David Prouty High School

Program of Studies

2022-2023
CORE VALUES, BELIEFS AND 21ST CENTURY LEARNING EXPECTATIONS

Core Values
Responsible, Resourceful, Respectful and Reflective Citizens in a Collaborative Environment.

Beliefs
The David Prouty High School community believes our students should...

- be persistent life-long learners
- be independent thinkers
- develop healthy lifestyles and make appropriate decisions
- develop deep and enduring academic understandings
- be exposed to a variety of intellectual and cultural experiences
- appreciate the fine and performing arts
- effectively and appropriately utilize technology

21st Century Learning Expectations
Our goal is that David Prouty High School students will...

Academically
- write effectively
- read critically
- think critically
- speak effectively
- apply reasoning and problem-solving skills
- collaborate with others
- effectively use technology

Socially
- practice respect for self and others in various environments
- cooperate with others in and out of the classroom

Civically
- be responsible and contributing members of their communities
ACADEMIC OVERVIEW

DPHS GRADUATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Subject</th>
<th>CTE Program Graduation Requirements - Credits</th>
<th>Credits General Graduation Requirements - Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>CTE Program</td>
<td>11</td>
<td>-</td>
</tr>
<tr>
<td>Music and Fine Arts</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Health</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>General Electives</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Total Credits for Graduation</td>
<td>42</td>
<td>42</td>
</tr>
</tbody>
</table>

Class of 2023 | Class of 2024 | Class of 2025 and Beyond

38 | 40 | 42

*** In addition to course requirements, students must meet all MCAS requirements and complete 40 hours of community service as a graduation requirement as outlined in the Student Activity Handbook.

PROMOTION POLICY

Students in grades 9-11 are expected to carry 12 credits worth of courses each year. The following minimum number of credits must be earned to enable any student to qualify:

<table>
<thead>
<tr>
<th>Class Year</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2023</td>
<td>7</td>
<td>14.5</td>
<td>26</td>
</tr>
<tr>
<td>2024</td>
<td>7</td>
<td>16</td>
<td>28</td>
</tr>
</tbody>
</table>
MASSCORE REQUIREMENTS

MassCore is a state recommended, rigorous program of study that aligns high school coursework with college and workforce expectations. The recommended program of studies includes:

<table>
<thead>
<tr>
<th>How Many?</th>
<th>Which Subjects?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years</td>
<td>English</td>
</tr>
<tr>
<td>4 years</td>
<td>Math</td>
</tr>
<tr>
<td>3 years</td>
<td>Lab-based Science</td>
</tr>
<tr>
<td>3 years</td>
<td>History/Social Science</td>
</tr>
<tr>
<td>2 years</td>
<td>Same Foreign Language</td>
</tr>
</tbody>
</table>

CLASS RANK AND WEIGHTING OF GRADES

The weighting of grades will be used ONLY to determine class rank, which is run twice a year, in January and June. Each final grade received by a student will be increased by the weight assigned in proportion to the units earned by that course when calculating a weighted average. Students who enter David Prouty High School for their senior year will have a grade point average (GPA) computed, but will not be ranked.

Weighted GPA and class rank are reported on students’ transcripts. Unweighted grades will be used to determine simple cumulative grade point averages.

HONOR ROLL, WHITE SWEATER, NHS AND GOLD TASSEL

Honor Roll will be determined by an unweighted average. An average of 90 is required for high honors, with no grade lower than A- and an average of 85 is required for honors, with no grade lower than a B-.
Eligibility for the White Sweater Award will be given to seniors who have achieved a 93+ cumulative unweighted average for the first three years of high school.

Graduating seniors who have a cumulative unweighted GPA of 90+ will be eligible to wear the Gold Tassel on their graduation regalia.

Academic eligibility for membership in the National Honor Society will be based on an unweighted average of 88.

COURSE LEVELS
All level placements are designed to provide maximum intellectual challenge for each student. Placement decisions are determined by standardized testing, past academic performance and teacher recommendations. Low grades are not automatically a basis for dropping levels. Placement levels may vary in different subject areas. Each course’s level is recorded in the program of studies.

ADVANCED PLACEMENT COURSES (AP) (Weight Assigned – 12)
This level includes courses formally recognized as Advanced Placement (AP) courses. It prepares students for CEEB Advanced Placement Credit. Courses are designed for maximum challenge of the most intellectually curious students. Very substantial initiative and independent work is the norm. Students are expected to take the AP examination after completion of the course.

HONORS COURSES (H) (Weight Assigned – 9)
These courses contain highly challenging materials, presented at an accelerated and more intensive pace than the standard college preparatory courses taken by a majority of four-year college-bound students. They require advanced reading, writing, verbal, conceptual, mathematical and study abilities.

STANDARD COLLEGE PREP COURSES (SC1) (Weight Assigned – 3)
These courses are designed to prepare students to continue their education at a four-year college. They require well developed reading, writing, verbal, conceptual, mathematical and study abilities.

STANDARD COLLEGE PREP COURSES (SC2) (Weight Assigned – 2)
The curriculum of the (SC2) course is similar to that of the (SC1) course yet the differentiation of instruction is more in line with the ability of a student who may intend to go to college but needs strong reinforcement of his/her skills.

APPLIED LEARNING COURSES (AL) (Weight Assigned – 0)
These courses combine the essential elements of the college prep curriculum with the effective learning and problem-solving strategies in a broad technical or business field of study. Applied learning is student oriented and characterized by classroom discussion, group projects, homework assignments, laboratory experiments, and other hands-on activities. The
The purpose is to create an environment that actively engages students and teachers in a collaborative learning process.

NON-WEIGHTED COURSES (NW)

Courses under the category of Physical Education, Work Study, Summer School, and Dual Enrollment courses are the only courses at Prouty that are not calculated into the grade point average.

ENTRANCE POLICY

MGL. C.76 Section 5. Every person shall have a right to attend the public schools of the town where s/he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.

NON-DISCRIMINATION STATEMENT

The Spencer-East Brookfield Regional School District’s Policy of non-discrimination will extend to students, school personnel and staff, the general public and individuals with whom it does business; and will apply to race, color, national background, religion, sex, disability, economic status, political party, age, handicap, sexual orientation, homelessness, gender identity and other protected categories under the law.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Full Year of English I</td>
<td>English II</td>
<td>AP English Language Or English III</td>
<td>AP English Literature Or English IV</td>
</tr>
<tr>
<td>Math</td>
<td>Algebra I or Algebra I H and Plane Geometry H</td>
<td>Plane Geometry or Higher</td>
<td>Algebra II or higher</td>
<td>Algebra II or higher</td>
</tr>
<tr>
<td>Science</td>
<td>Biology I and Biology II</td>
<td>Earth Space Science or AP Science</td>
<td>Science of Choice</td>
<td>Science is strongly recommended</td>
</tr>
<tr>
<td>Social Studies</td>
<td>World History</td>
<td>AP Prep US History or US History I</td>
<td>AP US History or US History II</td>
<td>Civics</td>
</tr>
<tr>
<td>Vocational*</td>
<td>Exploratory and Vocational I</td>
<td>Exploratory II and Required Course Work</td>
<td>Vocational III and required Course Work</td>
<td>Field Work and Senior Capstone</td>
</tr>
<tr>
<td>Computers</td>
<td></td>
<td>One Computer Course Before Graduation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
<td>One Fine Arts Class Before Graduation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education and Health</td>
<td>Physical Education and Health 9/10</td>
<td>Physical Education and Health 9/10</td>
<td>Participation in a school-sponsored athletic program can waive all or part of the grade 11 and/or 12 physical education requirement.</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>A minimum of two courses in the same language is required by most four year colleges</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Exploratory is a requirement for all freshmen. Other vocational courses are required for students accepted into the vocational program.
GUIDANCE SERVICES

The GUIDANCE PROGRAM at David Prouty High School is designed to help students set goals, determine direction and actively select what the next step will be after they graduate from high school. The following sets forth what freshmen, sophomores, juniors and seniors are expected to focus on in their respective years.

Freshmen This is the year of transition from junior high school and the year of adjustment to high school. Students should concentrate on overall success by developing good study habits, doing homework on a regular basis, paying attention in class and achieving good grades. Students should resolve to participate in at least one extra-curricular activity in order to get more benefit from high school.

Sophomores Since the year of adjustment is over, it is time to turn toward “CAREER SEARCH”. Everyone will eventually be a part of our work force. Therefore, students are encouraged to do some research to select their career paths as opposed to just getting a job at the appropriate time. Career materials are abundantly available in the library and in the guidance office. Students are also encouraged to make use of the Internet to search for possible career opportunities. College-bound sophomores should plan to take the PSAT exam in October. Sophomores who have already completed Plane Geometry as well as Algebra II and Trig may want to consider taking the SAT Reasoning Test during this year. The MCAS test will be administered to all sophomores. All students must pass the English, Math and Science portions of the MCAS in addition to meeting all other graduation requirements in order to receive a high school diploma. If students fail one or more of these MCAS tests, they will be given additional opportunities to pass the tests before their graduation year. Students who score in the “Needs Improvement Category” on the English/Language Arts and Math portions of the MCAS must complete an Educational Proficiency Plan (EPP) in order to satisfy their MCAS requirement in these two subject areas.

Juniors The course load for college-bound students can be fairly heavy in the junior year. If the plan is to go to college, students should identify the fields of study they are considering and the colleges they might be interested in. Once tentative college choices are made, visit the campuses to confirm that an application to that campus might be realistic. If the plan is to enter the Armed Forces, one should take the ASVAB (Armed Services Vocational Aptitude Battery) in the fall and meet with the recruiters in order to obtain a clear picture of the opportunities available within this area. College-bound juniors should plan to take or repeat the PSAT exam in October followed by the SAT Reasoning Test and/or ACT, and, in some cases, the SAT Subject Tests by the end of Junior year.

Seniors This is the year during which students will put the finishing touches on their post high school plans. Students should ensure that their decision-making process is a reasoned one through careful planning and consideration. Students should not allow procrastination to back them into a corner where panic and indecision dictate their future. College-bound seniors
should aim to complete and submit their applications by the end of the first quarter or earlier. Students should plan to take/retake the SAT or ACT tests during the fall. At the beginning of their senior year, students should complete a “PERSONAL DATA SHEET.” Students may provide others with copies of the “PERSONAL DATA SHEET” as they request letters of recommendation. Students who are not college-bound should utilize the Guidance Office to learn about career options and investigate the opportunities available in a trade or the Armed Forces. Anyone interested in the latter should plan to take the ASVAB (Armed Services Vocational Aptitude Battery) during their junior and/or senior year. The test is administered at Prouty usually once a year in the fall.

