

2026-27

Course Offerings & Descriptions

1848

PROCTOR 

Motto:

“Live to Learn, Learn to Live.”

Mission

Taking inspiration from our motto, Proctor Academy creates a diverse learning and living community: one that values the individual and recognizes the potential of each member to stretch beyond what had been thought possible.

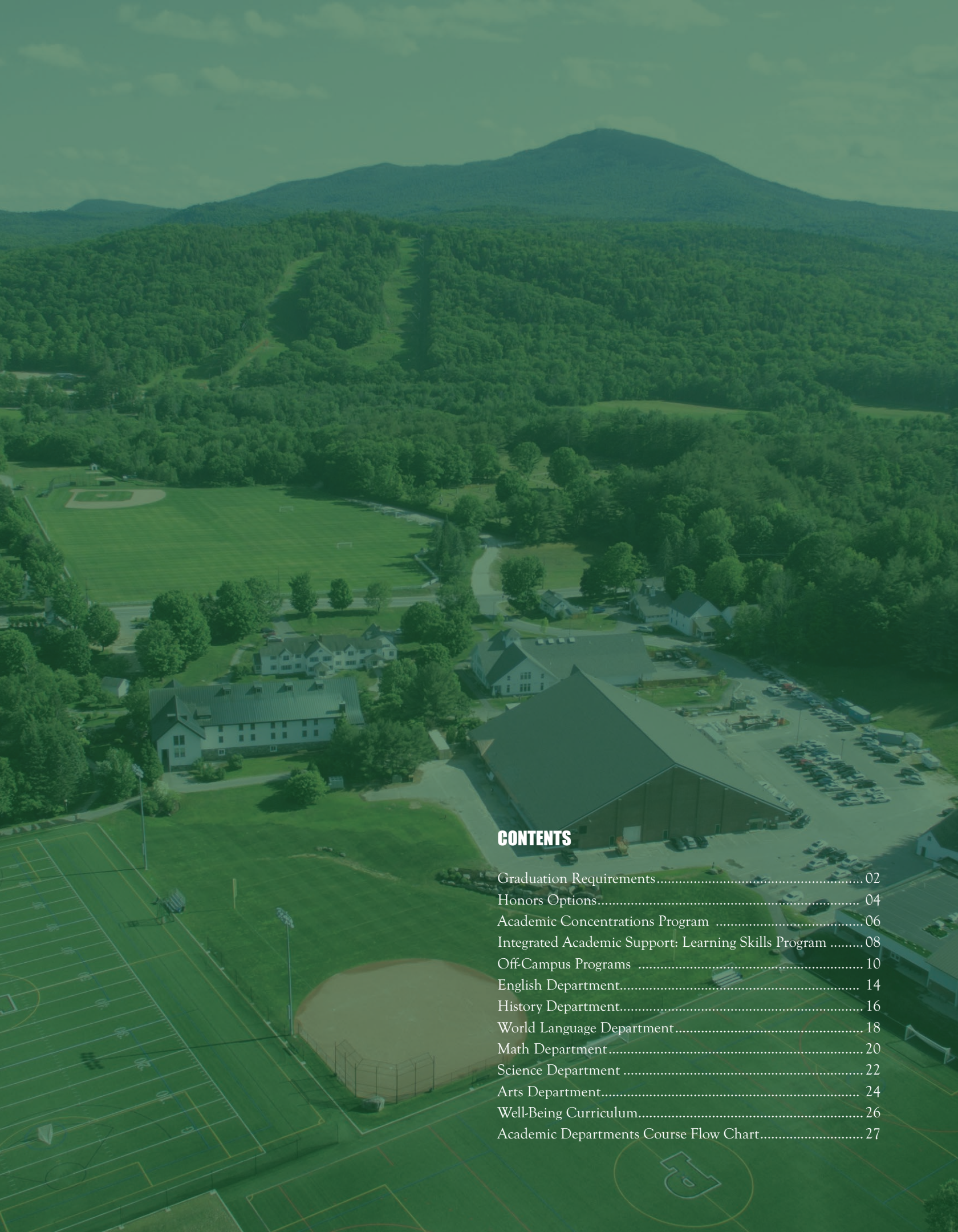
Balancing academic rigor, structure, and support with the freedom for students to explore, create, and define themselves, Proctor encourages students to achieve their optimal growth. A deep commitment to a learning skills program and a strong emphasis on experiential learning are interwoven throughout Proctor’s academic, athletic, artistic, and environmentally conscious programs both on and off campus.

Proctor students graduate understanding the values of honesty, compassion, respect, and responsibility, proceeding with confidence and with strategies to become life-long learners and thoughtful contributors to their communities.

Profile of a Proctor Graduate

Proctor graduates are collaborative, ethical individuals, ready to contribute productively to their communities. Our diverse programs and experiential approach to education develop creative, resilient, and knowledgeable problem solvers who take responsibility for their own learning.





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Graduation Requirements



Proctor's academic curriculum is rooted in the belief that academic challenge, overt support systems, and a preference for hands-on, experiential modes of teaching creates enduring learning for students. While at most schools the individual must conform to a set of systems, at Proctor the school grows around each student's academic interests.

To earn a diploma from Proctor Academy, a student must be enrolled in at least four Level I courses each term and have enrolled in four years of high school.

- If a student wishes to take two study blocks or take fewer than five courses during any given term they can do so only with permission from parent/guardians, advisor, learning specialist and Dean of Teaching and Learning.
- Any student wishing to take six Level I courses needs the permission of the Dean of Teaching and Learning.

Course Selection Process

Proctor's unique academic curriculum is founded in the belief that academic challenge, overt support systems, and a preference for hands-on, experiential modes of teaching create an optimal learning environment for students.

With over 135 academic courses, 30 art electives, and five term-long off-campus programs to choose from, the importance of academic planning is elevated at Proctor. Advisors actively guide each student through an academic planning exercise on a semi-annual basis which is critical to each student fully accessing experiences available at Proctor.

Distribution Requirements for Graduation:

Each graduate of Proctor Academy must earn a minimum of 48 credits.

Distribution requirements include:

- Arts – 3 credits
- English – 12 credits (Must enroll in an English course every term)
- Mathematics – 9 credits (Through Algebra II or Integrated Math III)
- Science – 9 credits (Including one year of Biology)
- History – 8 credits (Including one year of U.S. History)
- World Language – 6 credits (Through level II in the same spoken language)
- Programming - 1 credit

Additional Graduation Requirements:

- The student has spent four years in high school.
- All required Skills courses have a passing grade.
- Successful completion of Wilderness Orientation.
- Successful completion of Project Period each year.
- Successful completion of Senior Project (if applicable).

Academic Recognition:

Student Achievement is recognized through three Academic Recognition categories.

- Head's List consists of students whose unweighted academic term average is 90 or above and all effort grades are satisfactory or above.
- Honor Roll consists of students whose unweighted academic term average is 85 or above and all effort grades are satisfactory or above.
- Effort Honor Roll consists of students who at the end of the term receive Honors or S+ Effort Grades in all of their commitments with at least 4 Honors Effort grades in total.

Honors Options

Proctor's Honors Option is designed to inspire, challenge, and nurture high-achieving students by offering a wide variety of advanced academic possibilities. The Honors Option includes honors-level courses in the 9th and 10th grades, AP and College-Level elective courses in the 11th and 12th grades, and an Academic Concentration option for juniors and seniors.

Inspire: Proctor inspires students to develop a passion for learning and an intellectual independence they can take with them well beyond Proctor by preparing a new generation of scholars who are interested in learning for learning's sake and who aspire to change our world for the better.

Challenge: Proctor challenges students not just to work harder and smarter and to meet the academic expectations of the course, but to think more critically, to challenge accepted wisdom, and to push beyond boundaries of their own intellectual and disciplinary preferences.

Nurture: Proctor believes high academic expectations should be coupled with overt support systems to create a genuine and enduring love of learning. We believe that the rigor of our program and high expectations we set for our students require clear structure and support.

Eligibility

All Proctor students are encouraged to take the advanced classes and to pursue an academic concentration within the Honors Option. While some classes have grade requirements, course prerequisites, or require teacher recommendations, others are open to all students willing to push themselves beyond their academic and intellectual comfort zones.

Student Expectations

Students entering into Proctor's honors program should expect to be challenged in terms of both academic performance and intellectual pursuit. At the start of each honors class, students are expected to sign our Honors Student Agreement that makes explicit the high expectations.



Honors Option Courses Offered

- Honors We the People:
A History of the United States
- Honors Chemistry
- Honors Biology
- Honors Physics
- Honors Integrated Math II
- Honors Integrated Math III
- Honors Pre-Calculus

Advanced-Placement (AP) Classes

The Advanced-Placement (AP) curriculum includes “undergraduate” college-level classes and examinations in a variety of subject areas created and audited by the College Board. Most colleges and universities recognize AP classes as being rigorous, and many schools grant placement and course credit to those students who achieve qualifying scores on the examinations.

