology

### Computer Science Principles

Grades 9, 10, 11, 12 College Prep  
.5 Credit

[code.org](https://code.org)'s Computer Science Principles curriculum is an entry-level course that introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the internet, big data, digital privacy and security, and the societal impacts of computing. The course is AP endorsed.

### Computer Science A

Grades 9, 10, 11, 12 College Prep  
.5 Credit  
Prerequisite: Computer Science Principles

Computer Science A invites students to learn software engineering and object-oriented design while they learn the Java programming language. This course can be taken after completing an introductory course such as Computer Science Principles. Prior experience is required.

## World Languages

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

### **French 1 and French 1H**

Grade 9  
1 Credit

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

### **French 2 and French 2H**

Grade 10  
1 Credit  
Prerequisite: Successful completion of French 1/1H

The second level of the French program builds upon topics studied in French 1/1H by emphasizing the skills of listening, speaking, reading, and writing. Speaking skills are augmented through vocabulary and idiom building. Common grammatical structures continue to be introduced permitting the student to speak, read, and write on progressively higher levels. Further study of the customs and life of French people as achieved through reading and research.

### **French 3 and 3H**

Grade 11  
1 Credit  
Prerequisite: French 2/2H

Building upon the first 2 years of French, this course continues to emphasize the skills of listening, speaking, reading, and writing in a wider variety of situations. Speaking skills continue to be augmented through vocabulary and idiom building. Common grammatical structures continue to be introduced permitting the student to speak, read, and write on progressively higher levels. Further study of the customs and life of French people as achieved through reading and research. Literature and other text types are analyzed and increased in depth.

### **French 3 IB SL**

Grade 11  
1 Credit  
Prerequisite: French 2H

In this International Baccalaureate standard level course, students develop the ability to communicate in the target language through the study of language, themes, and texts. In doing so, they develop conceptual understandings of how language works. Communication is evidenced through receptive, productive, and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. French 3 IB SL is the first half of the two year IB sequence.

### **French 4 and 4H**

Grade 12  
1 Credit  
Prerequisite: French 3/3H

This course builds upon French 3/3H by emphasizing the skills acquired. Speaking skills continue to be augmented through vocabulary and idiom building. Common grammatical structures continue to be introduced permitting the student to speak, read, and write on progressively higher levels. A variety of reading material is explored, including many primary source selections.

### **French 4 IB SL**

Grade 12  
1 Credit  
Prerequisite: French 3 IB SL

Building upon French 3 IB SL, students continue to develop the ability to communicate in the target language through the study of language, themes, and texts. In doing so, they develop conceptual understandings of how language works. Communication is evidenced through receptive, productive, and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. As this is the culmination of the standard level of IB French, students will sit for the written and oral external assessments of the International Baccalaureate Organization.

### **Italian 1 and Italian 1H**

Grade 9  
1 Credit

This course introduces the student to the Italian language via study of basic vocabulary and structure patterns. The emphasis is on developing skills of listening, speaking, reading, and writing in the target

language. Speaking skills are encouraged through individual and group work centered on communicative activities. Grammatical structures in Italian are compared and contrasted with grammatical structures in English. Culture study highlights the geography and customs of Italy.

### **Italian 2 and Italian 2H**

Grade 10

1 Credit

Prerequisite: Successful completion of Italian 1/1H

The second level of the Italian program builds upon topics studied in Italian 1/1H by emphasizing the skills of listening, speaking, reading, and writing. Speaking skills are augmented through vocabulary and idiom building. Common grammatical structures continue to be introduced permitting the student to speak, read, and write on progressively higher levels. Further study of the customs and life of Italian people as achieved through reading and research.

### **Italian 3 and 3H**

Grade 11

1 Credit

Prerequisite: Italian 2/2H

Building upon the first 2 years of Italian, this course continues to emphasize the skills of listening, speaking, reading, and writing in a wider variety of situations. Speaking skills continue to be augmented through vocabulary and idiom building. Common grammatical structures continue to be introduced permitting the student to speak, read, and write on progressively higher levels. Further study of the customs and life of Italian people as achieved through reading and research. Literature and other text types are analyzed and increased in depth.