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**SELECTION OF COURSES**
Selection of courses is determined by course prerequisites and/or teacher recommendations. Parents are encouraged to participate in this process and review course selections as well. Course offerings are determined by student requests and teacher availability. Courses that lack sufficient subscription will be dropped and alternatives will have to be chosen. Questions or concerns may be addressed by contacting the Guidance Office.
ADMISSIONS PROCEDURES FOR CHAPTER 74 PROGRAMS

I. INTRODUCTION An admission process is necessary for vocational technical programs for which there are more applicants than openings. A process is necessary to determine which applicants may most benefit from such educational opportunities. All applicants to the vocational technical education programs for grades nine through twelve at David Prouty High School will be evaluated using the selection criteria contained in this Admission Policy.

II. EQUAL EDUCATIONAL OPPORTUNITY David Prouty High School’s Chapter 74 programs admit students and make available to them their advantages, privileges and courses of study without regard to race, color, sex, religion, national origin, sexual orientation, gender identity or disability. If there is a student with limited English proficiency, a qualified staff member will assist the applicant in completing any necessary forms and assist in interpreting during the admission process upon the request of the applicant.

Disabled students will receive all documented accommodations and/or modifications during the entire application and admission process. Information on limited English proficiency and/ or disability will not affect the applicant’s admission to the vocational technical education program.

III. TRANSFER STUDENTS Applications from students who are enrolled in a stateapproved (Chapter 74) vocational technical high school program in another school (transfer students) will be considered for admission (including admission during the school year) if they relocate from their current school and wish to pursue the same program of study at David Prouty High School. Their applications will be evaluated according to the selection criteria contained in this Admission Policy.

IV. SELECTION CRITERIA All ninth grade students will participate in a onesemester, non-Chapter 74 exploratory program designed to help them learn about their talents and interests relative to the programs and pathways offered at David Prouty High School. Vocational technical program teachers evaluate students during the exploratory program. Students explore each vocational technical program for approximately fifteen school days. At the end of this exploratory period, each student selects a program of choice, as well as a second and third choice. Students who enroll in grade ten may explore vocational technical programs that have openings before making a program selection.

Students are evaluated and graded by each shop teacher during the period of exploration. If the number of enrollees seeking a particular program exceeds the number of openings, the evaluative grades received by the students rank order would determine the enrollee or enrollees who are placed in the particular program.

Each licensed vocational teacher evaluates students during the two weeks in each program. They are evaluated and scored (total of 0-100 points) on program grades received for the week.
(25 points), attendance (25 points), discipline/conduct (25 points) and recommendations from vocational technical instructors (25 points).

A maximum of 100 points could be earned in each program. Three Chapter 74 programs, and one Perkins program will be explored, for a maximum total of 400 points.

V. SELECTION PROCESS AND WAIT LIST Students are admitted into the program of their choice based on the point total they received in all programs combined. For example, a student with a point total of 392 would be admitted before a student with a point total of 390. If a shop fills, based on point total, before a student gets his/her first choice, the guidance counselor then moves to the student’s second or third choice depending upon whether there is an opening in the shop. Again, the student is admitted based upon overall point total. If a student is not placed in the second or third choice shop because the shops were filled by students with higher point totals, the guidance counselor will meet with the student and present a list of the programs and pathways with openings that the student explored and ask the student to choose one of them.

The process continues until all students are placed. After placement, students finish the Exploratory class and continue to the shop in which they were placed for the remainder of the school year.

If a student is not placed in the second or third choice shop because the shops were filled by students with higher point totals, the guidance counselor will meet with the student and present a list of the programs and pathways with openings that the student explored and ask the student to choose one of them.

Students who wish to be placed on a wait list for a preferred program may do so. Any openings filled from the wait list must be filled by point order, with the students with higher point totals having the first opportunities to join the programs.

VI. TRANSFER PROCESS Students who wish to transfer from one shop to another during ninth and tenth grade may apply for transfer. Transfer requests will be considered subject to the availability of openings in the requested shops. Each transfer applicant will be interviewed and counseled individually to determine the appropriateness of the transfer.

VII. REVIEW The applicant's parent(s)/guardian(s), upon receipt of a letter from David Prouty High School indicating that the applicant was not accepted into a particular program, or was placed on a wait list for a particular program, may request a review of the decision by sending a letter requesting a review to the Principal within thirty days of the receipt of the rejection/wait list letter. The Principal will respond in writing to the letter with the findings of the review within thirty days.
SCHEDULE CHANGES
Teacher assignment is based on student enrollment. Therefore, any request for a schedule change during the school year must be done through the principal’s office and will require a joint meeting with the student, parent(s)/guardian(s), department head and guidance counselor. Any changes made could result in a withdraw/pass or withdraw/fail on the official transcript with the potential for credit loss.

SUMMER SCHOOL REQUIREMENTS
1. A student may make up **two** failed courses taken during the most recent school year in an approved summer school program.

2. A student must obtain approval from the Principal or the Guidance Counselor in order to be allowed to take a summer school course. Any student who fails a summer school course must make up this course at David Prouty High School.

3. A student must have a passing grade for one term in a one unit course and a student must have a minimum average of 50% for a .5 unit course in order to be eligible to take a Summer School course.

If the summer school course is passed, the grade and unit earned will be reflected on the transcript. However, the summer school grade will not be averaged into the student’s cumulative grade point average.
Courses
ART

ART 1 (AL) .5 UNITS This course introduces the student to the basics of drawing, painting, two and three-dimensional design. Through exploration and creative problem solving, students gain an understanding of the design elements and principles, basic color theory and the vocabulary of art. Students also examine the work of famous artists and discuss art through historical and cultural perspectives. The content of this class has been selected and organized to serve either as a survey course for the student who will have only this art class in high school, or as a foundation course for further study. Both written and drawing homework will be assigned on a regular basis. Open to students in grades 9-12.

ART II (AL) .5 UNITS Exercises in line, value, scale and perspective increase students’ visual sensitivity and help them to depict the illusion of form and space on a two-dimensional plane using a variety of drawing media. In the design section of this course, students apply the formal principles of composition to realistic, expressionistic and abstract work. Students are encouraged to communicate their ideas through original and creative imagery. Homework will consist of regular drawing assignments. Prerequisite: Introduction to Art. Open to students in grades 9-12.

ADVANCED ART SEMINAR I, II, III (SC1) 1 UNIT EACH This course is intended for the serious art student who wishes to produce and put together a portfolio of personal artwork. Students are expected to challenge themselves and produce work that is both appropriate for their personal level of development and commensurate with the level of seminar in which they are enrolled. Original thought, creative problem solving, and critical thinking are emphasized and encouraged in this class. Students are also expected to expand their knowledge of art history through outside reading and to begin to make connections between their own work and the work of others. A serious and motivated attitude is essential for success in this class.

Prerequisite: A Grade of 75 or above in Art II

INDEPENDENT STUDY IN ART (AL) .5 UNITS This course is intended for the serious art student who is creating a portfolio for admission into an art program. Students are required to submit a written proposal that outlines the specific areas to which their class time will be devoted and the goals of each project. The teacher will respond with suggestions. The criteria that will be used for evaluation will be determined before beginning. Weekly sketchbook (90 minutes minimum) is also required.

Prerequisites: Two units of Advanced Art Seminar. Permission of the art teacher is required before placing this course on the course selection sheet. Open to students in grade 12 only.
BUSINESS TECHNOLOGY

ACCOUNTING I (H, SC1) 1 UNIT Accounting I is a basic course that focuses on accounting practices, preparation of financial documents and select balance sheet items as applied to a service business organized as a sole proprietorship. Students will learn to designate business accounts, maintain and reconcile a business checking account, prepare a balance sheet and journalize transactions in a journal. In addition, students will learn to record transactions on a general ledger, complete a regular worksheet and prepare financial statements. Students will also learn the touch method of calculating using a desk calculator.

Prerequisite: For Accounting I (H) 70 or better in Algebra I.
No Prerequisite: For Accounting I (SC) Open to students in grades 10-12.

ACCOUNTING II (H) 1 UNIT After a brief review of Accounting I concepts, Advanced Accounting picks up where Accounting I leaves off. This course focuses on accounting practices for a merchandising business organized as either a partnership or a corporation. Students will learn to post subsidiary ledgers, prepare payroll records and taxes and utilize special journals. In addition, students will learn to account for plant assets and depreciation, inventory, and loans and interests. This course is articulated with Quinsigamond Community College and three college credits will be awarded to any student that maintains an 80 or above average in Accounting I and Accounting II (Honors).
Prerequisite: 80 or better in Accounting I. Open to students in grades 11-12.

CAREER PREPARATION and FINANCIAL LITERACY (SC1) .5 UNITS
This class will help you explore career clusters, research jobs and colleges, enlighten you on opportunities for your future and prepare you for the real world. You will learn how to budget and save, how to balance a checkbook, how to find an apartment and buy a car, how to manage good credit, and how to prepare for senior Work Study and Internships. You will also learn about the financial planning process. Proficiency certificates will be given to students fulfilling the required assignments. When you pass this class, you will truly be ready to enter life after high school!
Open to students in grades 10 - 12.

COMPUTER INFORMATION SYSTEMS I (AL) .5 UNITS This course teaches the newest versions of Word and PowerPoint in the Microsoft Suite. The students’ focus will be to become proficient in Work and PowerPoint. The course focus is on the practical skills of Work and PPT with additional projects will enhancing the students’ learning using real life applications.

GRAPHIC DESIGN I (AL) .5 UNITS This course will focus on using Part 1 of the Adobe Creative Suite, InDesign the leading software in the publishing industry. Student will be introduced to the design elements and principles, color theory and typography as the
foundations of good composition. Students will learn how to work with InDesign’s tools and palettes and will learn about technical issues such as target resolution and graphic links.

Assignments will focus on producing documents that combine text, graphics and images in layouts that bring order and clarity to the ideas communicated. Open to students in Grades 10 – 12.

**GRAPHIC DESIGN II (AL) .5 UNITS** This class will focus on using Part 2 of the Adobe Creative Suite, Photoshop. Students will further develop their literacy in the design elements and principles, color theory and typography that were introduced in Graphic Design I. Students will advance their skill in Adobe’s tools and palettes and be introduced to the technical issues of image and font manipulation. Photoshop assignments will focus on combining images with other images, images with words, and exploring various techniques for image manipulation. Students will use Photoshop, together with InDesign, to maximize their creative options. Open to students in grades 10 – 12.

**Prerequisite:** Successful completion of Graphic Design I.

**GRAPHIC DESIGN III (AL) .5 UNITS** Graphic Design III will run concurrently with Graphic Design II classes. Students will work independently on several self-defined projects that utilize the Adobe Suite programs that were introduced in the earlier classes. Students will also be given graphic design assignments tied to the school and community, such as the design of programs, tickets, posters and other publications. Students may also occasionally be called upon to assist the students in the class with which they are scheduled. Students will be graded on the artistic and technical quality of their graphic design work and also the overall initiative and responsibility that they demonstrate.