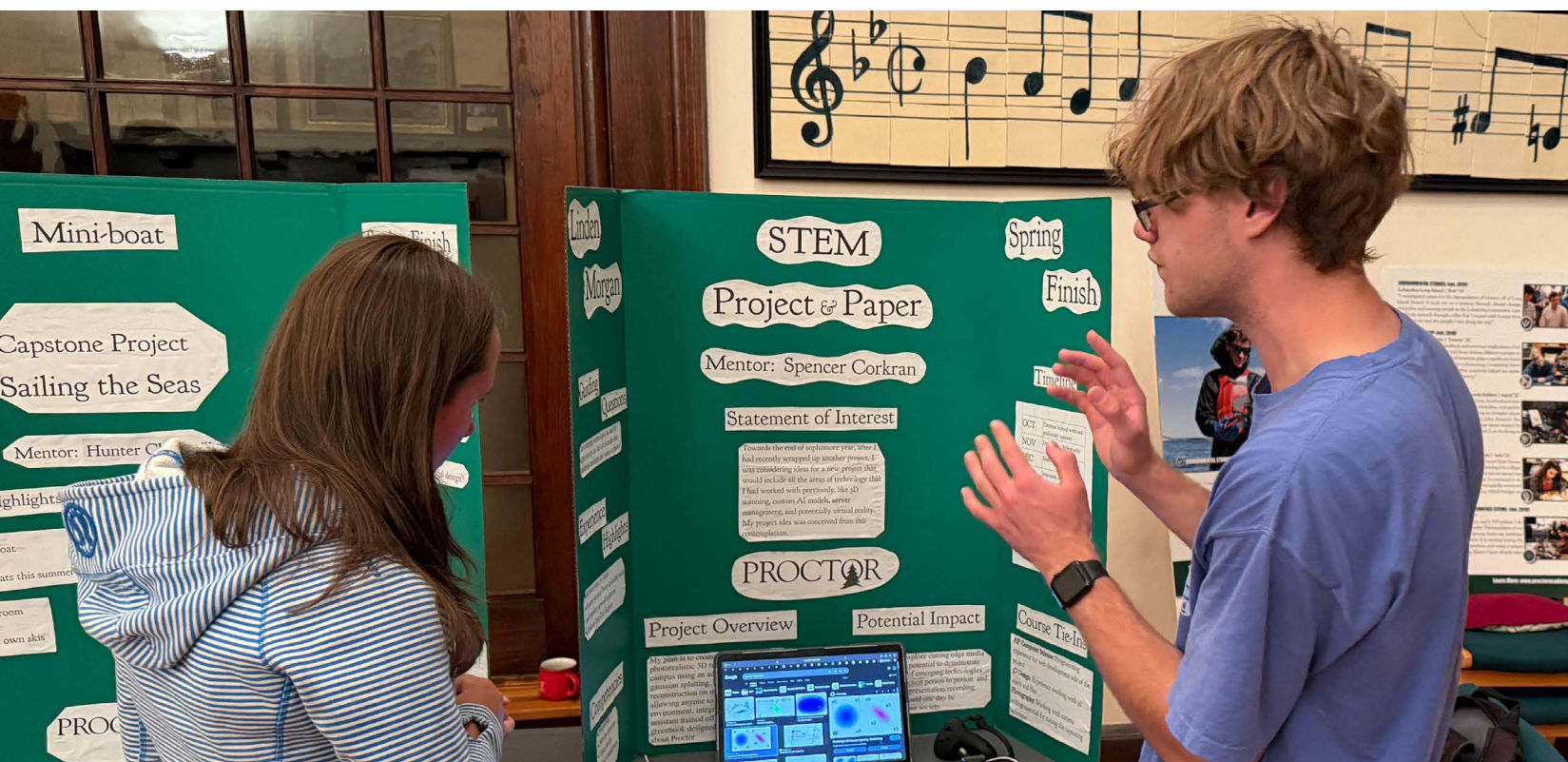
- AP English Language and Composition
- AP English Literature and Composition
- AP Human Geography
- AP Calculus AB
- AP Statistics
- AP Environmental Science
- AP Biology

College-Level Classes

Proctor’s “College-Level” courses are equivalent in academic rigor to AP courses, and are viewed by colleges as an equivalent course in terms of workload, reading level, writing proficiency, and intellectual discourse.

- CL English Seminar: Culture and Conflict
- CL Human Rights and Wrongs
- CL Organic Chemistry
- CL Neuroscience
- CL College Physics and Calculus
- CL Spanish: Communication & Cultural Studies
- CL Spanish: The Spanish-Speaking World Through Film & Music
- CL French: Communication & Cultural Studies
- CL Problem Solving & Persuasion
- CL Housing in America
- CL The Fall of Empires
- CL International Relations
- CL The City in Literature

Academic Concentrations Program



Academic Concentrations lie at the intersection of intellectual curiosity and academic rigor. By empowering self-directed students to design an individualized program of coursework, experiential learning beyond campus, and a culminating capstone, Concentrations assist intellectual development on a sophisticated level. Each of the five Concentrations aligns with intentional interdisciplinary guidelines that students tailor to create individualized academic and experiential plans.

Academic Concentration Requirements:

Academics: Interdisciplinary credit requirements encourage you to explore your passion from many subject areas. Petition for Credit provides the opportunity to include unique credits or classes by approval. Integrate your 4-year plan with a Concentration.

Engagement: Each concentration has experiential requirements which may be met through Proctor programs or other activities. Ideally, this section highlights activities you are already interested in. Engagement also includes regular meetings with mentors and other support folk.

Competency: Competencies demonstrate applied knowledge to perform skills related to a concentration. They leverage key learning from your courses, experiences & capstone work. Competencies get outlined in the Concentration Brief and can be refined as you progress.

Capstone: The final piece of your concentration will be a capstone paper or project. A capstone allows you to think critically about your chosen focus area and produce a final work that communicates your understanding. The proposal process will help define your capstone.

Academic Concentration Options



Environmental Studies

Building on Proctor's longstanding commitment to environmental stewardship, the Environmental Studies Concentration links Proctor's extensive academic and extracurricular environmental offerings with student-driven goals. Participants in the Environmental Studies Concentration explore the knowledge, skills, and worldviews that address many of society's most pressing environmental issues. From forestry management to environmental art, coral reef investigation, and the mental health benefits of wilderness exploration, our Environmental Studies Concentration culminating capstones are chosen from a wide range of subject areas.



Global Citizenship

The Global Citizenship Concentration allows students intrigued by global issues, world languages, and cultural exploration to investigate beyond the traditional bounds of a single class or course of study and generate a unique academic and world view. The Global Citizenship Concentration incorporates diverse coursework, possibilities for multiple off-campus experiences, community involvement, and the planning and execution of a capstone that ties these aspects together to illustrate the genuine interests of the student.



STEM

Students leverage Proctor's technology lab, experiential programs, and broad offerings in science and math curriculum when they participate in the STEM concentration to put their spin on the Proctor experience. STEM participants can explore hands-on opportunities in STEM-related occupations, take classes from a body of relevant coursework, participate in applied extracurricular activities, and complete and present a capstone with both hands-on and research components. The culminating capstone works presented by STEM students take the form of innovative engineering designs and neuroscience and biochemical investigations.



Creative Studies

With an emphasis on creative arts, a Creative Studies concentration provides the venue for students to illustrate self-expression and the artistic process throughout their coursework, extracurricular, and community service activities. Proctor's Creative Studies Concentration accommodates a wide range of interests, encouraging creative voice across disciplines including arts, sciences, humanities, and technology. Through the capstone, Creative Studies students showcase their individual perspectives on their chosen issue through any combination of mediums: visual, industrial, performing, media & literary arts.



Social Justice

In the Social Justice Concentration students develop an acute understanding of the forces and causes which form the roots of social problems as well as their sense of humility and compassion. Students invested in social justice, human rights, multiculturalism, or issues such as social inequality, discrimination, and perspectives of marginalized citizens gravitate toward Proctor's Social Justice Concentration. This Concentration aims to engender a sense of humility and compassion as well as an acute understanding of the forces and sources which form the roots of social problems. Students graduating from Proctor's Social Justice Concentration complete a minimum of 30 hours of community service, engage in social justice issues near their home or campus, and design and complete a capstone that communicates their findings to a broader audience.

Integrated Academic Support: Learning Skills Program

Proctor's Learning Skills program operates as a wholly integrated academic support system that directly serves more than one third of the student body, while positively impacting every Proctor student and teacher. Part of Proctor's DNA as a school since the 1950s, Learning Skills nurtures positive working relationships with students. Utilizing the application of comprehensive academic coaching methods and the direct instruction of executive functioning skills, Proctor's academic support program empowers students to become strategic, resilient, self-aware lifelong learners.

Proctor's approach to academic support through Learning Skills does not emphasize the remediation of weaknesses. Instead each student gains greater self-knowledge as an effective learner, capitalizing on personal strengths to achieve academic success in challenging coursework. The goal for each student is academic independence, self-awareness, and confidence gained through real-world success.



Beyond Proctor: Academic Support and College

Over the past decades, we have been tracking the success of former Learning Skills students as they embark on their post-Proctor journey. The results are impressive as College Counseling Director Michael Koenig observes, “The roster of colleges attended by former Learning Skills students essentially mirrors that of non-Learning Skills students. The skills they have gained at Proctor—academic independence, personal confidence, self-awareness and self-advocacy—are life-long skills, and shape our graduates’ success in college and in their professional careers.”



