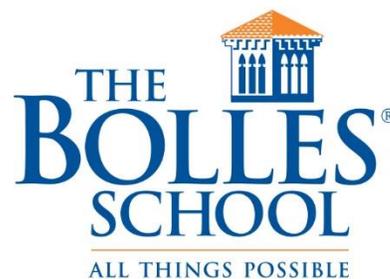


# 2020-21 Middle and Upper School Curriculum Guide



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# GENERAL INFORMATION

## PLANNING CONSIDERATIONS

1. Rising Grade 9-11 students will be scheduled for up to seven courses, four of which must be academic courses. Seniors take five but not more than six courses each semester, four of which must be academic subjects. Seniors are capped at six courses to provide ample time both to meet with their college counselor and to devote time to college applications. It is also important for seniors to learn how to manage unstructured time prior to enrolling in college. **Please note special considerations for GOA classes.**
2. English must be taken each year. A student with a final average below C- is required to repeat English in summer school in order to advance to the next grade.
3. Mathematics is required in Grades 7-11, and is strongly encouraged in Grade 12. Florida universities and in many state systems around the country require four years of Mathematics for admission, beginning with Algebra I.
4. The successful completion of two levels of one language is required for graduation. Many colleges require more than two years of a language; therefore, we encourage additional study.
5. Three years of science are required for graduation. Two of these must be lab sciences, although a third year-long lab science is recommended.
6. World History, U.S. History and one other Social Studies elective are required in Grades 9-11. At least one academic elective credit in Social Studies is encouraged in the senior year.
7. One credit in Fine Arts is required. This may be taken as two semester courses or one full-year course.
8. One credit of Physical Education/Fitness is required.
9. Life Management Skills is required for one semester, typically in Grade 9.
10. In order to receive credit for a given course, the student must complete required semester exams or projects. Exception: Seniors may be exempt from these assessments based on an average determined by the department.
11. All subjects are graded on a scale of A-F, except Office Aide, which is Pass/Fail.
12. Minimum enrollment for a course has been established at 10. Fewer students may result in cancellation of the course.
13. Certain courses are labeled HONORS or ADVANCED PLACEMENT. These courses are accelerated or college-level courses designed for the highly qualified and ambitious student. Enrollment in these courses requires recommendation of the department.

## ADVANCED PLACEMENT

The Advanced Placement Program of the College Board gives students the opportunity to pursue college-level studies while still in secondary school and possibly to receive advanced placement and/or credit upon entering college. Our program currently provides courses and examinations in the following areas: Biology, Chemistry, Physics, Modern European History, American History, American Government and Politics, Comparative Government and Politics, Calculus, Statistics, Computer Science, Computer Science Principles, English Language and English Literature, French, Latin, Spanish, Portfolio Art and Art History.

An AP course is a college-level learning experience. As can be expected, these courses require an increased level of commitment on the part of the student. When determining the appropriateness of placement into an AP course, consideration is given to the recommendation of the current teacher, the student's overall schedule request, and the student's test scores. Students enrolled in the AP classes take the national exams in May. The current fee for each examination is \$96. Scores for the exams are sent by ETS in early July to the students, the Colleges they have designated, and their schools.

### **SCHEDULING**

The building of a student's academic schedule is a very important undertaking and presents the opportunity for the student, teacher, family, and advisor to look carefully at the four-year experience at the upper school level. We encourage you to review the course options and their requirements and strongly recommend that you look at the overall four-year plan as well as the course load of each individual semester.

Our commitment to small balanced classes means that requests for individual teachers or for specific class periods cannot be accommodated.

## GRADES

The Bolles School utilizes an Alpha System for reporting student grades, (A, B, C, D, F). The minimum college certifying grade is C-. The use of plus (+) or minus (-) more clearly defines the specific level of achievement attained. Students who receive an incomplete in a course have two weeks from the end of the grading period to make up the work or may receive a failing grade in the course.

Any required course in which a grade below C- is earned must be repeated before proceeding to the next level of that subject.