### **Italian 3 IB SL**

Grade 11

1 Credit

Prerequisite: Italian 2H

In this International Baccalaureate standard level course, students develop the ability to communicate in the target language through the study of language, themes, and texts. In doing so, they develop conceptual understandings of how language works. Communication is evidenced through receptive, productive, and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. Italian 3 IB SL is the first half of the two year IB sequence.

### **Italian 4 and 4H**

Grade 12

1 Credit

Prerequisite: Italian 3/3H

This course builds upon Italian 3/3H by emphasizing the skills acquired. Speaking skills continue to be augmented through vocabulary and idiom building. Common grammatical structures continue to be introduced permitting the student to speak, read, and write on progressively higher levels. A variety of reading material is explored, including many primary source selections.

### **Italian 4 IB SL**

Grade 12  
1 Credit  
Prerequisite: Italian 3 IB SL

Building upon Italian 3 IB SL, students continue to develop the ability to communicate in the target language through the study of language, themes, and texts. In doing so, they develop conceptual understandings of how language works. Communication is evidenced through receptive, productive, and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. As this is the culmination of the standard level of IB Italian, students will sit for the written and oral external assessments of the International Baccalaureate Organization.

### **Spanish 1 and Spanish 1H**

Grade 9  
1 Credit

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

### **Spanish 2 and Spanish 2H**

Grade 10  
1 Credit  
Prerequisite: Successful completion of Spanish 1/1H

The second level of the Spanish program builds upon topics studied in Spanish 1/1H by emphasizing the skills of listening, speaking, reading, and writing. Speaking skills are augmented through vocabulary and idiom building. Common grammatical structures continue to be introduced permitting the student to speak, read, and write on progressively higher levels. Further study of the customs and life of Spanish speaking people as achieved through reading and research.

### **Spanish 3 and 3H**

Grade 11  
1 Credit  
Prerequisite: Spanish 2/2H

Building upon the first 2 years of Spanish, this course continues to emphasize the skills of listening, speaking, reading, and writing in a wider variety of situations. Speaking skills continue to be augmented through vocabulary and idiom building. Common grammatical structures continue to be introduced permitting the student to speak, read, and write on progressively higher levels. Further study of the customs and life of Spanish speaking people as achieved through reading and research. Literature and other text types are analyzed and increased in depth.

### **Spanish 3 IB SL**

Grade 11  
1 Credit  
Prerequisite: Spanish 2H

In this International Baccalaureate standard level course, students develop the ability to communicate in the target language through the study of language, themes, and texts. In doing so, they develop conceptual understandings of how language works. Communication is evidenced through receptive, productive, and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. Spanish 3 IB SL is the first half of the two year IB sequence.

### **Spanish 4 and 4H**

Grade 12  
1 Credit  
Prerequisite: Spanish 3/3H

This course builds upon Spanish 3/3H by emphasizing the skills acquired. Speaking skills continue to be augmented through vocabulary and idiom building. Common grammatical structures continue to be introduced permitting the student to speak, read, and write on progressively higher levels. A variety of reading material is explored, including many primary source selections.

### **Spanish 4 IB SL and Spanish 4 IB HL**

Grade 12  
1 Credit  
Prerequisite: Spanish 3 IB SL

Building upon Spanish 3 IB SL, students continue to develop the ability to communicate in the target language through the study of language, themes, and texts. In doing so, they develop conceptual understandings of how language works. Communication is evidenced through receptive, productive, and interactive skills across a range of contexts and purposes that are appropriate to the level of the course (SL or HL). As this is the culmination of the standard level or higher level of IB Spanish, students will sit for the written and oral external assessments of the International Baccalaureate Organization at their SL or HL level.



## Visual and Performing Arts

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### Visual Arts

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#### Visual Art I

Grades 9-12  
.5 credits

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

#### Visual Art II

Grades 10-12  
.5 credits (H) Prerequisite: Visual Art I

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

#### Graphic Design

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

In this course, students will be primarily using the computer to create unique and original design. Adobe Illustrator will be the primary tool used to create digital artworks in this class. Successful graphic design is achieved when there is a combination of function/purpose with creativity. Examples of such graphic design within the class and around us will be analyzed and critiqued. Students will become more aware of the fact that graphic design is ever-present in today's society and have the knowledge to discover and create such examples of their own.