Testing Accommodations

Proctor’s Learning Skills Department facilitates access to assistive technology and arranges for accommodations on classroom-based and standardized tests, such as the PSAT, SAT, ACT, and AP Testing, for those students who meet the eligibility requirements. Reach out to Proctor’s Nonstandard Testing Coordinator, Wendy McLeod with questions.

Learning Skills Program

- 2:1 Student to Teacher Ratio
- 3-4 Class meetings a week
- Individualized academic coaching and skills instruction
- Academic Skills Credit and Effort Grade

Learning Skills Independence (LSI)

- 2:1 Student to Teacher Ratio
- 2 Class Meetings a Week
- Individualized academic coaching and skills instruction
- Academic Skills Credit and Effort Grade
- *LSI is an available option after the 1st year of Learning Skills as students seek to transition out of the program.

Learning Lab

- 4:1 Student to Teacher Ratio
- 3 Class Meetings a Week
- Small Group setting
- Academic Coaching
- Moderate Level of Academic Support
- Identify Priorities and Establish Goals
- Academic Skills Credit and Effort Grade

Off-Campus Programs

Proximate learning does not occur without risk, but it is in those moments where students are living their education alongside the issues they are studying that worldviews and lives are transformed. Each year, roughly a third of Proctor's student body studies abroad on one of Proctor's five, term-long off-campus programs, with more than 75% of all Proctor students choosing to study abroad during their Proctor years.

Proctor believes deeply in the value of learning as a process, not a specific outcome. The Proctor educational model frames challenges in a way that encourages perseverance and provides opportunity for healthy struggle. There is no better place to authentically encounter this type of learning than through a study abroad experience where independence, self-advocacy, and self-awareness become primary tools for each student. Fully funded by boarding tuition, Proctor's five term-long off-campus programs have shaped nearly every student's Proctor experience over the past five decades.



Off-Campus Sign Up Procedures and Priority

With more than 75% of Proctor students spending at least one term on an off-campus program, the demand for off-campus programs is high. Interested students must consider their four-year plans, including academic and extracurricular interests, and confirm with their advisors that a program fits their needs and interests.

Due to high demand and limited spaces each term, off-campus program sign-ups, lists, and priorities are conducted using the following guidelines:

- Students currently enrolled as sophomores and juniors submit applications for off-campus programs by mid-December for the following academic year.
- Students currently enrolled as freshmen will submit applications for Proctor en Monteverde by mid-April for the following academic year.
- Program directors, Dean's Team, Wellness Team, and Administrators gather completed applications and create priority lists based on the following criteria:
 - Graduation year
 - Years at Proctor
 - Participation in other off-campus programs during junior and senior years
 - Academic, Social, and Well-Being standing
 - Completion of off-campus program prerequisites
- Off-Campus program lists for the next academic year are released in January (May for Proctor en Monteverde).
- Preference for spaces in the off-campus programs may occasionally be given to boarding students for campus housing reasons. In rare situations, a day student may be asked to participate in a different term.





Off-Campus Program Offerings

Proctor is widely recognized for national leadership in experiential education; our off-campus programs are core to that distinction. To our community, off-campus programs are not separate, but integral to the Proctor experience, providing hands-on learning opportunities that allow students to truly connect to the content they are studying. More than 70% of students take part in Proctor’s term-long off-campus programs. Experiencing different needs and understanding the complexity of global interconnectedness prepares Proctor students to participate in and understand a layered and shifting world. Many off-campus programs will provide academic or experiential credit toward an Academic Concentration. For more information about our off campus programs, please visit our website.



Ocean Classroom - Fall Term

Since 1994, Proctor has offered more than 400 students the opportunity to board a traditional schooner and voyage along the eastern seaboard of the United States and into Caribbean waters. Twenty-two juniors and seniors are active crew members studying marine science, maritime literature, history and navigation during their term on Ocean Classroom. From the first moment students step foot on the vessel, they are divided into “watches”, the core working group on any ocean-going vessel, answering directly to their professional watch officers. After ten weeks studying and working aboard the vessel students are transformed learners and experienced sailors. Students earn credit for the following courses while studying on Ocean Classroom:

- Ocean Classroom: English Seminar Oceans and Society (1 English Credit)
- Ocean Classroom: Math Statistical Data Analysis (1 Math Credit)
- Ocean Classroom: Marine Science (1 Science Credit)
- Ocean Classroom: Marine Research (1 Science Credit)
- Ocean Classroom: Maritime Leadership (1 Skills Credit)



Mountain Classroom - Winter and Spring Terms

Since 1972, Mountain Classroom has stood as a cornerstone of Proctor Academy’s commitment to experiential learning. During the winter and spring terms, ten students and two experienced instructors embark on a ten week exploration of the American West, gaining first-hand experience from local activists and guest speakers. Combining outdoor education and academic inquiry, Mountain Classroom students examine the complex and intricate connections between nature and culture. The curriculum centers around the history, literature, and environmental sciences of the areas to be visited in the field as well as the expedition skills necessary for the field component. All classes are taught by the two Mountain Classroom instructors who are provided with logistical support from the Mountain Classroom program director. Students earn credit for the following courses while studying on Mountain Classroom:

- Mountain Classroom/English (1 English credit)
- Mountain Classroom/Social Science (1 History credit)
- Mountain Classroom/Expedition Leadership (1 History credit)
- Mountain Classroom/Science (1 Science credit)
- Mountain Classroom/Group Dynamics Leadership Skills (1 Skills credit)



Global Art Classroom

Together with two faculty, up to ten students live, learn and create in Proctor's home base outside Tucson, AZ before embarking on an extended three-week European excursion. During the first six weeks of the program, students study literature and art history, gain valuable group dynamic skills, and create their own individual art projects. The final three weeks of the term allow students to travel to major European cities, visiting museums, cultural centers, and immersing themselves in the art, architecture, culture, and language of each city. This program's vibrant combination of art, travel, and study inevitably leads to heightened aesthetic sensibilities and personal discovery as students learn to live and learn together, leaving this program not only more experienced artists, but self-confident world travelers.

- Art History (1 History Credit)
- Literature (1 English Credit)
- Art I: Studio Art Emphasis (Level 1 Art Credit)
- Art II Sketchbook (Level 1 Art Credit)
- World Language Independent (World Language Credit)
- Group Living Skills (Skills Credit)



Proctor en Segovia - Fall, Winter and Spring Terms

Since 1974, ten students each term have had the opportunity to live with a Spanish host family while studying Spanish language, literature and history in the ancient Roman city of Segovia, Spain for nine weeks. Through complete language and cultural immersion, Proctor's teaching faculty in Segovia combine classroom instruction with weekly excursions, both locally and throughout Spain's diverse regions, in order to craft a uniquely challenging, and equally rewarding experience for ten students each term. In addition to fifteen hours per week of language instruction and experiential activities taught by native speakers, additional courses in Literature and History/Civilization are taught in English by Proctor's resident directors—a total of twenty-five hours of classes per week. Each student lives with a host family, in which Spanish is spoken at all times. While studying Proctor en Segovia, students earn the following academic credits:

- Spanish Language (3 Language credits = 1 Full Year)
- History of Spain (1 History credit)
- Literature (1 English credit)
- Home-stay and traveling (1 Life Skills credit)
- Physical Education, Theater, and Art activities



Proctor en Monteverde - Winter and Spring Terms

Proctor en Monteverde operates within the communities of Santa Elena and Monteverde in the cloud forest of Costa Rica. Situated at approximately 5,000 feet above sea level, the ecologically diverse area attracts scientists, educators, writers, and artists from around the world. This program is attractive to Proctor students who desire to have a rigorous cultural and language immersion experience in a Spanish-speaking Central American country that encourages sustainable agricultural practices. Over the course of a ten-week term, Proctor sophomores will earn a full year of Spanish credit while fulfilling their other academic requirements (since the courses are taught in English). While studying in Costa Rica, students are able to continue with their current sophomore year academic courses.

- US History (1 credit)
- Math (1 credit running concurrent with on-campus curriculum)
- Spanish (3 credits)
- Home-stay and traveling (1 Skills credit)
- Science (1 credit)
- English (1 credit)



English Department

In his book, *Why Read?*, Mark Edmundson writes the following: “...the process of human growth – when it entails growth of the heart as well as of the mind – is never particularly clean or abstract. To grow it is necessary that all of our human qualities come into play, and if some of those qualities are not pretty, then so be it.” Edmundson asserts that while we might read to escape when we are on a beach or sitting in a café, in school we read to examine, to confront, and to better understand the human experience in all its ambiguity, ferocity, and beauty.

Our hope at Proctor is that by exploring these different voices and their stories, we may emerge on the other side with a fuller understanding of the myriad challenges that face us as humans in an ever-changing, complicated, and diverse world, armed with the tools to analyze these perspectives both critically and with empathy. In addition to reflecting a broad variety of voices, our curriculum cultivates specific skills necessary for success in higher education; students practice the fundamentals of grammar, usage and vocabulary, as well as standard narrative and rhetorical devices. Students exercise critical thinking skills through rigorous classroom discussion and by constructing cogent essays, creative pieces, and research papers.