### **CUMULATIVE G.P.A.**

For computing cumulative G.P.A., Honors courses and Advanced Placement courses are assigned an intermediate or a maximum weight respectively. Therefore, students taking Honors and/or Advanced Placement courses are compensated for the additional work and difficulty involved in their programs.

Students will receive a one-point bonus for taking six or more academic classes in a semester. These bonus points will be used in computing cumulative G.P.A.

Certain courses are not computed in G.P.A.: Physical Education/Fitness, Sports, Turris, Life Management, Office Assistant, Literature and Composition, and English as a Second Language.

Bolles does not post grades from previous schools attended to the Bolles transcript, nor do those courses compute into the Bolles G.P.A. A notation is made on the Bolles transcript showing previous school(s) attended. A copy of a transcript from a previous school is attached when applications are made to college. Courses taken through Global Online Academy are reflected on the Bolles transcript and are computed into Bolles G.P.A.

### **G.P.A. CONVERSION CHART**

Letter Grade	Non-Honors	Honors	Advanced Placement
A+	4.5	5.0	5.5
A	4.25	4.75	5.25
A-	4.0	4.5	5.0
B+	3.5	4.0	4.5
B	3.25	3.75	4.25
B-	3.0	3.5	4.0
C+	2.5	3.0	3.5
C	2.25	2.75	3.25
C-	2.0	2.5	3.0
D+	1.5	2.0	2.5
D	1.25	1.75	2.25
D-	1.0	1.5	2.0
F	0	0	0

## ACADEMIC HONORS - UPPER SCHOOL

Bolles recognizes students' academic achievement in a number of ways. One of these is the designation of First and Second Honors. **Students qualify for this recognition based upon quarter grades.**

### First Honors:

- Taking 4 or 5 academic courses — 4 grades minimum A- in academic courses, No grade below B in any course
- Taking 6 academic courses — 4 grades minimum A- in academic courses, 1 Honors or AP course B-, No other grade below B in any course

### Second Honors:

- Taking 4 academic courses — all courses minimum B
- Taking 5 academic courses — 1 academic course minimum B-, No other grade below B in any course
- Taking 6 academic courses — 1 Honors/AP course may be a B-, 1 other academic course may be a B-, No other grade below B in any course

## GRADUATION

To qualify for graduation and a Bolles diploma, a student must be in full-time attendance for his or her entire senior year. A senior must take and pass at least four academic subjects and one other course during each semester, regardless of the total number of credits previously earned. Additionally, a senior must earn a college-certifying grade of at least C- in all course work. Successful completion of a course requires taking the semester examination (except when a senior is exempt from an exam). It is the student's responsibility to make sure he/she is properly enrolled in the correct courses. A senior who is deficient in one subject, meaning the final average was below C-, may make up the deficiency during the summer, thereby qualifying for graduation in August.

GRADUATION REQUIREMENTS CHECKLIST	
<b>GRADUATION REQUIREMENTS:</b>	
ENGLISH:	<input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> III <input type="checkbox"/> IV
MATH:	<input type="checkbox"/> ALGEBRA I <input type="checkbox"/> ALGEBRA II <input type="checkbox"/> GEOMETRY
SCIENCE:	<input type="checkbox"/> BIOLOGY <input type="checkbox"/> CHEMISTRY <input type="checkbox"/> 1 ADD'T'L SCIENCE (Two of the sciences must be lab sciences, three are recommended.)
SOCIAL STUDIES:	<input type="checkbox"/> WORLD HISTORY <input type="checkbox"/> U. S. HISTORY <input type="checkbox"/> ONE OTHER SOCIAL STUDIES ELECTIVE (Can be two semester courses)
LANGUAGE:	<input type="checkbox"/> I <input type="checkbox"/> II
PE/FITNESS:	<input type="checkbox"/> 1
LIFE MANAGEMENT:	<input type="checkbox"/> 1/2
FINE ARTS:	<input type="checkbox"/> 1 (Can be two semester courses)
+ ELECTIVES:	1   2   3   4 1/2 <input type="checkbox"/> (4 1/2)
TOTAL CREDITS REQUIRED FOR GRADUATION:	22

Courses taken through the Global Online Academy cannot be used to fulfill graduation requirements for core cores. They will be applied to the requirement for 4 ½ credits in elective courses.