**Prequisite:** Grade of 80 or better in Graphic Design I & II and/or permission of instructor. Open to students in grades 10 – 12.

**ENGLISH**

**Summer Reading Program** The English Department requires all students, including incoming freshmen and transfer students, to take part in the Summer Reading Program. The details are also available in the High School Guidance Office.

**Accelerated Reading Program** David Prouty High School requires all students, including incoming freshmen and transfer students, to take part in a year-round independent reading program. Students must read during the summer as well as during the school year. Accelerated Reader scores are part of the English grade each year. Details are on the school website, and are also available in the high school guidance office.
ENGLISH I (H, SC1) 2 UNITS This full-year course focuses on reading, writing, listening, and speaking in English at the secondary level. Students will receive extensive practice in making written claims in response to readings from literary and scholarly sources, and in supporting those claims with properly cited evidence.

ENGLISH II (H, SC1) 1 UNIT In English II SC, students continue to practice making and supporting claims about what they read. Readings are drawn from American literature, complementing the work done concurrently in US History I. Students will complete a full formal research paper as a course requirement.

ENGLISH II/AP Seminar (AP) 2 UNITS The English II AP course follows the College Board’s AP Seminar curriculum. Students learn to read, write, and speak the English used internationally in academic research at every level. Several research projects are conducted over this full-year course, culminating in a full-length team research presentation and individual research paper that are submitted to the College Board. Students who successfully complete this course with an AP Seminar score of 3 or higher become candidates for the AP Diploma. Any costs related to the AP Examination are the responsibility of the student.

ENGLISH III (H, SC1) 1 UNIT In English III SC, students make and to support claims about what they read. Readings are drawn from non-fiction sources, primarily essays and articles, as well as several longer works of non-fiction.

Prerequisite: English II

AP ENGLISH LANGUAGE/COMPOSITION GRADE 11 (AP) 1.5 UNITS Students expand upon the academic writing skills learned in AP Seminar by reading and writing in a variety of forms—narrative, exploratory, expository, argumentative—and on a variety of subjects. The course will serve as a preparation for the AP Language and Composition Exam. Any costs related to the AP exam are the responsibility of the student.

Prerequisite: Average of 80 or better in previous English classes and recommendation from previous English teacher.

ENGLISH IV H, SC1) 1 UNIT This course will give the student practice with college-level reading and responding to literature. Readings are drawn from different genres of literature from several eras and from many parts of the world.

AP ENGLISH LITERATURE/COMPOSITION GRADE 12 (AP) 1 UNIT This course provides an intensive study of representative works from several genres and historical periods. Students will focus on close reading techniques for both prose and poetry to experience, interpret, and evaluate literature. This course will serve as a preparation for the AP
Literature and Composition Examination. Any costs related to the AP exam are the responsibility of the student.

**Prerequisite:** Average of 80 or better in previous English classes and recommendation from previous English teacher.

**CONTEMPORARY LITERATURE (H) .5 UNITS** The goal of this contemporary literature class is to familiarize the students with current, modern literature. This will be a class mostly based in independent study with some class discussion, oral presentations, and written book responses. The course will focus on literature written within the last fifty years, with emphasis on Pulitzer Prize winners, best-sellers, Caldecott winners, Newberry Award winners, Nobel Prize winners, and books adapted for the movie screen. Open to students in grade 12.

**Prerequisites:** Successful Completion of Junior English.

**CREATIVE WRITING (SC1) .5 UNITS** The goal of this contemporary literature class is to familiarize the students with current, modern literature. This will be a class mostly based in independent study with some class discussion, oral presentations, and written book responses. The course will focus on literature written within the last fifty years, with emphasis on Pulitzer Prize winners, best-sellers, Caldecott winners, Newberry Award winners, Nobel Prize winners, and books adapted for the movie screen. Open to students in grade 12.

**Prerequisites:** Successful Completion of Junior English.

**GREEK MYTHOLOGY (SC1) .5 UNITS** This elective course introduces the student to the basic history and concepts of Greek mythology. This course also explores how Greek mythology has influenced the art, literature, philosophy, and science of western civilization. Other world mythologies are introduced as points of comparison to the Greek mythology. In addition, the student will be introduced to Greek literature such as the Drama and the Epic. Open to students in grades 11 and 12.

**HISTORY OF WOMEN IN ROCK AND ROLL (SC1) .5 UNITS** For as long as there has been what we now know as classic rock, women have played a big part in its development and success. Throughout the '70s and early '80s more and more women became bona fide rock stars, paving the way for more female artists to rise to the top in the rock genre. This class will examine the works and the influence of such artists as Pat Benetar, Chrissy Hinde, Janis Joplin, Stevie Nicks, Cher, Whitney Houston, and Pink. Open to students in grades 11-12

**LIBRARY READERS WORKSHOP (SC1) .5 UNITS** This quarter course is designed to provide an opportunity for avid readers to engage with texts on an individualized basis. Students will read together and independently, respond to writing prompts, and
participate in literacy projects within the library setting. The goal of the course is to inspire and
to guide passionate, life-long readers on their own reading journey. Students will select reading
materials for personal growth and interest, participate in reading activities, reflect on their
reading through writing prompts, critique readings in discussion, and use digital technologies to
promote and create reading communities

LIBRARY: INDEPENDENT READING (SC1) .5 UNITS This course is open
to students who have successfully completed Reader's Workshop and have approval of the
teacher. This course would entail the application of the literacy skills introduced in Reader's
Workshop to independent reading. The goal of this course is to guide passionate, life-long
readers on their own reading journeys

MASS MEDIA (SC1) .5 UNITS One of the most important projects in this class is to publish
an online newspaper for the school and the community. Through the process of that project,
students will study and practice basic skills in interviewing, writing, editing, graphic design,
advertising (including sales), news photography and technology. The course will also include a
focus on the ethics of journalism, First Amendment rights, responsibilities and limitations, and
current events. The students will leave the course with a working knowledge of the basic forms
of news writing, newspaper layout, photography and advertising. This course may be taken
again for credit with the permission of the instructor.

Prerequisite: English I

SAT VERBAL REVIEW (SC1) .5 UNITS This course is designed to make the
students comfortable under testing conditions, to make them aware of the test-taking
strategies and to give them awareness of the SAT design. Emphasis will be placed on vocabulary
skills and reading comprehension. Students will take and analyze a series of five tests. The
course should prepare the student with the practice and knowledge to increase scores. The
course should supply the student with lifelong strategic practices to think critically and to apply
a variety of strategies for solving verbal problems. Open to students in grades 10-12.

WRITER’S WORKSHOP (SC1) .5 UNITS In this elective course students will be
introduced to the concept of Process Writing in an open workshop. Students will generate
their own material as they work through the steps of Process Writing. This course will offer
students ample time to work on individual projects and gain the experience of being part of a
writer’s community. Students will be required to present and share their work with the other
members of the class. In addition, students are required to develop a portfolio and present
their work to the teacher and their peers for final critique. They will be required to research
avenues for outside publication and gather works to present their contemporaries from other
schools across the state and nation. Students will explore the world of writing and the careers
available to writers. This course puts into practice the elements of grammar and writing
learned in traditional English classes. Open to students in grades 10-12. **Prerequisite:** None. Creative Writing is recommended.

**FOREIGN LANGUAGES**

**SPANISH I (H, SC1) 1 UNIT** This course is an introductory course to a second language. The students perform simple communicative tasks using selected words, phrases and expressions. As the course proceeds, the student uses sentences and strings of sentences and the recombination of learned words, phrases and expressions to communicate simple, elementary needs and express basic courtesies. The students will have basic communicative exchanges relying heavily on learned utterances. They will ask and make statements involving learned material. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Study of the culture and history of Spanish-speaking countries is also a focus of this course.

**SPANISH II (H, SC1) 1 UNIT** The second year level is characterized by the student’s ability to:
1. Create with the language by combining and recombining learned elements (primarily in a reactive mode).
2. Initiative, minimally sustain and close in a simple way basic communicative skills.
3. Ask and answer questions. Within certain limitations, the student can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. A sympathetic listener can generally understand the student. Study of the culture and history of Spanish-speaking countries is also a focus of this course.

**Prerequisites:** Successful completion of Spanish I.

**SPANISH III (H) 1 UNIT** Students are able to produce and comprehend fluid sentence-length and paragraph-length messages. Speaking and writing generally follow English literal translations and syntax. Writing is generally comprehensible to natives accustomed to the writing of non-natives. Students are able to read simple connected texts dealing with a variety of basic social needs and situations, and also abridged literature. Some of the course will be taught in the target language. Study of the culture and history of Spanish-speaking countries is also a focus of this course.

**Prerequisites:** C or better in Spanish II.

**SPANISH IV (H) 1 UNIT** Students are able to produce and comprehend fluid sentence-length and paragraph-length messages. Writing and speaking are generally comprehensible to native speakers of the language. Students will read adapted versions of full-length literature and comprehend native speech in context. Emphasis will be on proficiency-based goals appropriate
to this level. The target language will be used exclusively in the classroom. Study of the culture and history of Spanish-speaking countries is also a focus of this course.

**Prerequisites:** C or better in Spanish III.

**CAREER DEVELOPMENT**
Career development is the lifelong process through which we come to understand our place in the world of work and society. The quality of one’s career development can impact his/her educational, occupational, and lifestyle choices and outcomes. The future-mindedness cultivated through career development education (CDE) can play a key role in promoting student motivation and achievement. Therefore, CDE (Career Development Education) should be integrated with the mainstream curriculum as a means of promoting student success.

**WORK STUDY INTERNSHIP (NW) .5 UNITS per term** Students must be employed in a job and the employer must provide the student with a written agreement. It should be understood that if the employment ends, the student must add another course to his/her program. In looking for a job, the student should keep in mind that a work experience that relates to his/her career choice would be the most ideal. Students must adhere to all regulations or face expulsion from this program. Student can continue to enroll in this program each quarter for then entire year providing that they are in good standing. This course can be taken during each term of senior year. Open to students in their final year at David Prouty.

**Requirements:**
1. Student has to have a cumulative GPA of 70 or better at the end of junior year.
2. Student has to have permission of the parent, guidance counselor, teacher advising the internship and the School to Career coordinator to be accepted into the program.
3. Student can sign up for Work Study each term if all obligations have been met.
4. Student has to have a completed Work-Based Learning Plan (assessment) filled out by student and employer and sent to School to Career Coordinator once at mid-term and once at the end of each term.
5. Student has to hand in one time sheet each week provided by the Work Study Adviser.
6. Student has to have a driver’s license and a car to participate in this program.