Course Offerings

ENGLISH 9

This required 9th-grade course introduces students to a range of literary genres—including short stories, poetry, drama, and novels—to build a foundation in critical analysis and written expression. Key learning objectives include mastering literary terminology, developing proficiency in grammar, constructing critical essays, creative writing, and personal narratives, and honing the ability to engage in cogent, evidence-based discussions about literature.

ENGLISH 10

This year-long course is required for all 10th graders, and affords students the opportunity to explore primarily the American experience through myriad - often underrepresented - voices, combining a thematic

examination of significant cultural moments and movements with a critical approach to the literature born out of such epochs.

ENGLISH SEMINAR: ART OF EXPRESSION

This course aims to enhance student eloquence in a variety of public presentation styles by studying the art of rhetoric, prosody, and prose; composing and delivering original pieces; and understanding the basic background of the theories, purposes, and principles of public speaking. Through the crafting and delivery of various speeches, performance poetry, and oral storytelling, students will hone their creative and critical writing skills while learning techniques to improve their posture, diction, enunciation, and projection.

ENGLISH SEMINAR: ATHLETES IN LITERATURE

In this course, students learn how literature captures the unifying power of competition through an exploration of the connection between athletic competition and the written word. Credit the courage of an athlete for landmarks such as Title IX and desegregation. Social consciousness is often first awakened in relation to the athlete. Whether capturing the simplicity of an afternoon jog or deconstructing the value of Jesse Owens defying Hitler, sports writers share the glory of the moment, and contribute to the historical legacy such moments create.

ENGLISH SEMINAR: COMPOSITION

This course meets students where they are and moves them forward as writers. Focusing on the progression

from sentences to paragraphs to coherent essays, students compose in a variety of genres, including personal essays, expository writing, and a research paper on a topic of personal interest. Students identify their own writing processes, emphasizing prewriting, drafting, revising, editing, and proofreading.

ENGLISH SEMINAR: FICTION INTO FILM

This course asks students to first look critically at the fiction we read, and then look critically at the film renditions of those texts. In addition to our standard written literary analysis of the texts, students will write a comprehensive review of at least one of the films, focusing specifically on the myriad ways filmmakers either succeed or fail when they transform literature into film.

ENGLISH SEMINAR: JOURNALISM

This writing-intensive course aims to help students develop the full spectrum of writing skills used for feature articles, interviews, news articles, photojournalism pieces, and editorials. Students learn how to generate ideas, gather facts and information, write effective leads, and use the most incisive language to convey ideas in a concise and engaging manner.

ENGLISH SEMINAR: PHILOSOPHY IN LITERATURE

This course introduces students to major topics in the field of Philosophy—like the mind-body problem, free will and determinism, the existence of God, and the nature of truth—through the reading of original philosophical texts and works of literature. A central goal of this course is to ignite this “love of wisdom,” through the practice of inquiry, analysis, and critical thinking. Another is to use this new love as a lens through which to examine contemporary political and social issues.

ENGLISH SEMINAR: NOIR FICTION

As the French word “noir” denotes, this subgenre of fiction is associated with the night. Working from novels, stories, and film, we’ll survey the people, mysteries, and possibilities that detective stories, seamy mysteries, and irony convey in their respective genres. Expect a blend of short stories, a hardboiled novel, and some film treatments of noir. Become acquainted with the night.

ENGLISH SEMINAR: SCREENWRITING

This class introduces students to the craft of screenwriting, with an emphasis on the art of storytelling. Students learn how to analyze screenplays and how to articulate those evaluations. Students will brainstorm ideas, research them, and refine them before writing the first act of a full-length screenplay. While working on their script, we will read the original drafts for three movies before viewing each.

ENGLISH SEMINAR: SPEECH & DEBATE

In today’s world, where soundbites abound on social media and public discourse has grown more heated than ever, the art of speaking well and with purpose has become all the more important. This course aims to help students become more confident in their speaking styles and teach them how to effectively and respectfully engage in debate over a wide range of topics. Students will craft various types of speeches, including, but not limited to: impromptu, persuasive, oratory, and informative.

AP ENGLISH: LANGUAGE & COMPOSITION

In this full-year college-level course, students learn to read complex texts with understanding and to write prose of sufficient richness

and complexity to communicate effectively with mature readers. The course emphasizes short nonfiction geared toward high-school students, but the winter term typically features a novel as well. Prerequisite: By recommendation and departmental permission only.

AP ENGLISH: LITERATURE & COMPOSITION

In this full-year course, we engage in intensive, student-led, daily discussions moderated by the instructor. Students are required to “read deliberately... [in order to] understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.” Prerequisite: By recommendation and departmental permission only.

CL ENGLISH SEMINAR: CULTURE AND CONFLICT

Culture and Conflict is an interdisciplinary course offering two credits (English & History). In this consecutive-blocks course, students explore themes involving the family, politics, war, alienation, gender, migration, and issues of cultural assimilation. The aim is to examine cultures and ensuing conflicts from the perspective of various ethnic/racial/national backgrounds and to investigate how people of differing environments make ethical decisions during desperate times. Prerequisite: By recommendation and departmental permission only.

ENGLISH SEMINAR: LITERATURE ON TRIAL

This course aims to put some of literature’s most famous characters on trial. Through the exploration of classic and contemporary literature, students will learn and refine analytical skills through discussion, writing, and simulation. Focusing on guilt, responsibility, and morality, students will create a courtroom simulation that emphasizes the development of evidence-based arguments and decision-making skills.

History Department

As a department, we strive to create an environment of curiosity, collaboration, and critical thinking where students not only develop their academic voice, but are empowered to engage in introspective conversation well beyond their time at Proctor. We aspire to develop discerning students who are eager to ask the questions, “How has my environment and experience shaped me, and how can I become a force for positive change in the world?” To fulfill this goal, the Social Science department offers students opportunities to develop their academic skills, their understanding of societies, and their empathy for the condition of others through observation, discussion, research, presentation, and service.



Course Offerings

WORLD HISTORY

This required year-long course for all 9th graders examines the “modern” period shaped by European colonialism and resource exploitation. Students analyze how technological and military advantages enabled global control, alongside the adaptation and resistance of colonized peoples. The curriculum critically evaluates this legacy from both perspectives, aiming for objective analysis rather than celebration or demonization.

WE THE PEOPLE: A HISTORY OF THE UNITED STATES

This required year-long course for all 10th graders explores the evolving definition of “We the

People,” examining who is included or marginalized in American identity. From the Constitution and Indigenous history to Reconstruction and modern civil rights, students analyze primary sources to trace shifting boundaries of citizenship, connecting historical struggles for justice to contemporary debates on belonging.

ART HISTORY

This course transforms students from passive observers into critical art analysts. Starting with the “grammar” of visual literacy, the curriculum explores global themes before focusing on American colonial impacts. Finally, students partner with the Hood Museum to tackle repatriation and exhibition ethics, creating professional educational materials that challenge how stories are told

COMPARATIVE RELIGION

This course explores how religious philosophy and practice shape interpersonal relationships and global dynamics. By studying major world religions and seminal texts like the Bible and Quran, students analyze faith’s impact on politics, geography, and culture. The curriculum fosters mindful dialogue and critical reflection on the historical and contemporary societal influence of religion.

ECONOMICS

This comprehensive course spans Microeconomics (supply, demand, and market failure), Macroeconomics (global trends, inflation, and forecasting), and Innovation. Students analyze real-world behaviors and fiscal policy before transitioning into team-based design thinking.

The year culminates in an economic forecast and a prototyped solution presented at Spring Innovation Night.

PSYCHOLOGY

This year-long course provides a comprehensive examination of the human mind, beginning in the fall with an exploration into the history of psychology and the foundational figures who established the discipline. The course explores Lifespan Development, biological and cognitive mechanics of Sensation and Perception, an analysis of Learning, and Social Psychology where students analyze the theories behind human behavior within social structures.

WITCHCRAFT AND THE TRIALS OF SALEM VILLAGE

In this year-long course, students explore the universal character of the witch as found in most human cultures and then turn to the Great European Witch Hunt (1450-1750) that sets the stage for the trials of Salem Village. We then narrow our focus on the Massachusetts Bay Colony of the 1600s and to the peculiar circumstances of life in Salem Village that shaped the infamous witch trials. Finally, during the Spring Term, students spend time independently researching topics related generally to human witchcraft or to the witch hunts in colonial New England. Students enrolled in the spring term MUST have taken either the fall or winter term.

CL INTERNATIONAL RELATIONS: WAR AND PEACE IN A GLOBALIZED WORLD

This course examines how states and societies navigate power, conflict, and cooperation in an international system shaped by hostilities and attempts at governance. Using a

historically grounded, theory-driven approach, students confront foundational questions of human nature, fear, security, and the prospects for peace. Emphasis is placed on discussion, analytical writing, and applying theory to contemporary global challenges emerging in the world today. Admission to this Honors Option course is by teacher recommendation and department permission only.

CL HUMAN RIGHTS & WRONGS

In this course, we explore some of the darkest sides of human behavior (in including genocide, war crimes, ethnic cleansing and other mass atrocities) as well the attempts by human communities to prevent and punish our universal tendencies toward hatred and collective violence. There are no admission requirements for this Honors Option course; any student may sign up.