## ELECTIVES, GRADES 9 AND 10:

### **ENGLISH ELECTIVES:**

Introductory Composition, ½ Credit  
Public Speaking, ½ Credit (Grade 10)  
Creative Writing: Foundations & Literary Magazine,  
(S2 only), ½ Credit  
Journalism: Foundations (S1 only) ½ Credit

### **PUBLICATIONS ELECTIVES:**

*Bugle* (Newspaper), 1 Credit\*  
*Perspective* (Literary Magazine part of Creative Writing)  
*Turris* (Yearbook), 1 Credit\*

### **VISUAL ARTS ELECTIVES:**

Foundations in Studio Art, ½ Credit  
Drawing I, ½ Credit  
Sculpture I, ½ Credit  
Painting I, ½ Credit  
Ceramics I, ½ Credit  
Photography I, ½ Credit  
Photography II, ½ Credit (Grade 10)  
Two-Dimensional Art, 1 Credit (Grade 10)  
Ceramics II, ½ Credit (Grade 10)  
Sculpture II, ½ Credit (Grade 10)  
Kinetic Sculpture, ½ Credit (S2 only)

### **MUSIC ELECTIVES:**

Symphonic Band, 1 Credit\*  
Men's Chorus, 1 Credit  
Women's Chorus, 1 Credit  
The Bolles Singers, 1 Credit\* (Grade 10)

### **DANCE ELECTIVES:**

Dance placement is determined  
by audition with dance faculty, 1 Credit

### **SOCIAL STUDIES ELECTIVE:**

World Religions, ½ Credit (Grade 10)

### **DRAMA ELECTIVES:**

Introduction to Acting, ½ Credit  
Advanced Acting I, ½ Credit (Grade 10)  
Advanced Acting II, ½ Credit (Grade 10)

### **OTHER ELECTIVES:**

Art History, Prehistoric to 1700, ½ Credit  
Art History, Baroque to Present, ½ Credit  
AP Art History, 1 Credit (Grade 10)

### **LANGUAGE ELECTIVES:**

Arabic I, 1 Credit  
Arabic II, 1 Credit  
French I, II, II H, III, or III H, 1 Credit  
Japanese I, II, II H, III, III H, IV, IV H 1 Credit  
Chinese I, II, II H, III, or III H, 1 Credit  
Latin I, II, II H, III, III H, Directed Reading H, 1 Credit  
Spanish I, II, II H, III, or III H, 1 Credit  
Mythology, ½ Credit  
Ancient Greek Civilization Honors, ½ Credit (Grade 10)  
Ancient Roman Civilization Honors, ½ Credit (Grade 10)

### **MATHEMATICS ELECTIVES:**

Precalculus or Precalculus Honors, 1 Credit\*  
Introduction to Data Analysis, ½ Credit (Grade 10)

### **COMPUTER ELECTIVES:**

AP Computer Science (Grade 10) 1 Credit  
AP Computer Science Principles (Grade 10) 1 Credit  
Robotics Engineering, ½ Credit  
Advanced Robotics, ½ Credit  
Video Production, ½ Credit

### **NON-DEPARTMENTAL ELECTIVES:**

Physical Education/Fitness or Weights, ½ or 1 Credit  
Office Aide, ½ Credit  
Study Hall, No Credit  
Team Sports, ½ or 1 Credit  
Yoga, ½ Credit

## ELECTIVES, GRADES 11 AND 12:

### ENGLISH ELECTIVES:

Public Speaking, ½ Credit  
Introductory Composition, ½ Credit  
Senior Composition, ½ Credit  
Post 9/11 American Studies, ½ Credit  
Creative Writing: Foundations & Literary Magazine, (S2 only), ½ Credit  
Journalism: Foundations (S1 only) ½ Credit  
A Study in Film: Film Theory, Creation and Media Literacy, ½ Credit  
20<sup>th</sup> & 21<sup>st</sup> Century Journeys in African-American Literature, ½ Credit

### PUBLICATIONS ELECTIVES:

*Bugle* (Newspaper), 1 Credit\*  
*Perspective* (Literary Magazine part of Creative Writing)  
*Turris* (Yearbook), 1 Credit\*