**DUAL ENROLLMENT PROGRAM – Grade 12 students only**

**GENERAL INFORMATION**
The Dual Enrollment Program is offered to qualified students interested in pursuing concurrent enrollment between high school and college at Quinsigamond Community College. The program is designed specifically to offer students who wish to register for college level courses that will also count toward high school graduation. Eligibility is determined through successful completion of the Placement Test and recommendation of the student’s current high school.
Priority for the Dual Enrollment Program is given to first-generation college students and students planning to pursue STEM (Science, Technology, Engineering or Math) curricula. Qualified students will be eligible for funding to offset the cost of tuition and fees.

**CRITERIA FOR ACCEPTANCE**

To be eligible for acceptance into the Dual Enrollment Program, a student must meet the following criteria:

- be currently enrolled in a Massachusetts high school
- have a minimum overall average of “C” or above
- be recommended by their high school guidance counselor or other school official
- demonstrate satisfactory disciplinary history in his/her student profile
- take the math and English placement tests
- plan to enroll in college level courses (developmental coursework is not eligible) that will also count toward high school graduation. Please note that enrollment in certain college level courses at QCC is contingent upon minimum scores on the placement test
- complete the QCC Dual Enrollment application process within established timelines.

**THE 12TH YEAR PROGRAM – Grade 12 students only**

Quinsigamond Community College offers the Twelfth Year Program to students as an opportunity to complete high school graduation requirements through concurrent enrollment at QCC. Participation in this program is limited to high school seniors who have been properly prepared for college-level work. High school guidance counselors are expected to lead in the process of identification of potential applicants as well as in assisting students with the application process. In addition, coursework to be taken at QCC is determined collaboratively by students and appropriate high school guidance personnel. It is the responsibility of the student and parent to consult with the Guidance Office and Principal to ensure that courses selected will meet the requirements for high school graduation.

**CRITERIA FOR ACCEPTANCE**

To be eligible for acceptance into the Twelfth Year Program, a student must meet the following criteria:

- be currently enrolled in high school
- have completed high school English courses with grades of “B” or better
- have an overall “B” average
- demonstrate satisfactory disciplinary history in his/her student profile
- assess into College-level English (ENG 101) and Beginning Algebra (MAT 095) on the QCC computerized Placement Test
- Complete the QCC Twelfth Year application process within established timelines

Application deadline for the fall semester: June 1st

Application deadline for the spring semester: December 15th
PLEASE NOTE: Students who are accepted into the Twelfth Year Program are responsible for the cost of enrolling in courses at Quinsigamond Community College. **Twelfth year students are not eligible for financial aid.**

Any student who successfully completes college course work through the Dual Enrollment Program or the Twelfth Year Program, such as those offered at Quinsigamond Community College, will receive high school credit (one unit per course) towards graduation. These courses will be recorded on the student’s transcript and will reflect the name of the institution where the courses were taken. However, the grades earned in these classes will not be included in the student’s cumulative grade point average nor will these grades affect the student’s rank in class.

**COMMUNITY SERVICE** Students are required to have completed 40 hours or more of Community Service upon graduation. Further details of this program are available in the Student Activities Handbook.

**LIFE AND HEALTH MANAGEMENT**

**LEADERSHIP (SC) .5 UNITS** This quarter class is for anyone who wants to learn how to become a better leader. It is best suited for students who want to make a positive impact on their peers, their community, and their world. Valuable leadership skills include the ability to delegate, inspire and communicate effectively. Students will learn the seven strategies of highly effective people, effective communication, and different types of leadership styles.

**CHILD AND FAMILY DEVELOPMENT (AL) .5 UNITS** This course is an introduction to the development of babies and children. It also covers parenting and family structures.
Open to students in grades 10-12.

**CHILD DEVELOPMENT AND FAMILY (SC) .5 UNITS** This elective course helps students understand the varied psychological and sociological forces that influence the development of children and of families. Students will read and write about case studies highlighting normal and abnormal family patterns. This course is recommended for students interested in psychology, sociology, criminal justice, or other social sciences.

**COMMUNITY CPR & FIRST AID (AL) .5 UNITS** Students will be trained in CPR & First Aid skills that will enable them to respond quickly to emergency situations. Successful completion of all course requirements will result in a two year American Red Cross CPR and First Aid certification.
Open to students in grades 10-12. Students who require this class will receive priority in scheduling.
CRIMINAL LAW AND PROCEDURES (SC) 1 UNIT This exciting Criminal Justice elective will allow students to explore cases that are “ripped from the headlines.” Students will follow the legal process from investigation through litigation, while gaining an understanding of the constitutional underpinnings of the American legal system.

CRITICAL HEALTH ISSUES (AL) .5 UNITS This course is designed to help students see health and wellness as a vast array of issues that are played out all around them through magazines, books, newspapers, the arts, television, movies, families, friends and society. Students will begin to realize their own responsibilities for personal health and the broader well-being of society. The students will begin to apply acquired health knowledge by taking initiative and weighing risks in their daily lives. This is a required course for all sophomores.

YOGA AND WELLNESS (SC) .5 UNITS Yoga is a 5000 year old discipline designed to empower health, happiness and a greater sense of self. This quarter course is designed to help students improve physical wellness through the practice of yoga, as well as to increase concentration and creative thinking. The class will include the history and philosophy of yoga. Students will also research the benefits of yoga on different diseases, addictions and learning disabilities. The research can be personal or bring them into an area for academic inquiry. The capstone of the class will be a research paper/presentation.

YOGA AND WELLNESS II (SC) .5 UNITS This quarter course is designed to help students improve physical wellness through the continued practice of yoga, as well as to increase concentration and creative thinking. The class will include the history and philosophy of yoga.

YOGA AND MINDFUL MOVEMENT (SC) 1 UNIT This advanced yoga class builds on the skills developed in introductory yoga classes. Students will delve deeper into the connection between yoga poses and mindful meditation, and will learn about the positive effects such practice can have on people experiencing stress and anxiety.
MATHEMATICS

Course Flow Chart for Mathematics Department

**Honors/ Advanced Placement**

- Algebra I (H)
  - Geometry (H)
  - Algebra II & Trig (H)
  - Pre-calculus (H)
  - Statistics (AP)
  - Calculus/Stats (H) Calculus (AP)

**Standard College**

- Algebra I (SC)
  - Geometry (SC)
  - Algebra II & Trig (SC)
  - Pre-calculus (SC)
  - Statistics (AP)
  - Math IV Algebraic Reasoning

**Calculus/Stats (H)**

**Math Electives**

- SAT Mathematics Review
- Math Essentials (MCAS Review)

**AP CALCULUS (AP) 2 UNITS** In this challenging course students will have the opportunity to earn college credit by passing the advanced placement exam in the spring. The course prepares students for the Calculus AB exam by following the syllabus of College Entrance Examination Board. The fundamentals and applications of differential and integral calculus will be stressed with written work and use of the graphing calculator. Students who plan to take the AP exam must assume the cost of this test.

**Prerequisite:** Average of B or better in Pre-Calculus and/or Calculus and recommendation from previous math teacher. Open to students in grades 11-12.

**AP STATISTICS (AP) 2 UNITS** This course introduces students to the major concepts and tools for exploring data, sampling and experimentation, anticipating patterns, and statistical inference. The course draws connections between all aspects of the statistical process, including design, analysis, and conclusions. The course teaches students how to communicate
methods, results, and interpretations using the vocabulary of statistics. The course teaches students how to use graphing calculators and demonstrates the use of computers and/or computer output to enhance the development of statistical understanding through exploring and analyzing data, assessing models, and performing simulations. Students who earn a qualifying score on the AP examination may receive college credit and/or advanced placement for up to two semesters of college coursework in Statistics.

**Prerequisite:** Average of B or better in Plane Geometry and recommendation from previous math teacher.

**ALGEBRA I (H, SC1) 1 UNIT** Algebra I takes the student from numbers to letters. It is a transition course from junior high mathematics to high school mathematics. Formulas act as the basic method of transition. From formulas the course progresses to simple equations, signed numbers, polynomials, equations with two unknowns, special products and factoring, quadratic equations, and, if possible, an introduction to trigonometry.

**ALGEBRA II & TRIGONOMETRY (H, SC1) 1 UNIT** There will be a review of the fundamental laws of mathematics as applied to algebraic expressions, open sentences, to include polynomials and the four basic operations. There will be a full concentration on rational and irrational numbers and complex numbers. In studying these topics, quadratic equations of one and two unknowns will be taken as well as the theory of quadratics. The use of exponents, powers and roots will be studied as an introduction to common logarithms and numerical trigonometry. Students may be introduced to a graphing calculator in this course.

**Prerequisite:** Successful completion of Algebra I.

**CALCULUS, PROBABILITY AND STATISTICS (H) 1 UNIT** Calculus will consider differential calculus and its application to real world problems in Business, Engineering and other fields. Probability will include the fundamental counting principle, permutations, combinations, chance, and game theory. Statistics considers the methods for collecting, analyzing, interpreting and drawing conclusions based on data. **Prerequisite:** Successful completion of Pre-Calculus.

**MATH IV ALGEBRAIC REASONING (SC) 1 UNIT** This course is designed for seniors taking a fourth year of math. The curriculum of the course covers algebraic reasoning to prepare students for college level math. Upon successful completion of this course the student will be prepared for entry-level college coursework. For students going to Quinsigamond Community College, it gives them the opportunity to become exempt from MAT 095 and MAT 099, which are QCC’s developmental mathematics courses. That will save students time and money and will place them right into college level Math 100. Open to students in grade 12 with teacher recommendation.
PLANE GEOMETRY (H, SC1) 1 UNIT Geometry is the study of the size, shape, and position of plane figures (2-dimensional) in space. Such concepts as lines, planes to include triangles, quadrilaterals and other types of polygons along with curved figures are studied. The underlying objective is to think clearly by building a logical system of thought, by developing the ability to use information, concepts, and general principles of geometry, and by using fundamental mathematical skills. Geometry promotes proper thinking methods and helps the student to arrive at a true conclusion through the use of true premises. Successful completion of Algebra I recommended.

PRE-CALCULUS (H, SC1) 1 UNIT In this advanced course in mathematics, the Math Department hopes to present to the mathematically talented college-bound student a solid foundation upon which he/she may build a college career. The areas to be taken up in this course are a review of trigonometry, extension of trigonometry and analytic geometry, and differential calculus of algebraic functions. Please be advised that any student who is planning on taking additional advanced math courses in high school such as Calculus, Probability and Statistics and/or AP Calculus is strongly recommended to take the honors level of this course.