CL CULTURE AND CONFLICT

Culture and Conflict is an interdisciplinary course offering two credits (English & History). In this course, students will explore themes involving indigenous communities, caste, disability visibility, incarceration, family, politics, war, alienation, gender, migration, and cultural assimilation. The aim is to explore cultures and the ensuing conflicts from the perspectives of people from various ethnic/racial/national backgrounds, and to investigate how people from different environments make ethical decisions. Admission to this Honors Option course is by teacher recommendation and department permission only.

AP HUMAN GEOGRAPHY

Human Geography examines the cultural, political, and economic forces shaping our world. Students analyze how language, ethnicity, and migration create a “sense of place” before investigating global power dynamics and geopolitics. The honors-level curriculum concludes with economic geography, researching global development and wealth disparities. Admission requires teacher and department permission.

CL THE FALL OF EMPIRES: ROMANS, MONGOLS, AND BRITS

This honors-level course compares the Roman, Mongol, and British empires to analyze modern cultural and territorial imperialism. Students examine Rome’s decline, the Mongols’ thirteenth-century expansion, and Britain’s rise to global dominance. The curriculum interrogates how these historical powers influence today’s global dynamics. Admission requires teacher recommendation and department permission.

CL INTERNATIONAL RELATIONS

This course explores global power, conflict, and cooperation through historical and theoretical lenses. Students analyze realist and liberal traditions—from Hobbes to Kant—using primary texts and 20th-century case studies. By debating whether institutions can constrain power, you’ll apply these foundational theories to resolve contemporary global challenges through discussion and analytical writing. Admission requires teacher recommendation and department permission.

World Language Department

The World Language Department believes all students can learn a foreign language with hard work, support and encouragement. We strive to create a sense of curiosity, respect for and understanding of other languages and cultures by exposing the students to the target language and cultural experiences. The department aims to foster and promote lifelong language learners who would be willing to step out of their comfort zones to continue their language and cultural development. We work to create in our students the sense that making mistakes is important in the process of language acquisition.

A minimum of two years of language is required (of which one full year credit can be earned in a single term abroad), however, many students pursue advanced language mastery on campus.



Course Offerings

FRENCH I

In Level I, learners acquire the language by learning about themselves, their communities, and the communities of the French-speaking world. Instruction focuses on building comprehension and meaning from the start. Learners develop language proficiency in all three modes of communication—interpersonal, interpretive, and presentational—through purposeful, communicative tasks. The Interpretive mode (reading and listening) is emphasized most heavily, with a strong focus on Comprehensible Input through stories and leveled readers.

FRENCH II

In Level II, learners continue to acquire the language by learning about themselves, their communities, and the French-speaking world. Learners further develop proficiency in all three

modes of communication—interpersonal, interpretive, and presentational—with increased expectations for student output. The Interpretive mode remains central, supported by Comprehensible Input through stories and level-appropriate readers. Learners increasingly demonstrate understanding through spoken and written responses.

FRENCH III

In Level III, learners continue to acquire the language by learning about themselves, their communities, and the French-speaking world. Instruction emphasizes continued language acquisition with greater independence and sustained communication. Learners develop proficiency in all three modes of communication—interpersonal, interpretive, and presentational—with increased expectations for length, clarity, and consistency.

FRENCH IV

In Level IV, learners continue to acquire the language by learning about themselves, their communities, and the French-speaking world. Learners develop stronger control and confidence in all three modes of communication—interpersonal, interpretive, and presentational—with high expectations for sustained, detailed, and increasingly accurate output.

CL FRENCH: COMMUNICATION AND CULTURE

In this advanced course, learners with an Intermediate Mid or higher proficiency level refine their ability to communicate effectively and confidently in French. Instruction is conducted entirely in French and emphasizes sustained, meaningful communication across a wide range of contexts. Learners develop proficiency in all three modes of communication—interpersonal, interpretive, and presentational—with high expectations for

accuracy, complexity, and independence. Prerequisite: French 4 (or equivalent) and departmental approval.

SPANISH I

In Level I, learners acquire the language by learning themselves, their communities, and the communities of the Spanish-speaking world. Instruction focuses on building comprehension and meaning from the start. Learners develop language proficiency in all three modes of communication—interpersonal, interpretive, and presentational—through purposeful, communicative tasks.

SPANISH II

In Level II, learners continue to acquire the language by learning about themselves, their communities, and the Spanish-speaking world. Learners further develop proficiency in all three modes of communication—interpersonal, interpretive, and presentational—with increased expectations for student output.

SPANISH III

In Level III, learners continue to acquire the language by learning about themselves, their communities, and the Spanish-speaking world. Instruction emphasizes continued language acquisition with greater independence and sustained communication. Learners develop proficiency in all three modes of communication—interpersonal, interpretive, and presentational—with increased expectations for length, clarity, and consistency.

SPANISH IV

In Level IV, learners continue to acquire the language by

learning about themselves, their communities, and the Spanish-speaking world. Learners develop stronger control and confidence in all three modes of communication—interpersonal, interpretive, and presentational—with high expectations for sustained, detailed, and increasingly accurate output.

CL SPANISH: THE SPANISH-SPEAKING WORLD THROUGH FILM AND MUSIC

In this course, learners with an Intermediate Low or higher proficiency level deepen their understanding of the Spanish-speaking world through the study of authentic films and songs. Instruction is conducted entirely in Spanish and emphasizes sustained communication and interpretation of meaning. Learners continue to develop proficiency in all three modes of communication—interpersonal, interpretive, and presentational—with a strong focus on the Interpretive mode through film viewing and analysis. Prerequisite: Spanish IV or departmental approval

CL SPANISH: COMMUNICATION AND CULTURAL STUDIES

In this advanced course, learners with an Intermediate Mid or higher proficiency level refine their ability to communicate effectively and confidently in Spanish. Instruction is conducted entirely in Spanish and emphasizes sustained, meaningful communication across a wide range of contexts. Learners develop proficiency in all three modes of communication—interpersonal, interpretive, and presentational—with high expectations for accuracy, complexity, and independence. Prerequisite: AP Spanish (2026), Intermediate Mid Proficiency level or departmental approval

MANDARIN I

In Level I, students begin learning Mandarin Chinese by exploring themselves, their communities, and the Mandarin speaking world. Instruction focuses on building comprehension and meaning from the start. Students develop proficiency in the interpersonal, interpretive, and presentational modes through purposeful communicative tasks.

MANDARIN II

In Level II, learners continue to acquire Mandarin Chinese by expanding their understanding of themselves, their communities, and the Chinese speaking world. Students further develop proficiency in the interpersonal, interpretive, and presentational modes, with increased expectations for spoken and written output.

MANDARIN III

In Level III, learners deepen their understanding of themselves, their communities, and the Chinese speaking world. Instruction emphasizes continued language acquisition with greater independence and sustained communication. Learners develop proficiency in all three modes of communication: interpersonal, interpretive, and presentational, with increased expectations for length, clarity, and consistency.

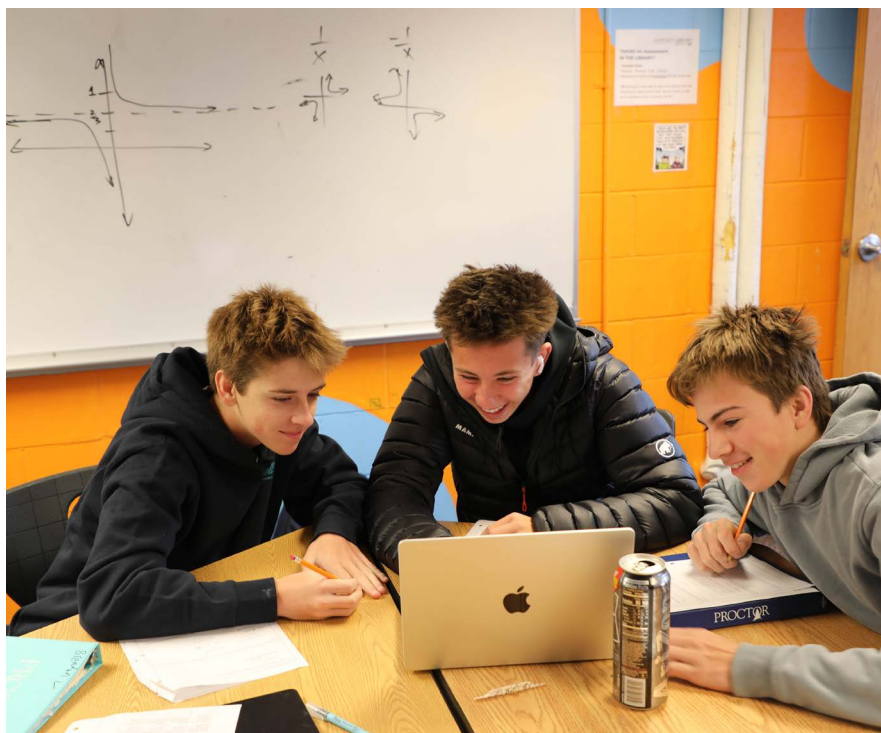
MANDARIN IV

In Level IV, learners refine and expand their understanding of themselves, their communities, and the Chinese speaking world. Students develop stronger control and confidence in the interpersonal, interpretive, and presentational modes, with high expectations for sustained, detailed, and increasingly accurate communication.