### VISUAL ARTS ELECTIVES:

Foundations in Studio Art, ½ Credit  
Drawing I, ½ Credit  
Painting I, ½ Credit  
Sculpture I, ½ Credit  
Ceramics I, ½ Credit  
Photography I, ½ Credit  
Photography II, ½ Credit  
Two-Dimensional Art, 1 Credit  
Ceramics II, ½ Credit  
Sculpture II, ½ Credit  
Kinetic Sculpture, ½ Credit (S2 only)  
Portfolio Development Honors, 1 Credit  
Portfolio Drawing Honors, 1 Credit  
Advanced Placement in Drawing, 1 Credit  
Advanced Placement 2-D Art, 1 Credit  
Advanced Placement 3-D Art, 1 Credit

### MUSIC ELECTIVES:

Symphonic Band, 1 Credit\*  
Symphonic Band Honors, 1 Credit\*  
Men's Chorus, 1 Credit  
Women's Chorus, 1 Credit  
The Bolles Singers, 1 Credit\*  
The Bolles Singers Honors, 1 Credit\*

### DANCE ELECTIVES:

Dance placement is determined by audition with dance faculty, 1 Credit

### DRAMA ELECTIVES:

Introduction to Acting, ½ Credit  
Advanced Acting I, II, III, IV, ½ Credit  
Directing and Design, ½ Credit\*  
Theatre Production Workshop, ½ Credit\*

### OTHER ARTS ELECTIVES:

Art History, Prehistoric to 1700, ½ Credit  
Art History, Baroque to Present, ½ Credit  
AP Art History, 1 Credit

### INTERDEPARTMENTAL STUDIES

AP Capstone: Seminar  
AP Capstone: Research  
Physical and Cultural Anthropology

### LANGUAGE ELECTIVES:

Arabic I, 1 Credit  
Arabic II, 1 Credit  
French I, II, II H, III, III H, Advanced Grammar and Conversation,

### LANGUAGE ELECTIVES *continued*

French IV H, V H, or V AP, 1 Credit  
Japanese I, II, II H III, IIIH, IV, IV H, 1 Credit  
Chinese I, II, II H, III, III H, IV H, V, VH, AP, 1 Credit  
Latin I, II, II H, III, III H, Directed Reading H, AP, 1 Credit  
Spanish I, II, II H, III, III H, IVH,VH,V AP, AP Literature and Culture, 1 Credit  
Advanced Conversational Spanish, 1 Credit  
Spanish V: Conjecture and Debate, 1 Credit  
Mythology, ½ Credit  
Ancient Greek Civilization Honors, ½ Credit  
Ancient Roman Civilization Honors, ½ Credit

### MATHEMATICS ELECTIVES:

Precalculus or Precalculus Honors, 1 Credit  
Business Calculus, ½ Credit  
Calculus Honors, 1 Credit  
AP Calculus AB or BC, 1 Credit  
AP Statistics, 1 Credit  
Trigonometry, ½ Credit  
Algebra III, ½ Credit  
Intro to Data Analysis, ½ Credit

### COMPUTER ELECTIVES:

AP Computer Science, 1 Credit  
AP Computer Science Principles, 1 Credit  
Robotics Engineering, ½ Credit  
Advanced Robotics, ½ Credit  
Video Production, ½ Credit

### SCIENCE ELECTIVES:

Life Science Investigations, 1/2 Credit  
Marine Science, 1 Credit  
Neuroscience Honors, ½ Credit  
Environmental Science Honors, 1 Credit  
Anatomy: Movement, Support & Protection, ½ Credit  
Anatomy: Regulation, Perception & Reproduction, ½ Credit  
Bioethics, ½ Credit  
Physics College-Preparatory or Honors, 1 Credit  
AP Biology, 1 Credit  
AP Chemistry, 1 Credit  
AP Physics 1, 1 Credit  
AP Physics C, 1 Credit