Prerequisite: Successful completion of Algebra II and Trigonometry and Plane Geometry.

SAT MATH REVIEW (AL) .5 UNITS This course is designed to enable students to become familiar with the format and types of questions in the mathematics section of the SAT. Students learn strategies and review math skills that will give them the potential to achieve higher scores on the math section of the SAT. The students are presented with a variety of activities ranging from a computer program, worksheets, and practice SATs that allow them to focus on the areas in which they can improve. These activities are primarily student-centered, where the students can work at their own pace. Open to students in grades 10-12.

MUSIC

CONCERT CHORUS (AL, H) 1 UNIT (EACH SEMESTER) Concert Choir is open to all students who wish to sing. In class students will learn a varied repertoire including music from different genres, time periods and in multiple languages. Theory, history and solfege will be taught in this class. As a co-curricular class students are required to attend any after school rehearsal or concert. Failure to do so will result in a diminished grade. There will be a concert each quarter.

CHORUS APPRECIATION (AL, H) .5 UNITS This class is for one quarter. Students are expected to participate fully in class and in after school concerts. Chorus Appreciation will follow the same criteria for Concert Choir as they will be learning the same material.
CONCERT BAND (AL) 1 UNIT (EACH SEMESTER) Concert Band is offered
to all students with previous experience on a traditional band instrument. Emphasis is given to
the development of musicianship and basic skills through a large repertoire of band literature.
Students will learn many aspects of music through fundamental music performance skills, scale
studies, and sight reading. This is a co-curricular class with mandatory concert attendance.

Prerequisite: Any previous level of experience with a traditional band instrument

GUITAR LAB (AL) .5 UNITS This course is designed for the beginning guitar student with
little or no experience. Students will study all aspects of guitar performance and learn playing in
various styles and genres. The guitar is studies from both an analytical view and historical view.
Students will develop the ability to read and write musical notation, and apply knowledge of
musical terminology to expressively perform various repertoire. Open to students in grades 9 -
12.

MUSIC APPRECIATION (SC1) .5 UNITS Music Appreciation is designed to
expose students to a multitude of styles, genres and historical periods of music. Students will
learn how music is written and how to effectively listen in order to gain a greater appreciation
for its craftsmanship. The class will begin the basic elements of how music is constructed and
continue with the chronological history of music from its beginnings through modern popular
music with focus on classical, folk, and popular music. Students will develop a knowledge of
proper listening skills, historical cultural knowledge, and aesthetic analytical techniques. Open
to all students in grades 9-12.

MUSIC THEORY I (H) .5 UNITS This course covers basic music theory concepts beginning
with note reading and writing.
The course then covers scales, rhythms, harmony, transposition and eventually basic
composition. Open to all students in grades 10- 12.

JAZZ STUDIES: (AL) .5 UNITS This course allows students to explore the melodic, harmonic,
and rhythmic basis for jazz and pop performance and composition. Students will analyze,
rehearse, and perform jazz standards from a variety of jazz/contemporary styles like traditional
jazz, swing, bebop, fusion, and rock. Student will gain a through knowledge of scales and
harmonic construction as we4ll as learn to effectively improvise on their instrument. Students
will also have the opportunity to participate in our extracurricular jazz band. Prerequisite: Some
comprehensive experience playing any instrument.

PERCUSSION ENSEMBLE (AL) .5 UNITS This course is a basic percussion
methods class that will focus on becoming a well-rounded percussionist. Students will gain a
comprehensive knowledge of both pitched and not-pitched instruments, percussion technique,
rhythm, and overall musicality through the performance of percussion ensemble, concert, and
marching band music.
PHYSICAL EDUCATION

PHYSICAL EDUCATION AND HEALTH 9/10 (NW) 1 UNIT This course consists of classroom lessons on health and wellness, as well as indoor and outdoor activities and games that put an emphasis on cooperation, individual/team sports, and personal fitness. This course is designed to educate the student about physical/social/emotional growth, and the concept of sportsmanship based on each participant’s individual abilities. Open to students in grades 9-10.

PHYSICAL EDUCATION 10/11 (NW) .5 UNITS This course consists of indoor and outdoor activities and games that put an emphasis on cooperation, individual/team sports, and personal fitness. This course is designed to educate the student about physical/social/emotional growth, and the concept of sportsmanship based on each participant’s individual abilities. Open to students in grades 11-12.

LIFETIME PERSONAL FITNESS/WELLNESS (NW) .5 UNITS This course is designed to provide students with opportunities to develop knowledge, skills and necessary attitudes for a lifetime of personal fitness and activity. The student will develop an understanding of health-related fitness through promotion of a lifelong wellness program. The objective of the course is to improve fitness levels for all students and help students learn and practice various forms of fitness activities that will help them meet their social, emotional, and physical challenges. This course utilizes project-based activities as well as practical, written, and physical testing. This course may not be repeated for credit.

SPORTS & RECREATION (NW) .5 UNITS This course will offer a wide range of activities allowing the student to participate in a variety of games and sports. This class will be concentrated towards a more competitive mentality and concentrate on strategic as well as quick thinking during game play. It is a class intended for those students who desire to participate at a greater intensity level in games and sport. Open to students in grades 11 – 12; students in grade 10 may take this course with the approval of the instructor.

SCIENCE

AP BIOLOGY (AP) 2 UNITS The AP Biology course is designed to be the equivalent of a college introductory course usually taken by Biology majors. Through laboratory assignments, lectures and readings, students will learn problem solving, the scientific method, the techniques of research, and the use of scientific literature. This course will serve as a preparation for the AP Biology exam. Any costs for the exam are the responsibility of the student. A passing grade on the A.P. Exam can earn college credits. It is strongly recommended that students take Chemistry I prior to this course. It is also suggested that students take some of the following science electives: Botany, Ecology, Human Anatomy and Physiology, Microbiology and Zoology.
Prerequisite: 85 or better average in previous lab science class and recommendation.. Open to students in grades 10, 11 and 12.

AP ENVIRONMENTAL SCIENCE (AP) 2 UNITS AP Environmental Science is a rigorous, college-level class that provides an opportunity to gain skills colleges recognize. Students will learn about the natural world through hands-on laboratory investigations, explorations, and observations. They will analyze and identify both human-made and natural environmental problems in their local ecosystem by investigating the interrelationships of the natural world, evaluate the relative risks associated with these problems, and examine solutions for resolving and/or preventing them.

Prerequisite: 85 or better average in previous lab science class and recommendation.. Open to students in grades 10-12

BIOLOGY I (H, SC1) 1 UNIT This is a lab-based course that covers the basic themes of biology, the scientific method, measurements, theory of evolution, ecology, the classification or organisms, and human biology. The labs will either be inquiry-based (students form the hypothesis and draw conclusions), exploration-based (which models a concept in class) or skill practice-based (which teaches lab skills used by biologists). This is a required course for freshmen.

BIOLOGY II (H, SC1) 1 UNIT This is also a lab-based course that builds on Biology I. This course focuses on biological concepts in more depth, including: chemistry of life, biochemistry, cell biology, genetics, biotechnology, and population genetics. This is a required course for freshmen.

AP PREP BIOLOGY II (H) 1 UNIT This course would be taken in place of the regular Biology II class by students interested in taking AP Environmental Science and/or AP Biology. This is a lab-based course that builds on Biology I. This course focuses on biological concepts including: chemistry of life, biochemistry, cell biology, genetics, biotechnology, and population genetics at a level that would better prepare students for succeeding in AP Biology.

BOTANY (H, SC1) .5 UNIT This course is designed to introduce students to the study of plants. In this lab-oriented course, students will sow and cultivate a variety of plants while investigating the following themes: relation of structure and function, evolution and diversity of plants, and importance and uses of plants now and in the future. Open to students in grades 9-12.

CHEMISTRY I (H, SC1) 1 UNIT This is a laboratory course designed for the student whose career goals lie within the areas of pure science and who would like to enter the field of engineering or who would need a fundamental knowledge of chemistry because they intend to follow a career in nursing, medical or health technology or some allied field which requires
considerable scientific background. It is assumed that anyone electing this course has sufficient knowledge of mathematics to solve math-related chemistry problems. Course content will stress atomic structure, quantum mechanics, periodic law, formula and equation writing, molecular composition, gas laws and solutions. Primary emphasis will be placed upon the laws which govern chemical changes, and the general processes necessary to explain and confirm the general hypotheses of chemical concepts. In order to provide a foundation for work at the college level, the course will include an introductory summary of biochemistry and organic chemistry. Experiments are designed to teach the students safety and proper methods, techniques and procedures to prepare them to function in a laboratory with ease and gain an appreciation of the necessity for precision and accuracy. In some classes, lab investigations will include experiments in basic analytical work to identify an unknown salt along with written term papers. Written tests and exams are used for evaluation. Open to students in grades 10 - 12.

**Prerequisite:** Grade of C or better in Algebra I. **CHEMISTRY II (H) 1 UNIT** This course is an advanced course from Chemistry I (H). It includes a complete and mathematical review of Chemistry I (H), detailed instruction in organic and biochemistry, and analytical laboratory experiments to show precision and accuracy in preparation for work at the college level. This course includes a study of hydrocarbons and hydrocarbon substitution products, reaction energy and reaction kinetics, chemical equilibrium and balancing equations by the oxidation-reduction method versus the trial and error method. The course is completed by putting all laws and principles together to draw a firm picture of the subject matter. Written exams, well-written research papers, laboratory reports, and identification of unknowns will be required. A senior project is to be presented, complete with demonstration, in order to pass this course.

**Prerequisite:** Grade of C or better in Chemistry I or approval of instructor.

**EARTH AND THE ENVIRONMENT (H, SC1) 1 UNIT** This project-based earth science curriculum builds on the natural curiosity of students. By connecting them to the beauty of geological history, the amazing landforms around the globe, the nature of the sea and air, and the newest discoveries about our universe, it gives students an opportunity to solve problems in their everyday world. Our topics could include Astronomy (study of outer space), Geology (study of rocks, earthquakes, volcanoes and plate tectonics), Meteorology (study of the atmosphere, climate and climate change), and Oceanography (study of the oceans and water systems). Students will have the opportunity to work on hands-on experimentation, activities, and projects. This is a required course for sophomores who do not take AP Environmental Science

**FORENSIC SCIENCE I (H, SC) .5 UNITS** Forensic Science I is an integrated science course utilizing the scientific method as a general approach for studying a variety of life, earth and physical science topics, including observation skills, evidence collection, hair analysis, fiber and textile analysis, forensic botany, fingerprints, and handwriting, forgery, and
counterfeiting analysis. Interdisciplinary team activities help students build valuable thinking and problem solving skills, writing skills, research skills, and skills using technology. Open to students in grades 10 – 12

**FORENSIC SCIENCE II (H, SC) .5 UNITS** Forensic Science II is an integrated science course utilizing the scientific method as a general approach for studying a variety of life, earth and physical science topics, including observation skills, evidence collection, DNA profiling, blood and blood splatter, forensic toxicology, forensic entomology, soil examination, glass evidence, casts and impressions, forensic anthropology and firearms and ballistics. Interdisciplinary team activities help students build valuable thinking and problem solving skills, writing skills, research skills, and skills using technology. Open to students in grades 10 – 12

**Prerequisite:** Forensic Science I.

**HUMAN ANATOMY AND PHYSIOLOGY I (H) 1 UNIT** This course is designed to prepare students for college courses in health related fields. The course will take an in-depth look at the human body through a systematic approach. This is a lab course and therefore, anatomic dissections will be performed on selected representative organs. Physiologic labs and independent project work will also be required during the course. The following human systems will be covered: urinary, reproductive, digestive, circulatory, respiratory, skeletal, muscular, nervous, endocrine, and immune. Open to students in grades 11 and 12.