Math Department

The Mathematics Department believes successful students actively engage in learning. We design courses to maximize student learning through explorations, discussions, student presentations, and a wide variety of assessments. We teach students to communicate ideas effectively and to use fundamental skills, mathematical models, and technology to solve a variety of problems. We support students in developing confidence, academic resilience, and an appreciation for mathematics.

A minimum of three years of math is required, and honors sections challenge highly motivated students in Integrated Math II, Integrated Math III, and Precalculus.



Course Offerings

INTEGRATED MATH I

This required foundational course merges algebra and geometry. Students master linear and exponential functions, sequences, and systems of equations while exploring transformations, congruence, and formal proofs. The curriculum emphasizes conceptual understanding and collaborative problem-solving. Prerequisite: Successful completion of 8th-grade mathematics or department placement.

INTEGRATED MATH II*

The goals of this course are to develop independence and confidence while becoming more familiar with the interplay between algebra and geometry. Investigations usually take place in a cooperative setting, and the course focuses on “learning by doing”. Students expand their ability to work with the three major representations of a function (equations, tables, and graphs) developed in Math I. Prerequisite: Integrated Math I or equivalent. (*Honors by recommendation/permission).

INTEGRATED MATH III*

This final required course focuses on independence and modeling. Students explore function inverses, logarithms, polynomials, and periodic behavior through trigonometric functions. The curriculum emphasizes real-world geometric modeling and assessment variety. Prerequisite: Integrated Math I or equivalent. (*Honors by recommendation/permission).

ADVANCED MATH: INTRO TO PROGRAMMING

This one-term, required course introduces students to computational thinking and the fundamentals of programming using JavaScript. Students learn how to design algorithms, write and debug code, and solve problems through hands-on projects. Emphasis is placed on logical reasoning, creativity, and building a strong foundation for further study in computer science.

PRECALCULUS

Precalculus serves as a bridge between Math III and Calculus, supporting students as they move from algebraic

reasoning towards more function-based thinking. The course focuses on how quantities change together and understanding why these relationships matter for analyzing real-world situations, from physical motion to financial growth and natural cycles. Prerequisite: Integrated Math III; requires teacher recommendation and department permission.

HONORS PRECALCULUS

Honors Precalculus is a full-year, college-preparatory course in the upper-level mathematics sequence. It is an elective course that prepares students for calculus and other advanced quantitative studies. Honors-level expectations include increased rigor, independence, and depth of reasoning. Prerequisite: Honors Integrated Math III or equivalent; requires teacher recommendation and department permission.

CALCULUS

This application-based course explores the mathematics of change. Students gain conceptual and procedural mastery of derivatives, the fundamental theorem of calculus,

and integration. The curriculum covers differential equations and multidimensional calculus, strengthening algebraic foundations while introducing the tools necessary for analyzing complex physical and economic systems. Prerequisite: Completion of PreCalculus or equivalent; teacher recommendation required.

AP CALCULUS AB

This college-level course analyzes the relationship between derivatives, graphical behavior, and functions. Students apply fundamental theorems to solve complex pure and applied problems. The curriculum emphasizes effective communication of mathematical relationships and justifies solutions within their specific scientific or theoretical contexts. Prerequisites: Completion of at least Term 2 of Honors PreCalculus and department recommendation.

AP STATISTICS

In this college level course, students learn to collect, organize, analyze, and draw conclusions from data. Key topics include exploratory analysis, probability, and statistical inference. Students use simulations to model chance phenomena and master sampling distributions to conduct hypothesis tests, preparing them for social, health, and business science majors. Prerequisite: Completion of PreCalculus or equivalent; teacher recommendation required.

AP COMPUTER SCIENCE A

This Java-based course introduces object-oriented programming and design. Students focus on problem-solving, data structures for large sets, and the development of algorithms. The curriculum also examines the ethical and social implications of computing systems, emphasizing the analysis of potential solutions and

efficient data processing. Prerequisite: Integrated Math III or equivalent.

ADVANCED MATH: ARCHITECTURAL DESIGN

Students apply mathematics to residential design and construction. The course covers the impact of location, orientation, and material costs. Each student designs a domicile complying with building codes, producing site plans, 3D drawings, and construction details. Field trips to architects and contractors supplement the classroom work. Prerequisite: Completion of Integrated Math III or equivalent.

ADVANCED MATH: ENGINEERING

This project-based course uses robotics to teach programming and machine design. Students utilize CAD 3D modeling for individual projects and examine the physics of ski-shape geometry. The course includes CNC machining and laser engraving, culminating in students designing and building custom skis or snowboards. Prerequisite: Completion of Integrated Math III or equivalent.

ADVANCED MATH: FINANCE

This elective explores personal finance through deep mathematical inquiry. Students use modeling to analyze payroll and taxes, and apply exponential functions to long-term investing. Skills include Excel proficiency for financial planning and applying compound interest formulas to track debt and asset growth in a global economy. Prerequisite: Completion of Integrated Math III or equivalent.

ADVANCED MATH: METAL ENGINEERING

This experiential course builds creativity through project planning and precise measurement. Students

master mechanical drawing and the use of machine tools like lathes and vertical mills. The curriculum emphasizes problem-solving and independence, allowing students to design and execute complex metalworking projects. Prerequisite: Metal Engineering Skills and teacher recommendation.

ADVANCED MATH: STATISTICS I, II, AND III

These standalone term electives cover data interpretation (I), probability and study design (II), and population inference (III). Students analyze variability, design experiments—such as a carnival game project—and test claims using sample data. The sequence prepares students for data-rich environments and college-level analysis. Prerequisite: Completion of Integrated Math III or equivalent for each.

ADVANCED MATH: DESIGN THEORY

This project-based course blends math with art fundamentals and color theory. Students explore the Golden Ratio, Fibonacci sequence, and symmetry through compass constructions and artistic perspective. The curriculum includes the history and mathematics behind these concepts and can satisfy a Level I Art requirement. Prerequisite: Completion of Integrated Math III or equivalent.

COLLEGE PHYSICS AND CALCULUS

Designed for students seeking advanced preparation in engineering or science, this course emphasizes complex mathematical modeling. Students engage in intensive theoretical and hands-on projects that bridge college-level physics and mathematics. The goal is to build a deep intuitive understanding of how mathematics creatively applies to the physical world. Prerequisites: AP Calculus AB, or Physics Honors. Recommendation required.

Science Department

The mission of the Science Department is to graduate individuals who are confident in their ability to learn and pursue science at a collegiate level, who recognize the power of scientific knowledge in everyday life, and who appreciate the complexity and beauty of the natural world. Through an emphasis on experiential and collaborative learning, students acquire rigorous skills of scientific inquiry, problem solving, and presentation. The hands-on study of science transcends classrooms and labs to Proctor's 2500-acre property. A core college preparatory curriculum – Biology, Chemistry, and Physics – is complemented by a rich set of electives that capitalize on the school's unique physical resources.

The minimum requirement is three years of science (including Biology), but the curriculum allows motivated students to customize their Proctor experience with extensive concentration in advanced studies.



Course Offerings

ANATOMY & PHYSIOLOGY

This course provides a comprehensive study of the human body through lectures, case studies, and dissections. Fall covers cell structure, integumentary, and skeletal systems. Winter explores muscular, nervous, and circulatory functions, while Spring focuses on respiratory, digestive, and reproductive systems. Students learn how these unique structures function together as integrated systems.

AP BIOLOGY

This fast-paced, college-level course prepares students for the AP exam, using evolution as a unifying theme. Students engage in independent learning, analyze recent biological periodicals, and emphasize advanced laboratory techniques to master freshman-level college biology concepts. Prerequisite: Biology, Chemistry, and approval of Department Head.

AP ENVIRONMENTAL SCIENCE

This course empowers students to analyze environmental issues and propose solutions by linking global concepts to the local watershed. Through field trips, labs, and blogging, students investigate ecology, quantitative analysis, and sustainability. The curriculum follows AP College Board objectives. Prerequisite: Biology, Chemistry and departmental approval.

BIOLOGY *

This required course explores the foundations of life, from ecosystems to genetics. Students study the scientific method, the biosphere, human impact, and evolution through labs and field experiences. The curriculum progresses from macroscopic ecological interactions to microscopic cellular processes, including cell reproduction and human anatomy, fostering a deep appreciation for life. This course is a graduation requirement. (*Honors by recommendation).

BOTANY

Students explore plant diversity through hands-on experiments in the woodlot and greenhouse. Fall focuses on structure and survival; Winter examines genetics and economic importance; Spring centers on ecology and classification. This course blends molecular biology with seasonal observation, developing skills in data collection and analysis across three discrete terms. Prerequisites: Biology & Chemistry (preferred).

CHEMISTRY*

Utilizing Proctor's 2,500-acre campus, this lab-based course explores fundamental principles through the lens of Earth's systems. Students trace carbon flow through the atmosphere and oceans while mastering atomic theory, bonding, and acid-base chemistry. The curriculum emphasizes how chemistry maintains ideal conditions for life on our home planet. Prerequisite: Biology. (*Honors by recommendation).