### SOCIAL STUDIES ELECTIVES:

AP American Government & Politics, ½ Credit  
AP Comparative Government, ½ Credit  
AP Modern European History, 1 Credit  
Economics, ½ Credit  
History of the Mid East, ½ Credit  
Psychology, ½ Credit  
AP Psychology, 1 Credit  
Studies in Leadership, ½ Credit (S2 only)  
World Religions, ½ Credit

### NON-DEPARTMENTAL ELECTIVES:

Physical Education/Fitness or Weights, ½ or 1 Credit  
Office Aide, ½ Credit (Grade 11)  
Study Hall, (No Credit) (Grade 11)  
Team Sports, ½ or 1 Credit  
Yoga, ½ credit

### GLOBAL ONLINE ACADEMY COURSES

\*Application or permission of the instructor

## ENGLISH DEPARTMENT

English is required during each year of study. The Bolles English curriculum is developmental and sequential, with certain skills being mastered at each grade level, allowing the students to progress from grammar/mechanics and simple sentence structure in the middle grades to a complex and articulate use of language in the upper grades. During the writing process, the Upper School students may receive additional assistance with papers during Zero Hour and/or at The Writers' Studio.

All English courses are designed to encourage students to develop to the fullest extent possible their communication skills. We expect students will learn to speak correctly and effectively, to write accurately and cogently, and to read with intelligence and appreciation. Along the way students are taught to analyze, to criticize, and to evaluate literature.

English courses at Bolles are designed to provide students with the knowledge of and the respect for reading, writing, speaking, viewing and listening. The purpose of each course is to encourage critical and analytical thinking, to improve and increase vocabulary, to teach discrimination in literary tastes, to instill self-discipline and self-confidence, to provide incentive to language skills, to encourage the respect for the opinions of others, and to provide a strong foundation for future learning. English teachers hope to instill in all students the personal appreciation of the aesthetic pleasures and the practical benefits, which can be derived from the knowledge, and appreciation of one's language and literature. We also hope students, through their own experiences and discoveries in literature, will learn much of worth about the world and themselves, and that this knowledge and understanding will assist them in living more meaningful lives.

Only seniors who have maintained an A- average for the second semester may exempt a final exam.

### **ENGLISH 6 (100) – Grade 6**

Grade 6 English teaches the reading, writing, vocabulary, and grammar skills required for a good foundation in the language. Students are introduced to a variety of literary genres including the epic, mythology, poetry, and folk literature. Literary terminology is introduced and students are expected to analyze literature using literary terms. Writing is emphasized throughout the year as students are introduced to four types of writing – descriptive, narrative, persuasive, and expository. By the end of the year, Grade 6 students are expected to write a well-developed essay with an introduction, body, and conclusion. Vocabulary is taught through a textbook and from words within the context of literature. The students develop skills in synonyms, antonyms, word meanings and spelling. Grammar, an important component of the curriculum, focuses on the basics – parts of speech, parts of the sentence, mechanics, and correct usage.

### **ENGLISH 7 (101) – Grade 7**

Grade 7 English builds upon the sixth grade curriculum by providing greater depth in reading, writing, vocabulary, and grammar skills which are needed for a solid foundation in the language. Students study a variety of literary genres including the novel, short story, non-fiction, and poetry. The course provides students with a greater focus in the use of literary terminology. Four types of writing – descriptive, narrative, persuasive, and expository – are reviewed in depth. By the end of Grade 7, students will write a well-organized, multi-paragraph essay with a clearly delineated topic sentence, supporting paragraph(s), and a well-crafted conclusion. Through the study of vocabulary, students develop and enhance their vocabulary through a textbook and from words within context in literature. They continue to develop skills in synonyms, antonyms, analogies, usage and spelling. Grammar, an intrinsic component of the curriculum, focuses on a more rigorous study of the basics of the structure of the language.

### **ENGLISH 8 (102) – Grade 8**

Grade 8 continues the foundations begun in the previous years. Through review and expansion of grammar, vocabulary, and literature skills, students will develop and refine their analytical and writing abilities. The literary genres – short story, novel, poetry, and Shakespearean drama – will continue to reinforce, expand, and to polish the myriad skills of reading, writing and vocabulary development; always with the underlying premise that training in good reading and writing is inseparable. By the end of Grade 8, students will be able to write a well-developed five paragraph essay illustrating mastery of the grammar structure of the language.