**Prerequisite:** Grade of C or better in Biology I.

**MICROBIOLOGY (H) .5 UNITS** This course will cover several areas of microbiology with major emphasis on micro-organisms, their structure, function, and relationships. The course is also designed to provide a working interaction with tools and techniques used to study microbes. Laboratory sessions will include the preparation of cultures and nutrient agar plates, streak plates, staining and general identification methods. This is an important course for students interested in pursuing careers in any biological or health field. More than half of the class time is lab-work. Open to students in grades 11 and 12.

**Prerequisite:** Grade of C or better in Biology I and II.

**PHYSICS (H) 1 UNIT** Physics is primarily concerned with energy—how it is changed from one form to another, how the various forms are measured, and how they are used. Modern theories and basic concepts involved in mechanics, heat, light, statics, kinetics, magnetism,
electricity, atomic and nuclear energy are investigated. The course attempts to strike a balance between the qualitative and quantitative aspects of this science. The treatment at times is largely analytical, expressing the physical principles in algebraic form. The problems provided for the students are not exercises in using set formulas, but rather problems requiring first a basic understanding of principles, and then some insight into how these principles can be applied. There is extensive treatment of the modern physics of this century. The student’s mathematical skills should include manipulation of the calculator, use of the trigonometric functions, and the ability to deal, in symbolic fashion, with problems for which no numerical values are supplied. Open to students in grades 11 and 12.

Prerequisite: Grade of C or better in Algebra II and Trigonometry.

ZOOLOGY (H, SC1) .5 UNITS This course is designed to introduce students to the study of animals. In this lab-oriented course, students will employ the scientific method while investigating the following themes: evolution and diversity of animals, relation of structure to function, and animal behavior. Open to students in grades 9-12.

SOCIAL STUDIES

AP PREP US HISTORY I (H) 1 UNIT This course provides a serious examination of the major issues and conflicts in early American History. The timeframe studied will focus on the pre-Columbian through Reconstruction eras. Students will be expected to devote significant time to prepare for exams, essays, and projects, thereby emphasizing writing and study skills. Primary source readings and class discussions will highlight reading and critical thinking skills. This course will prepare students for AP US History, taken in the Junior year, the AP US History Exam, as well as the rigorous expectations of college. It is strongly recommended that students take this course prior to enrolling in AP US History. Open to students in grade 10.

AP PSYCHOLOGY (AP) 1.5 UNITS AP Psychology is a program designed for those students who welcome a challenging course that investigates the complexities of human behavior. Topics to be studied include the development of modern psychology, research methodology, states of consciousness, memory, motivation, personality development, psychological disorders, therapy and social psychology. Students will be evaluated throughout the course with exams and project assignments. The program attempts to adequately prepare each student to successfully pass the AP exam that is administered by the College Board. Any costs related to the AP exam are the responsibility of the student. Please note: Any student who has previously successfully passed either General Psychology or College Psychology will not be allowed to take this course. Open to students in grades 11 and 12 with teacher recommendation.

AP RESEARCH (AP) 2 UNITS This capstone AP course gives high school students the opportunity to do academic research projects on topics of their own devising. Because all reading and writing in this course is done in academic English, Honors English II/AP Seminar is a
highly-recommended prerequisite. Successful completion of the AP Research project, with a College Board score of 3 or higher, is a requirement for the AP Diploma. Instructors may admit students who have not completed AP Seminar at their discretion.

**AP UNITED STATES HISTORY (AP) 1.5 UNITS**
The Advanced Placement United States History course provides a serious examination of the major issues and conflicts from Reconstruction to the present. Students will be expected to devote significant time to prepare for exams, essays, and projects, thereby emphasizing writing and study skills. Primary source readings and class discussions will highlight reading and critical thinking skills. This course will prepare students for the AP US History Exam as well as the rigorous expectations of college. It is strongly recommended that students take the AP US History Prep course prior to enrolling in this course. There is a summer work requirement for this course. Open to students in Grade 11 with teacher recommendation.

**CIVICS (SC1, H) .5 UNITS**
Civics is a highly recommended course for graduating seniors. It covers several aspects of government. The structure and function of the government will be analyzed on a national, state, and local level while showing how each level is interrelated. This will launch the class into discussing how constitutional values relate to other nations and world affairs. Throughout the course we will focus on how the people play an active role in government and the importance each citizen contributes to society. All students in Grade 12 are encouraged to take this course.

**COLONIALISM AND IMPERIALISM (SC1/H) .5 UNITS**
This will be a quarter-long elective history course. It will focus on European colonization and imperialism in Africa and Asia in the nineteenth century. Students will study the Berlin Conference and the “Scramble for Africa;” the Opium Wars and the Boxer Rebellion, French Indochina, and the British Raj in India. By the end of the course, students will have a strong grasp of the characteristics of imperialism and resistance movements, as well as a much deeper understanding of world history in the nineteenth and twentieth centuries. Open to students in grades 10-12.

**EUROPEAN HISTORY (H) 1 UNIT**
This will be a semester-long elective history course covering European history from 1350-1991. The course begins with a brief overview of the late Middle Ages, including the Black Death that swept Europe in the 14th century. The course will end with the fall of communism and the end of the Cold War and contain a brief overview of Europe in the 21st century. Throughout the course, students will examine the major trends in philosophy, art, and literature that emerge in Europe, including humanism and the Renaissance, the Enlightenment, impressionism, and realism. In addition, students will study major religious movements and their consequences (i.e., the Reformation and the subsequent religious wars that engulfed Europe). The course also focuses on major political trends and their effects on the nations of Europe. Absolutism, nationalism, and communism are all subjects of considerable
study. In short, the course is an exhaustive look at modern European history from the Renaissance through the end of the Cold War. Open to students in grades 11-12.

**PSYCHOLOGY (SC1, H) 1 UNIT** This course is designed to give the college bound student an in-depth understanding of human behavior and development, as well as a working knowledge of various theoretical and practical considerations which are necessary for advanced study. The following topics are investigated: the background of modern psychology, factors in human development, the modification of the organism through learning adjustment and maladjustment to everyday life, sensation and perception, personality and the biology of the brain, communication, as well as contemporary development related to this field of study. Supplemental reading and research-based writing may be required. Open to students in grades 11 and 12.

**PSYCHOLOGY II: TOPICS IN PSYCHOLOGY (SC1) .5 UNITS** This quarter course is designed for students interested in continuing the investigation into human behavior begun in Psychology I. There will be a variety of topics covered including social psychology, development and memory. The class will have a research and project based approach.

**Prerequisite:** Successful completion of SC or H Psychology I.

**HOLOCAUST & HUMAN BEHAVIOR (SC1) .5 UNITS** This course will explore the process by which genocide, or the mass murder of an entire group of people, occurs. Students will examine patterns of human behavior, such as conformity and obedience, alongside patterns of discrimination, such as stereotyping segregation. The main focus of this course will be the Nazi Holocaust, in which eleven million people were murdered; however, other instances of genocide, such as the Armenian, Bosnian, Rwandan, and Cambodian genocides, will also be discussed. This course is designed to emphasize history and personal values. There is no formal textbook for this class; therefore, attendance is critical. Open to students in grades 10 – 12.

**PRINCIPLES OF ECONOMICS AND GOVERNMENT (H) 1 UNIT** This course introduces students to the big picture of economic principles, while preparing them for living in a world in which they work, buy, sell and actively participate as citizens who make choices. The course also investigates the role government at all levels plays in the lives of active citizens. Open to Grades 11 & 12

**SOCIOLOGY (SC1) .5 UNITS** This course begins with an overview of sociological theory, and then moves into an exploration of different cultures and societal change. Emphasis is given to adolescence and issues confronting teenagers, such as dating, drug use, and sexuality. The final part of the course will focus on social inequality. Major topics include poverty, racism, sexism and criminal justice. Open to students in grades 9 – 12.
U.S. HISTORY I (H, SC1) 1 UNIT The Revolution through Reconstruction, 1763-1877
Students examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. They learn about the important political and economic factors that contributed to the outbreak of the revolution as well as the consequences of the revolution, including the writing and key ideas of the U.S. Constitution. Students also study the basic framework of American democracy and the basic concepts of America government such as popular sovereignty, federalism, separation of powers, and individual rights. Students study America’s westward expansion, the establishment of political parties, and economic and social change. Finally, students will learn about the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction. Extensive reading and examination of primary sources is a key component of this course. This is a required course for sophomores.

U.S. HISTORY II (H, SC1) 1 UNIT Reconstruction to the Present, 1877-2001 Students will analyze the causes and consequences of the Industrial Revolution and America’s growing role in diplomatic relations. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America’s entry into World War II on American life. Finally, students will study the causes and course of the cold War, important economic and political changes during the cold War, including the Civil Rights movement, and recent events and trends that have shaped modern-day America. Extensive reading and examination of primary sources is a key component of this course. This is a required course for juniors.

WORLD HISTORY (H, SC1) 1 UNIT World History students will study the development of world civilizations after the fall of Rome. Teachers will design a course of study over this semester that will include the major empires, political entities, the philosophical, religious, scientific, and intellectual developments of the time period. Topics may include the Rise, Spread and influence of Islam, Byzantium, Medieval Europe, The Crusades, European Overseas Expansion, African History to 1800, Indian History to 1800, Chinese, Korean, and Japanese history to 1800, The Renaissance and Reformation in Europe, the Scientific Revolution and Enlightenment in Europe, Rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. Students may study the origins and consequences of the Industrial Revolution, 19th century political reform in Western Europe, and imperialism in Africa, Asia, and South America. Students will understand the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, and the Russian and Chinese revolutions. Finally, students may study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world.
TECHNOLOGY EDUCATION

AP COMPUTER SCIENCE PRINCIPLES (AP) 1 UNIT AP Computer Science
Principles offers a multidisciplinary approach to learning the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. Any student, from any background, who wants to learn more about how computers are programmed, is encouraged to take this rigorous class. Open to students in grades 10-12.