CL COLLEGE PHYSICS AND CALCULUS

Designed for students seeking advanced preparation in engineering or science, this course emphasizes complex mathematical modeling. Students engage in intensive theoretical and hands-on projects

that bridge college-level physics and mathematics. The goal is to build a deep intuitive understanding of how mathematics creatively applies to the physical world. Prerequisites: AP Calculus AB, or Physics Honors. Recommendation required.

CONSERVATION ECOLOGY

This elective uses problem-based learning to investigate the relationship between wild and human landscapes. Students practice wildlife research, land management, and field skills like mammal tracking and bird identification. Projects range from timber harvesting analysis to mapping local wetlands, teaching students to articulate the complexities of various local ecosystems. Prerequisite: Biology.

FORENSICS

This introduction to forensic science applies biology, chemistry, and physics to criminal investigation. Students analyze crime scenes, toxicology, DNA, and trace evidence like hair and fibers. The course explores modern technology versus media myths, covering everything from fingerprinting and ballistics to document examination and significant legal court cases. Prerequisite: Biology.

CL NEUROSCIENCE

Students explore how the living brain produces the conscious mind, drawing from biological and computational sciences. The course covers gross anatomy, neuron biochemistry, and the cellular basis of memory. Through case studies and independent research, students analyze mechanisms behind thought and emotion to understand the biological roots of human nature. Prerequisites: Biology, Chemistry (85+ average), and recommendation from Department Head.

CL ORGANIC CHEMISTRY

This advanced one-term elective introduces organic nomenclature, functional groups, and reaction mechanisms. The course is primarily problem-solving based, focusing on the chemistry of carbon compounds. Students conclude the term with a major laboratory experiment, preparing them for the rigors of college-level science and specialized chemical engineering paths. Prerequisites: Chemistry, teacher recommendation, and department approval.

PHYSICS*

This course emphasizes mathematical modeling of physical phenomena through motion, forces, and energy studies. Fall covers mechanics; Winter focuses on rotation and gravitation; Spring explores waves, electricity, and magnetism. Students develop rigorous technical skills and confidence in applying math to understand the fundamental laws governing the physical universe. Prerequisite: Integrated Math III (80+ average). (*Honors with recommendation).

SPORTS MEDICINE

Focusing on the care of athletes, this course covers injury prevention, evaluation, and rehabilitation. Fall emphasizes emergency management and CPR certification; Winter focuses on kinesiology and concussion assessment; Spring centers on nutrition and designing rehabilitation programs. Students gain practical skills in immediate care and professional athletic training responsibilities. Prerequisite: Biology.

Arts Department

The Visual and Industrial Arts Department offers a variety of opportunities for students to explore and develop their skills at the introductory and advanced levels. Each studio environment provides technical instruction while encouraging and nurturing individual style. Beyond the development of artistic craft and technique, students learn to engage and persist through challenges in new ways as they explore their creative process. They learn to envision, wonder, express, observe, reflect, stretch, and strengthen their understanding of their unique presence and contribution to the world through their art. The arts program encourages both exploration of diverse media, and concentration for students who wish to create portfolios for advanced collegiate study. Passionate arts students may design customized “major” courses for academic credit in areas of expertise. Permission from teacher and Department Head required.

Students graduating from Proctor are required to have at least three (3) credits in the Arts.



Course Offerings

FILM PHOTOGRAPHY

This introductory darkroom course teaches students to operate manual 35mm cameras and process black-and-white film. Students master developing prints and evaluating visual art while exploring personal style. The curriculum emphasizes creative self-expression through hands-on practice, technical demonstrations, and class discussions centered on the traditional chemistry of photography.

3-D DESIGN SKILLS

Using professional modeling software, students explore 3D computer graphics similar to those in animated films and video games. The course covers creating clean meshes, applying material shaders, and utilizing motion capture animation. Students also simulate realistic physics and produce high-quality renders to showcase their digital craftsmanship.

BOAT BUILDING SKILLS

Students embrace the artisan process of crafting sailing or rowing vessels, such as cedar-strip canoes or sea kayaks. This multi-term course challenges students to build craft within their skill capability while emphasizing traditional woodworking precision. Completing a boat over three terms awards a Level I Art credit. Prerequisite: Previous woodworking experience or instructor's approval required.

CERAMICS SKILLS

This course covers wheel-throwing and hand-building techniques, including centering, pulling, and glazing. Students refine their creative process through increasingly complex projects and self-reflection. Majors also develop an artist statement and a personal website. Studio equipment includes electric wheels, slab rollers, and kilns for professional-level clay work.

DIGITAL ART SKILLS

Students transition from conceptualizing ideas to executing digital works using Canva, Procreate, and Photoshop. The curriculum explores color theory, composition, and visual communication through various applications. The term culminates in a cumulative project of the student's choosing, synthesizing software techniques with purposeful design and personal expression.

INDEPENDENT MUSIC STUDY SKILLS

Designed for experienced musicians, this independent study allows for the development of a term-long project. Students pitch a specific goal to their instructor, such as recording an EP or mastering a complex repertoire. This self-steered course enhances the student's portfolio and contributes to the school's musical community.

INSTRUMENTAL ENSEMBLE SKILLS

This ensemble is for moderate to advanced musicians interested in contemporary styles like jazz, rock, and funk. Students improve reading and improvisational skills through music theory and collaborative performance. The

group may record in a state-of-the-art studio and perform at various events, emphasizing ensemble blend and harmony.

METAL ENGINEERING SKILLS

Students gain hands-on experience with metal-cutting machinery, including lathes, vertical mills, and various welding techniques (MIG/TIG). The project-based curriculum focuses on planning, precise measurement, and CNC programming. Students develop independence and problem-solving skills as they execute complex mechanical designs and basic mechanical drawings. Advanced Math option available with specific recommendation of teacher, and previous Metal Engineering experience (see description for Advanced Math: Metal Engineering).

METAL SCULPTURE SKILLS

This course focuses on the safe techniques of blacksmithing and the history of steel sculpture. Students learn forging, welding, and cutting to create a portfolio of original works. Critiques help students discuss compositional elements, refining their ability to manipulate industrial materials into expressive, finished art.

MUSIC PRODUCTION SKILLS

Students learn to navigate Digital Audio Workstations (DAWs) to record, edit, and produce music with virtual instruments. The curriculum guides beginners and intermediate learners through step-by-step projects combining multiple production disciplines. Evaluation is based on the technical quality, formatting, and completeness of exported digital projects.

STUDIO ART SKILLS

This course provides a foundational exploration of creative expression using charcoal, pastels, watercolors, and acrylics. Students move from initial concepts to completed works while analyzing the social and cultural roots of famous art. The curriculum focuses on developing the "skill of the craftsman" through diverse media.

TEXTILE SKILLS

Textile Art focuses on the aesthetic manipulation of natural and synthetic fibers. Students explore sewing construction, embroidery, weaving, and fabric design through an "assemblage" approach. The course prioritizes the manual labor and material significance of fiber art, resulting in unique, personally significant textile pieces.

VOCAL ENSEMBLE SKILLS

Open to all levels, this ensemble develops vocal technique, harmony, and note reading through a positive, collaborative environment. Students participate in rehearsals, individual lessons, and performances. Emphasis is placed on Solfege, vocal blending, and technical growth, helping each singer find their place within a professional-sounding group.

WOODWORKING SKILLS

Students learn wood anatomy, joinery, and the safe use of power tools to build furniture or cabinetry. The course covers design aesthetics, drafting practices, and finishing techniques. Returning students are encouraged to work with greater independence on sophisticated projects, mastering both hand tools and heavy machinery.

Well-Being Curriculum

While Proctor's emphasis on Learning to Live can be seen in all aspects of its program, a number of courses augment our curriculum to help students develop healthy practices and become more self-aware.

Course Offerings

FRESHMAN SEMINAR SKILLS

This mandatory one-term course serves as the foundation for health and wellness. Students explore identity, nutrition, substance education, and stress management through journaling, film, and research. The curriculum focuses on building resilience, decision-making, and study skills to support a successful transition to high school and community living.

SOPHOMORE SEMINAR

Building on the freshman foundation, this mandatory term for all 10th graders focuses on challenges specific to tenth grade. Students dive deeper into mental health, addiction, and values-based decision-making. The course emphasizes mindfulness, healthy sexuality, and critical thinking regarding social media to further cultivate emotional, physical, and spiritual well-being.



College Counseling Seminars

JUNIOR SEMINAR (FALL)

This programming aims to help students plan and move along at a manageable pace while removing the angst students may feel regarding the college admissions process. Topics covered include review of the College Counseling handbook, colleges visiting Proctor, what colleges are looking for in applicants, review of standardized testing schedule, and the compilation of junior questionnaire.

JUNIOR SEMINAR (WINTER)

Winter meeting sessions focus on the college exploration process. Students learn to use Naviance search tools, engage in research, and plan effective college visits. During the December seminar sessions, College Counselors support juniors with the compilation of test registrations for the ACT (April) and SAT (May), and opening a Common Application.