**COMPOSITION (109) — Grade 8, Semester Course, ½ credit**

The composition course represents a non-homework generating course for Grade 8 students who face challenges in their grammar and written expression skills for their age and grade. To assist in the development and maturation of their writing, the classwork will include the following: basic review of grammar including parts of a sentence, sentence structure/variety and mechanics. Students will learn or review the writing process; pre-writing, drafting, revising, proofreading, and publishing. They will receive instruction and produce papers on all four modes of writing: narrative, descriptive, expository, and persuasive. Students will participate in writing workshops, peer editing and one-on-one conferences throughout the course. Students may receive assistance with essays for other core academic classes. Successful completion of this course will help erase the need for a recommendation for Introduction to Composition at the upper school level.

**ENGLISH I: THE HERO CYCLE (103) — Grade 9, 1 Credit**

English I is a transitional course which culminates the language arts experience begun in middle school and also introduces students to the rigors and rewards of upper school English. It is a sophisticated course designed to introduce students to the essential forms of literature and to provide them with the tools to respond to and participate in those works they have read.

Students will learn how to communicate ideas clearly and correctly in both oral and written English. Although they receive some instruction of sentence and paragraph writing, the focus will rapidly move to the traditional five-paragraph essay as a vehicle of expression. Students will gain a command of the technical vocabulary necessary for writing convincingly about literature and they also will continue a close study of English grammar. By the completion of English I, students are expected to demonstrate an awareness of the nature and function of language.

In addition to summer reading, students will read literary selections focusing on the thematic portrayal of the hero and the initiation cycle. These works are selected from the world's masterpieces beginning with the Greek and Roman cultures up to the Renaissance. Students will respond to these works through formal and personal essays. Integral to this end, students will learn the importance of prewriting, outlining, editing, and revising by polishing two essays a quarter. By the end of the freshman year, students gain an appreciation for the process of writing, for the power of language and for the beauty of literature.

**ENGLISH I HONORS: ARCHETYPAL THEORY IN THE HERO CYCLE AND WORLD MYTH (133) — Grade 9, 1 Credit**

*Prerequisite: Recommendation of Current English Teacher; Permission of Instructor*

This course is intended for advanced, ambitious students who are willing and able to do more reading, and it requires students to perform more sophisticated writing assignments. Successful completion of this course, together with English II Honors, culminates with English III and IV Advanced Placement (college-level work followed by the AP exam).

**ENGLISH II: WORLD LITERATURE: CULTURE AND COMPOSITION (104) — Grade 10, 1 Credit**

Building on the foundation established in the Grade 9 year and expanding the idea of the hero, sophomores will hone their critical reading skills and will diversify their writing styles to accommodate their maturing thought processes. Students will read the literature emerging from a variety of cultures beginning with the Renaissance through the twentieth century. In addition to reading major literary works, students will examine essays that reveal the intellectual conversation between philosophical discourses and the literary responses to the ideas that have influenced the world.

In addition to reviewing the five-paragraph essay, students will broaden their styles of expression, modeling essays of comparison and contrast, description, definition, cause and effect and persuasion. As students gain an appreciation for reason, argument, language, style and structure, they will emerge as discerning thinkers ready to handle the complexity of the ideas and literature they will encounter in their junior and senior years.

**ENGLISH II HONORS: EUROPEAN LITERATURE: PHILOSOPHY, GENRE & COMPOSITION (134) — Grade 10, 1 Credit**

*Prerequisite: Recommendation of Current English Teacher; Permission of Instructor*

The course is intended for advanced, ambitious students who are willing and able to do more reading in greater depth and to respond with considerably more sophisticated writing assignments. Honors students write more often and are expected to participate in all class discussions.

### **ENGLISH III: AMERICAN LITERATURE: RHETORIC & COMPOSITION (105) — Grade 11, 1 Credit**

English III explores a historical survey of American literature, from colonial essayists to contemporary poets and novelists.

Through a close study of major writers, students will grasp the historical trends and that sense of destiny which shaped American literature, become aware of the importance of literary criticism, and learn to express and refine their own appreciation and evaluation of these important works.