COMPUTER AIDED DESIGN 1 (CAD)/STEM* (SC1) .5 UNITS This course explores the computer system used by Architects, Engineers, Technicians and CAD operators to design products and technical drawings (blueprints) used in Manufacturing, Architecture, Graphic Design/Special Effects (movies & games), Civil Engineering, Medical, and countless other fields. Open to students in grades 9 – 12. *(Science, Technology, Engineering and Mathematics)

COMPUTER AIDED DESIGN 2 (CAD)/STEM (SCI) .5 UNITS This course includes Home Design/Methods of Construction, Energy Efficiency, estimating building costs. The student will create a full set of blueprints and create a CAD 3D model of their design. Open to students in grades 9 – 12.

Prerequisite: CAD1 or instructor’s approval.

ROBOTICS 1 (H,AL) .5 UNIT This course introduces the students to the Design & Programing, Electrical/Electronic, and Mechanical systems used in Robotics. Classwork will include (as a team) design, construction and programming of a “VEX” robot to accomplish a task set by the instructor. Open to grades 9 – 12.

EARLY EDUCATION AND CARE CTE
Early Education and Care CTE In Early Education and Care, over the course of four years, students will learn:

1. The physical, intellectual, social, and emotional development of all children
2. The skills needed to care for, work with, and observe children
3. How infants and toddlers learn
4. Different interests and abilities of children
5. Proper health, safety, and guidance
6. How to develop curriculum for all children
7. Career planning, entrepreneurship, and personal financial management
GRADE 9

EXPLORATORY (SC) 1 UNIT  This full semester class introduces all freshmen to the multiple pathways and vocational programs available at David Prouty High School, while developing study and organizational skills necessary to navigate high school. They will engage in career exploration and portfolio creation using Naviance. Portfolios created will be supplemented in all subsequent CTE courses, and presented in the Senior Capstone. Students will have the opportunity to apply to vocational programs of their choice at the end of their exploratory.

EARLY EDUCATION AND CARE I (SC) 1 UNIT  Students will be introduced to the study of child development. Students will study the physical, intellectual, social, and emotional development of young children from birth to age 9. Through observations, the students will develop an understanding of the skills needed to educate and care for young children, whether those children are developing typically or with differences.

GRADE 10

EARLY EDUCATION AND CARE II (SC) 2 UNITS  During the second year, students will continue their study of child development, focusing on how children learn, and how to provide developmentally appropriate experiences for them. There will be an emphasis on understanding young children with special learning needs. The District’s Board Certified Behavior Analyst (BCBA) will work with students to help them understand the role of behavior therapy in the early education setting. Students will observe and participate in the partner childcare centers and infant/toddler child care programs. The goal of this year’s instruction is to understand the teacher’s role in maintaining a healthy, safe, and stimulating environment for all students, while guiding children’s behavior and development. Students will prepare and implement lesson plans, which will become part of their portfolios.

FIRST RESPONSE: CPR AND FIRST AID (SC) .5 UNITS  Students will learn and demonstrate appropriate responses to situations that may threaten health and safety including fire and accidents. At the of the course, students will be able to describe the role of the first responder and obtain two year American Red Cross CPR and First Aid certification.

YOGA AND MINDFULNESS MENTORS (SC) .5 UNITS  Students will explore the relationship between the brain, nervous system, and body, and how yoga and mindfulness can support effective integration and function. This course emphasizes helping pre-service teachers learn how to nurture themselves through relaxation and breath control before sharing these skills with children. Practices are trauma-sensitive, and students are taught techniques appropriate for working with children who have experienced trauma.
**GRADE 11**

**EARLY EDUCATION AND CARE III (SC) 2 UNITS** Eleventh graders will develop and implement curriculum for the partner childcare centers and infant/toddler childcare programs. Students will learn to assist the BCBA by collecting data and monitoring children’s progress, and will progress to analyzing data and proposing interventions and changes to behavior plans. Students will also study all aspects of managing/owning and operating a childcare center.

**AP Psychology or Psychology AP PSYCHOLOGY (AP) 1 UNIT**

AP Psychology is a program designed for those students who welcome a challenging course that investigates the complexities of human behavior. Topics to be studied include the development of modern psychology, research methodology, states of consciousness, memory, motivation, personality development, psychological disorders, therapy and social psychology. Students will be evaluated throughout the course with exams and project assignments. The program attempts to adequately prepare each student to successfully pass the AP exam that is administered by the College Board. Any costs related to the AP exam are the responsibility of the student.

**OR**

**PSYCHOLOGY (SC1, H) 1 UNIT**

This course is designed to give the college-bound student an in-depth understanding of human behavior and development, as well as a working knowledge of various theoretical and practical considerations which are necessary for advanced study. The following topics are investigated: the background of modern psychology, factors in human development, the modification of the organism through learning adjustment and maladjustment to everyday life, sensation and perception, personality and the biology of the brain, communication, as well as contemporary development related to this field of study. Supplemental reading and research-based writing may be required. Open to students in grades 11 and 12.

**GRADE 12**

**EARLY EDUCATION AND CARE FIELD WORK (SC) 2 - 4 UNITS**

Students will apply the skills they have learned in their program by working in local daycare centers, preschools and elementary schools.

**SENIOR CAPSTONE (SC) .5 UNITS** This course will focus on the fundamentals of finding a job and/or starting, managing and marketing a business. Students will work with their Chapter 74 teacher to connect the vocation they have studied to these principles while also considering legal, ethical, and social responsibility for businesses. Students will finish their resumes and portfolios in Naviance, and take part in mock interviews with potential employers and investors. Principles of personal financial management will also be highlighted.
ENVIRONMENTAL SCIENCE CTE GRADE 9

EXPLORATORY (SC) 1 UNIT This full semester class introduces all freshmen to the multiple pathways and vocational programs available at David Prouty High School, while developing study and organizational skills necessary to navigate high school. They will engage in career exploration and portfolio creation using Naviance. Portfolios created will be supplemented in all subsequent CTE courses, and presented in the Senior Capstone. Students will have the opportunity to apply to vocational programs of their choice at the end of their exploratory.

ENVIRONMENTAL SCIENCE I (SC) 1 UNIT This course introduces students to core concepts necessary in pursuing a career in environmental science or environmental science technology using Naviance. In addition to identifying career paths, students will learn to identify the role of the Environmental Protection Agency (EPA), OSHA, and other workplace and environmental protection regulations that apply to specific tasks and jobs in the field. Academic skills are embedded as students explore the fundamentals of environmental hazards, reporting, and safety.

GRADE 10

ENVIRONMENTAL SCIENCE II (SC) 2 UNITS Students will explore and demonstrate knowledge of beginning fieldwork in environmental science and technology. Soil, air, and water sampling and testing will be covered in depth. Sophomores become proficient with the testing and maintaining of water and soil quality, troubleshooting, and data collection. Several hands-on methods for sampling groundwater and soil are taught to students in detail using industry recognized techniques. Student computer skills are enhanced through data entry and analysis and allow for an understanding of trends and reasons for changes in water quality. Career exploration continues, using Naviance, field site visits, and job shadows.

EARTH AND THE ENVIRONMENT (SC/H) 1 UNIT This project-based lab science class covers the interdisciplinary intersection of physical, chemical, and biological sciences as they pertain to Earth and the environment. There is a focus on understanding the scientific principles underlying the Earth’s soil, water, and atmosphere in relationship with pollution and human energy needs. By connecting students to the beauty of geological history, the amazing landforms around the globe, the nature of the sea and air, and the newest discoveries about our universe, it gives students an opportunity to solve problems in their everyday world. Our topics could include Geology (study of rocks, earthquakes, volcanoes and plate tectonics), Meteorology (study of the atmosphere, climate and climate change), and Oceanography (study of the oceans and water systems). Students will have the opportunity to work on hands-on experimentation, activities, and projects.
GRADE 11

ENVIRONMENTAL SCIENCE III (SC) 2 UNITS  Eleventh grade students take part in fieldwork in environmental science and technology, natural resource management and land-use planning using industry recognized mapping software. Students learn about groundwater contamination sources and design remediation solutions using groundwater flow simulator models. Students learn about toxicology and the effects of hazardous substances on plants, animals and humans. Student career occupations are identified, resumes and cover letters are developed, and career planning extends to include entrepreneurship. Industry professionals share their expertise in all aspects of opening their own business during career seminars and field trips to environmental agencies. Students will prepare for industry certifications as appropriate to individual career interests.

CHEMISTRY I (H, SC1) 1 UNIT  This is a laboratory course designed for the student whose career goals lie within the areas of pure science and who would like to enter the field of engineering or who would need a fundamental knowledge of chemistry because they intend to follow a career in nursing, medical or health technology or some allied field which requires considerable scientific background. It is assumed that anyone electing this course has sufficient knowledge of mathematics to solve math-related chemistry problems. Course content will stress atomic structure, quantum mechanics, periodic law, formula and equation writing, molecular composition, gas laws and solutions. Primary emphasis will be placed upon the laws which govern chemical changes, and the general processes necessary to explain and confirm the general hypotheses of chemical concepts. In order to provide a foundation for work at the college level, the course will include an introductory summary of biochemistry and organic chemistry. Experiments are designed to teach the students safety and proper methods, techniques and procedures to prepare them to function in a laboratory with ease and gain an appreciation of the necessity for precision and accuracy. In some classes, lab investigations will include experiments in basic analytical work to identify an unknown salt along with written term papers. Written tests and exams are used for evaluation. Open to students in grades 10 - 12.

Prerequisite: Grade of C or better in Algebra I.

OPTIONAL: AP ENVIRONMENTAL SCIENCE (AP) 2 UNITS  AP
Environmental Science is a rigorous, college-level class in the biology, chemistry, physics, and statistics underlying Environmental Science. Students will learn about the natural world through hands-on laboratory investigations, explorations, and observations. They will analyze and identify both human-made and natural environmental problems in their local ecosystem by investigating the interrelationships of the natural world, evaluate the relative risks associated with these problems, and examine solutions for resolving and/or preventing them.
GRADE 12

ENVIRONMENTAL SCIENCE FIELD WORK (SC) 2 UNITS Students will apply the skills they have learned in their Environmental Science program by working with local agencies, water treatment facilities, farms, and tech companies.