JUNIOR SEMINAR (SPRING)

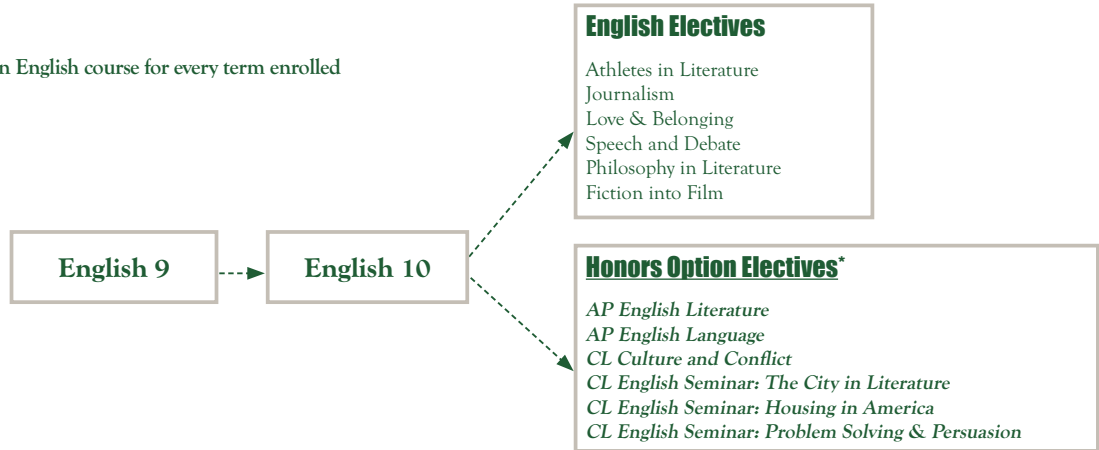
Spring meetings jump-start the Common Application, providing students with the opportunity to complete a preliminary draft before the end of the year. Class topics include workshopping personal statements, documenting activities, and learning to request teacher recommendations. Participation in the Lakes Region College Fair and Spring Family Weekend counseling events provide additional opportunities to engage in the college process with guided support.

ACADEMIC DEPARTMENTS

Course Flow Chart

English Department

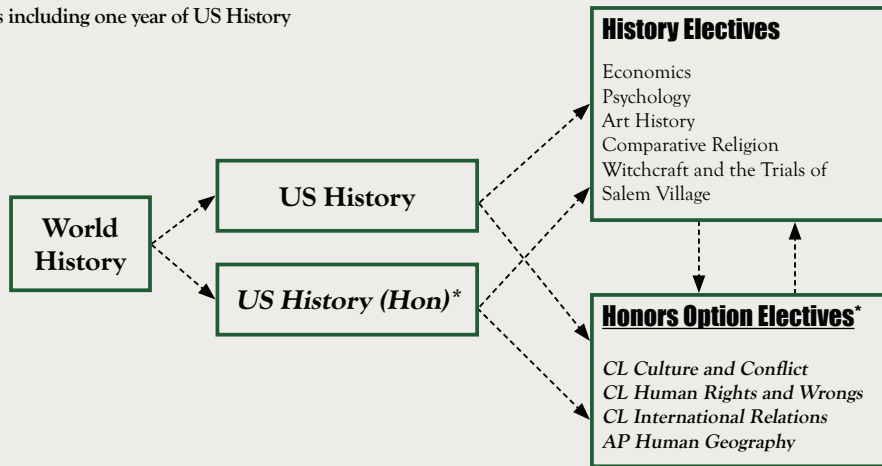
Requirements: 12 credits and an English course for every term enrolled



*Note, course names in italics indicate that teacher recommendation is required.

History Department

Requirements: 8 credits including one year of US History

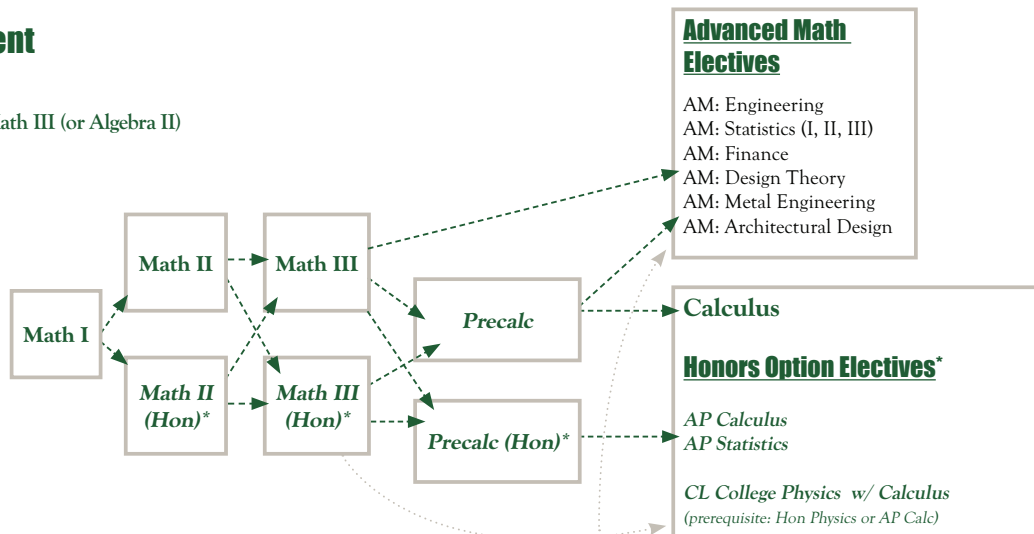


*Note, course names in italics indicate that admission to this course is by teacher recommendation and department permission only.

Math Department

Requirements:

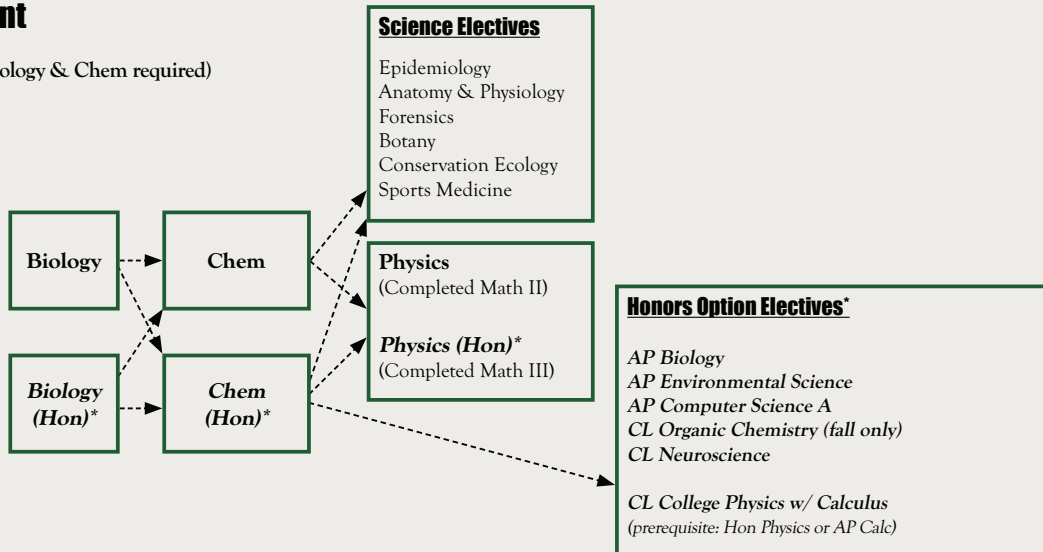
- 9 credits through Math III (or Algebra II)



*Note: course names in italics indicate that teacher recommendation is required. Math III and Precalculus are offered as Off-sequence courses.

Science Department

Requirements: 9 credits (Biology & Chem required)

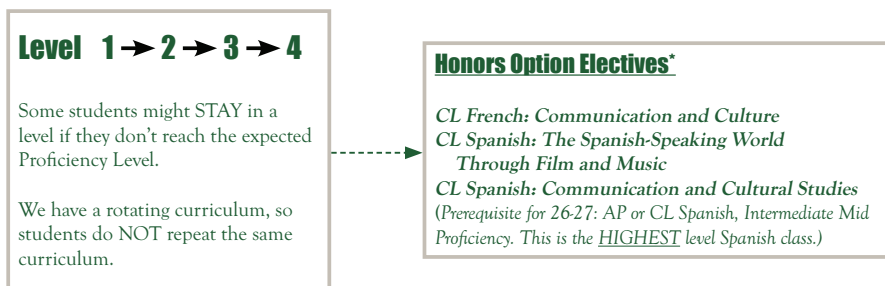


*Note, course names in italics indicate that teacher recommendation is required.

World Language Department

Requirements:

- 6 high school credits through level II of any spoken language
- Many colleges expect a minimum of 9 credits.



*Note, course names in italics indicate that teacher recommendation is required.

Art Department

Requirements: 3 high school credits

Nearly all art skills courses can be taken as “major” courses. These are graded 500-level like courses for students who want to go deep into their art.

COURSE OFFERINGS

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| <ul style="list-style-type: none"> • Film Photography • 3-D Design Skills • Applied Music Skills • Boat Building Skills • Ceramics Skills • Digital Art Skills • Digital Photography Skills • Game Design & Development Skills • Independent Music Study Skills • Instrumental Ensemble Skills | <ul style="list-style-type: none"> • Metal Engineering Skills • Advanced Math: Metal Engineering). • Metal Sculpture Skills • Music Production Skills • Recycled Art Skills • Intro to Filmmaking Skills • Studio Art Skills • Textile Skills • Vocal Ensemble Skills • Woodworking Skills |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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