Writing will increasingly concern the literature student, but students also will continue to compose essays based upon their own experiences and thoughts. Nonetheless, the major objective remains to develop the ability to deal with literature and simple literary criticism in a mature, effective style. Seasoned readers and writers will ultimately glean an awareness of the American experience and the spirit and character which we call the American Mind. Students must not only come to understand a chronological approach to this literature, but must also train their eyes to a thematic vision. The instructor may, in fact, at times lift works out of sequence or even reverse their sequence in order to provide a sense of those themes, which transcend historical events.

The students' work will be evaluated on the following criteria: two or three major tests per quarter, at least two major essays per quarter (excluding rough drafts and revisions), quizzes and homework performance.

### **ENGLISH III LANGUAGE AP: LANGUAGE & COMPOSITION (135) — Grade 11, 1 Credit**

*Prerequisite: Recommendation of Current English Teacher; Permission of Instructor*

This course integrates the American literature survey with the Advanced Placement English Language and Composition curriculum. Students will encounter and master various genres of prose writing such as autobiography, persuasion, critical reviews and political discourse using important selections from the American literature canon.

As readers, students will learn to recognize the language patterns that authors have created and to explain their responses to these patterns. They will be able to discern aims (to inform, to persuade, to express, etc.) and modes (narrative, descriptive, analytic, etc.) of discourse. Within the context of American literature, students will be able to distinguish the uniqueness of a writer's work from the characteristics governed by convention.

As writers, students will employ the structures appropriate to various aims and modes. They will broaden their vocabularies and their facilities to choose from a repertoire of structures. Students will be expected to convey information accurately without distortion or ambiguity, and, as appropriate, be able to influence the reader's feelings through diction, figures of speech and sentence structure.

The course will include a variety of tasks: reading from different time periods of a developing nation; writing for a variety of audiences and purposes; writing of greater and lesser complexity, timed and untimed writing; writing for practical aim; and writing for fun.

### **ENGLISH IV: BRITISH AND EUROPEAN LITERATURE: RHETORIC AND COMPOSITION (106) — Grade 12, 1 Credit**

This course begins with a focus on British Literature during the first semester. In the second semester, it then becomes a course in literary criticism. As such, it synthesizes the work begun in earlier grades. Elements of literature are reviewed with a focus on how they are manifested through all genres: fiction, poetry, drama and the essay. Writing is based upon the literature under consideration and personal experiences. All basic methods of development are explored: exposition, description, narration, definition, and argumentation. Critique and evaluation of student writing are primarily concerned with matters of style and rhetoric. Although students read in common several major British works during semester one, teachers of seniors are then encouraged to select additional works which appeal to the teachers' interest and area of expertise.

Major tests, critical literary essays, personal essays, quizzes, oral presentations and class discussion will determine students' progress in the course.

The study of literature includes the continuation of traditional literary elements by means of discussion closely tied to selected major works in each of the four genres: fiction, poetry, drama and the essay. The approach to the literary works will emphasize the rhetoric of reading. Such reading will include active involvement of both

thought and feeling, and will encourage the student to value his own experiences with life and with language. In the process, it will enrich both. The student will be asked to view literature as a significant reflection of life and also as an imaginative extension of life's possibilities.

**ENGLISH IV: Contemporary Literature (1970-present). (153) – Grade 12, ½ Credit**

This second half of English IV is an in-depth study of several novels, exploring the connection of memory and nostalgia as common themes throughout contemporary literature. Through dystopia, memoir and current contemporary fiction, students will learn how memories play key roles in shaping the lives of literary characters, how certain memories are collective to a society as a whole, and how both individual and collective memory cause and solve problems in a modern society. Novels include a variety of authors, differing ethnic perspectives, and topics such as dystopia, war, family relationships and conflict, and modern scientific ideas, such as cloning. Some of the works we may read during the course are: *The Handmaid's Tale*, *The Kite Runner*, *Atonement*, *Angela's Ashes*, and *Never Let Me Go*. As some contemporary issues are sensitive, and this course involves an intellectual discussion of those issues, students should possess a level of maturity to grapple with contemporary topics and issues.