SENIOR CAPSTONE (SC) .5 UNITS This course will focus on the fundamentals of finding a job and/or starting, managing and marketing a business. Students will work with their Chapter 74 teacher to connect the vocation they have studied to these principles while also considering legal, ethical, and social responsibility for businesses. Students will finish their resumes and portfolios in Naviance, and take part in mock interviews with potential employers and investors. Principles of personal financial management will also be highlighted.

LAW AND PUBLIC SAFETY CTE GRADE 9

EXPLORATORY (SC) 1 UNIT This full semester class introduces all freshmen to the multiple pathways and vocational programs available at David Prouty High School, while developing study and organizational skills necessary to navigate high school. They will engage in career exploration and portfolio creation using Naviance. Portfolios created will be supplemented in all subsequent CTE courses, and presented in the Senior Capstone. Students will have the opportunity to apply to vocational programs of their choice at the end of their exploratory.

LAW AND PUBLIC SAFETY I (SC) 1 UNIT This course introduces students to core concepts necessary in pursuing a career in emergency response and criminal justice. In addition to identifying career paths, students will become familiar with the fundamentals of health and safety required to earn OSHA certification necessary for field work and employment. Academic skills are embedded as students explore the fundamentals of constitutional law and how they impact trial procedures and investigations.

GRADE 10

LAW AND PUBLIC SAFETY II (SC) 2 UNITS Students will explore and demonstrate knowledge of police procedures and how they are connected to the law. Students will participate in crime scene and disaster scenarios using the accepted professional protocol to practice investigative procedures with a focus on producing accurate reports that could be presented in court.

FIRST RESPONSE: CPR AND FIRST AID (SC) .5 UNITS Students will learn and demonstrate appropriate responses to situations that may threaten health and safety including fire and accidents. At the end of the course, students will be able to describe the role of the first responder and obtain two year American Red Cross CPR and First Aid certification.
**SOCIOLOGY (SC1) .5 UNITS** This course begins with an overview of sociological theory and then moves into an exploration of different cultures and societal change. Emphasis is given to adolescence and issues confronting teenagers, such as dating, drug use, and sexuality. The final part of the course will focus on social inequality. Major topics include poverty, racism, sexism, and criminal justice.

**FORENSIC SCIENCE I((H, SC) .5 UNITS** Forensic Science I is an integrated science course utilizing the scientific method as a general approach for studying a variety of life, earth and physical science topics, including observation skills, evidence collection, hair analysis, fiber and textile analysis, forensic botany, fingerprints, and handwriting, forgery, and counterfeiting analysis. Interdisciplinary team activities help students build valuable thinking and problem-solving skills, writing skills, research skills, and skills using technology.

**GRADE 11**

**LAW AND PUBLIC SAFETY III SC) 2 UNITS** Students will expand on the skills explored in Law and Public Safety II working in groups to complete investigations, perform mock interviews, complete reports and present findings in mock trials. They will learn employment skills for Law and Public Safety careers as well as understand and be prepared to take a civil service test. Special attention will be placed on career exploration and workplace skills as students apply for field work during their senior year.

**FORENSIC SCIENCE II(H, SC) .5 UNITS** Forensic Science II is an integrated science course utilizing the scientific method as a general approach for studying a variety of life, earth and physical science topics, including observation skills, evidence collection, DNA profiling, blood and blood splatter, forensic toxicology, forensic entomology, soil examination, glass evidence, casts and impressions, forensic anthropology and firearms and ballistics. Interdisciplinary team activities help students build valuable thinking and problem-solving skills, writing skills, research skills, and skills using technology. Pre-requisite is Forensic Science I.

**AP PSYCHOLOGY (AP) 1 UNIT**
AP Psychology is a program designed for those students who welcome a challenging course that investigates the complexities of human behavior. Topics to be studied include the development of modern psychology, research methodology, states of consciousness, memory, motivation, personality development, psychological disorders, therapy and social psychology. Students will be evaluated throughout the course with exams and project assignments. The program attempts to adequately prepare each student to successfully pass the AP exam that is administered by the College Board. Any costs related to the AP exam are the responsibility of the student.

OR
PSYCHOLOGY (SC1, H) 1 UNIT
This course is designed to give the college-bound student an in-depth understanding of human behavior and development, as well as a working knowledge of various theoretical and practical considerations which are necessary for advanced study. The following topics are investigated: the background of modern psychology, factors in human development, the modification of the organism through learning adjustment and maladjustment to everyday life, sensation and perception, personality and the biology of the brain, communication, as well as contemporary development related to this field of study. Supplemental reading and research-based writing may be required. Open to students in grades 11 and 12.

GRADE 12
LAW AND PUBLIC SAFETY FIELD WORK (SC) 2 UNITS Students will apply the skills they have learned in their Law and Public Safety program by working with local police, fire, and EMS.

SENIOR CAPSTONE (SC) .5 UNITS This course will focus on the fundamentals of finding a job and/or starting, managing and marketing a business. Students will work with their Chapter 74 teacher to connect the vocation they have studied to these principles while also considering legal, ethical, and social responsibility for businesses. Students will finish their resumes and portfolios in Naviance, and take part in mock interviews with potential employers and investors. Principles of personal financial management will also be highlighted.

MARKETING CTE GRADE 9
EXPLORATORY (SC) 1 UNIT This full semester class introduces all freshmen to the multiple pathways and vocational programs available at David Prouty High School, while developing study and organizational skills necessary to navigate high school. They will engage in career exploration and portfolio creation using Naviance. Portfolios created will be supplemented in all subsequent CTE courses, and presented in the Senior Capstone. Students will have the opportunity to apply to vocational programs of their choice at the end of their exploratory.

MARKETING I (SC) 1 UNIT This course introduces students to core concepts necessary in pursuing a career in marketing. In addition to identifying career paths, students will become familiar with the fundamentals necessary for internships and employment. Academic skills are embedded as students explore the fundamentals of marketing and how they impact the larger world of business.

GRADE 10
MARKETING II (SC) 2 UNITS In this course, students will gain an understanding of basic marketing concepts and fundamentals and their place in organizations today. The course will
study our country’s market-oriented economic system as well as the legal and ethical issues that modern businesses face. Students study how to prepare for a sale, understand promotional concepts and strategies, discuss product planning and learn about the various aspects of advertising media. Students also study marketing information systems as well as the types, trends and limitations of marketing research.

GRAPHIC DESIGN I (AL) .5 UNITS This course will focus on using Part 1 of the Adobe Creative Suite, InDesign the leading software in the publishing industry. Student will be introduced to the design elements and principles, color theory and typography as the foundations of good composition. Students will learn how to work with InDesign’s tools and palettes and will learn about technical issues such as target resolution and graphic links. Assignments will focus on producing documents that combine text, graphics and images in layouts that bring order and clarity to the ideas communicated.

ACCOUNTING I (SC) 1 Unit Accounting I is a basic course that focuses on accounting practices, preparation of financial documents and select balance sheet items as applied to a service business organized as a sole proprietorship. Students will learn to designate business accounts, maintain and reconcile a business checking account, prepare a balance sheet and journalize transactions in a journal. In addition, students will learn to record transactions on a general ledger, complete a regular worksheet and prepare financial statements. Students will also learn the touch method of calculating using a desk calculator.

GRADE 11

MARKETING III (SC) 2 UNITS In this course, students will be introduced to the topic of entrepreneurship, focusing on topics including entrepreneurial concepts, risk management, business plan development and financing a business. As a final project in Marketing Ed. II, students complete their own business plan for an original restaurant. Special attention will be placed on career exploration and workplace skills as students apply for field work during their senior year.

MARKETING FOR SPORTS & ENTERTAINMENT (SC) .5 UNITS This course takes students on a step-by-step journey through the basic functions of marketing including marketing-information management, financing, pricing, promotion, product/service management, distribution, and selling. Students learn key functions of marketing and how those functions are applied to sports and entertainment. Each marketing function is incorporated throughout the text; features bring the links between the sports and entertainment industries and marketing into clear focus.

GRAPHIC DESIGN II (AL) .5 UNITS This class will focus on using Part 2 of the Adobe Creative Suite, Photoshop. Students will further develop their literacy in the design elements and principles, color theory and typography that were introduced in Graphic Design I. Students
will advance their skill in Adobe’s tools and palettes and be introduced to the technical issues of image and font manipulation. Photoshop assignments will focus on combining images with other images, images with words, and exploring various techniques for image manipulation. Students will use Photoshop, together with InDesign, to maximize their creative options. Open to students in grades 10 – 12.

**Prerequisite:** Successful completion of Graphic Design I.

**AP PSYCHOLOGY (AP) 1 UNIT**
AP Psychology is a program designed for those students who welcome a challenging course that investigates the complexities of human behavior. Topics to be studied include the development of modern psychology, research methodology, states of consciousness, memory, motivation, personality development, psychological disorders, therapy and social psychology. Students will be evaluated throughout the course with exams and project assignments. The program attempts to adequately prepare each student to successfully pass the AP exam that is administered by the College Board. Any costs related to the AP exam are the responsibility of the student.

**OR**

**PSYCHOLOGY (SC1, H) 1 UNIT**
This course is designed to give the college-bound student an in-depth understanding of human behavior and development, as well as a working knowledge of various theoretical and practical considerations which are necessary for advanced study. The following topics are investigated: the background of modern psychology, factors in human development, the modification of the organism through learning adjustment and maladjustment to everyday life, sensation and perception, personality and the biology of the brain, communication, as well as contemporary development related to this field of study. Supplemental reading and research-based writing may be required. Open to students in grades 11 and 12.

**GRADE 12**

**MARKETING FIELD WORK (SC) 2 UNITS** Students will apply the skills they have learned in their Marketing program by working with local businesses and organizations.

**SENIOR CAPSTONE (SC) .5 UNITS** This course will focus on the fundamentals of finding a job and/or starting, managing and marketing a business. Students will work with their Chapter 74 teacher to connect the vocation they have studied to these principles while also considering legal, ethical, and social responsibility for businesses. Students will finish their resumes and portfolios in Naviance, and take part in mock interviews with potential employers and investors. Principles of personal financial management will also be highlighted.

**GRAPHIC DESIGN III (AL) .5 UNITS** Graphic Design III will run concurrently
with Graphic Design II classes. Students will work independently on several self-defined projects that utilize the Adobe Suite programs that were introduced in the earlier classes. Students will also be given graphic design assignments tied to the school and community, such as the design of programs, tickets, posters and other publications. Students may also occasionally be called upon to assist the students in the class with which they are scheduled. Students will be graded on the artistic and technical quality of their graphic design work and also the overall initiative and responsibility that they demonstrate.

**Prequisite:** Grade of 80 or better in Graphic Design I & II and/or permission of instructor.

**VHS**

VHS offers a wide variety of classes for students who have demonstrated the ability to learn independently. See Site Coordinator Ms. Jyringi for more details.