## **Ceramics I**

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

This course of study is designed for students who have an interest in working with clay. Students will learn basic hand-building techniques and the overall process of working with clay. Students will have experiences in making functional as well as sculptural pieces, using a variety of forming and decorating techniques. The foundation of the elements and principles of art in relation to a three dimensional design will be reinforced and utilized throughout the learning process. Students will be expected to use this foundation to evaluate their own artwork in both verbal and written reflections and critiques. Good craftsmanship and studio skills will also be emphasized. *Class size is limited to 20.*

## **Ceramics II**

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

This honors level course of study is designed for students who want to continue working with clay as an artistic medium. Students will become proficient at making functional objects on the potter's wheel. They will also be challenged to apply the hand-building skills learned in the Ceramics I to produce artworks with more complexity, both conceptually and structurally. The elements and principles of design will continue to be reinforced, and students will be expected to use this knowledge to critique their work and the work of their peers. *Class size is limited to 20.*

## **Fiber Arts**

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

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

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

## **IB Art SL or HL**

Grades 11-12  
1 credit per year

Prerequisite: VA 1 and at least one other VA course/ Recommendation of the Instructor  
IB Art is a two-year course which students must begin their junior year. The requirements specific to IB are the Comparative Study (a research project), the Process Portfolio, and the Senior Exhibition of IB specified number of resolved artworks. These tasks are submitted during the students' senior year. This course can be taken to as a stand-alone IB course or as part of the full IB Diploma Program. Students must take this course for the full two years in order to submit to IB.

*The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. (www.ibo.org)*

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## Dance

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### **Beginner/Intermediate Dance (Dance I)**

Grades 9-12

.5 credits

Prerequisite: none

This course is a fun, creative beginner/intermediate level technique class designed for students with little or no dance training or those looking to refine their technique. This course will also introduce students to various styles of dance including modern, contemporary, jazz, musical theater, improvisation and ballet. The student will learn how to participate in a dance studio environment that will include dance vocabulary, technique, and tools to creatively make dances. Your major assessment will be performance based.

### **Intermediate/Advanced Dance (Dance II)**

Grades 10-12

.5 credits

Prerequisite: Beginner/Intermediate Dance

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

### **IB Dance**

Grades 11-12

.5 credits

Prerequisite: Dance II, Recommendation of the Instructor

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

**Course Aims (referenced from IB Dance Guide):** *Through studying any of the group 6 subjects—the arts—students become aware of how artists work and communicate. The aims of all subjects in group 6 are to enable students to: 1. enjoy lifelong engagement with the arts 2. become informed, reflective and critical practitioners in the arts 3. understand the dynamic and changing nature of the arts 4. explore and value the diversity of the arts across time, place and cultures 5. express ideas with confidence and competence 6. develop perceptual and analytical skills.*

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## Music

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### Choir

Grades 9-12 College Prep or Honors  
.5 credits  
Prerequisite: none

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

### Concert Band

Grades 9-12 College Prep or Honors  
.5 credits  
Prerequisite: Experience on a band instrument

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

### String Ensemble

Grades 9-12 College Prep or Honors  
.5 credits  
Prerequisite: Experience on a string instrument

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

### **Jazz Band**

Grades 9-12 College Prep or Honors

.5 credits

Prerequisite: Experience on an instrument

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

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## Theatre

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### **Foundations of Theatre**

Grades 9-12 College Prep

.5 credits

Prerequisite: none

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

### **Technical Theater**

Grades 10-12 College Prep

.5 credits

Prerequisite: Foundations of Theatre

Students explore technical elements of theater production with practical applications. Lighting, sound, properties, costume, makeup, set construction, and production are discussed and analyzed. Designing a technical theatre element for presentation for a work of theatre will be teacher guided. Each individual student will choose their preferred technical element for further study, design, and presentation. Theater

safety and proper use in handling equipment are a high priority to the study of technical theatre at this level.

### **Acting I**

Grades 10-12 College Prep or Honors  
.5 credits

Prerequisite: Foundations of Theatre

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

### **Musical Theater I**

Grades 10-12 College Prep or Honors  
.5 credits

Prerequisite: Foundations of Theatre

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

### **Theater Production Honors**

Grades 10-12 Honors  
.5 credits

Prerequisite: Foundations of Theatre and 1 other Theatre course

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

**IB Theatre SL or HL Years 1 and II**

Grades 11-12 IB Standard Level or Higher Level

1 credit each year

Prerequisite: Foundations of Theatre and 2 other Theatre courses

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