**ENGLISH IV: Literature that Shaped the World (154) – Grade 12, ½ Credit**

This second half of English IV is a course that draws on the broad view of literature. By exploring important texts that shape the experience of love, life, loss and change, we can see the importance of literature when it makes us think about the world we live in, the experiences we learn from history, and the joy of spotting the patterns in literature and in history. The course will examine in detail the plays, *Hamlet* and *Othello*, and look at the lessons learned from the characters of Angel Clare and Alex D'Urberville in Thomas Hardy's *Tess of the D'Urbervilles*. By exploring and evaluating plot, stagecraft, narrative and language, the students will reflect on the big issues in literature and become confident writers, taking a love of literature forward into their futures. In difficult times, a question was posed if you could pick one fictional character to help you during a sad or scary time, who would you pick? The answer came back with Tess from the novel, *Tess of the D'Urbervilles*, because she faced extreme difficulties, and she bore it all stoically and bravely. If we learn from literature, we can become better people and create a better world.

**ENGLISH IV: Wisdom and Humility in the Art of Tragedy (155) – Grade 12, ½ Credit**

This second half of English IV is a course that examines tragedy as an art form that began as a type of religious experience, viewing the plays an individual activity within a communal gathering, thought to heal the soul as well as the society. This course will examine tragedy, discuss its effects, and consider its development. The third quarter begins with Greek tragedies; the fourth quarter will examine tragedy's expressions as the world changes through the 17th, 18th, 19th, and 20th centuries. Examining tragedy as an art form concerned with ethical, intellectual, social, familial, and political values, students will consider questions of personal responsibility, free will, and fate—why do things backfire when we're trying to do what's right? To what degree are we responsible for our choices? What role do external influences play? Possible works include the classical plays *Oedipus Rex*, *Antigone*, *Medea*, and *Hippolytus* as well as the progressively more modern works of *Othello*, *Phaedra*, *A Doll House*, and *Things Fall Apart*.

**ENGLISH IV LITERATURE AP: LITERATURE AND COMPOSITION (156) – Grade 12, 1 Credit**

*Prerequisite: Recommendation of Current English Teacher; Permission of Instructor*

English IV AP covers the content specified in the course description as outlined by the College Board, and is designed for students who have successfully completed English III AP or distinguished themselves through superior achievement in College Preparatory English III. Students are expected to have a strong interest in and aptitude for reading, discussion, and analysis of imaginative literature, both in terms of meaning and craft. The course is not intended just to teach the examination, which is the by-product of the intellectual discipline inherent in literary scholarship. Rather, it is intended to introduce students to the ideas, concepts, craft, and values in great works of literature, both classical and contemporary, the ultimate objective being to enhance the intellectual maturation and the aesthetic/spiritual growth and awareness of the students.

Students will study intensively a large number of representative masterpieces embracing all genres and periods. Although most works are American and British, there are also many European and Russian works whose rich language and complex thought challenge, instruct, move and delight readers.

Writing is an integral element of the AP course. Through exploration of reading, speaking, listening, and writing, students are expected to develop an awareness of and sensitivity to the rich resources of language:

connotation/denotation, metaphor, irony, imagery, symbolism, syntax, and tone. Critical writing is expected to reflect this growing awareness, but all students are also expected to demonstrate their mastery of language in such creative endeavors as short fiction, poetry, and personal narrative, all of which extend and enhance the literary experience.

**INTRODUCTORY COMPOSITION (125) — Grades 9 to 11, 1 Semester, ½ Credit**

Composition represents a course for Grade 9-11 students who face challenges in their basic language skills for their grade and age. To assist in the maturation of their writing, the classwork will include the following: basic review on grammar, sentence structure/variety, tense consistency, mechanics, vocabulary development, literary terminology, critical reading, and literary analysis. Students will learn and review the writing process; pre-writing, drafting, revising, proofreading, and publishing. The students participate in writing workshops, peer editing and one-on-one conferences throughout the semester. They will receive instruction and produce papers on all four modes of writing such as narrative, descriptive, expository and persuasive. Students may receive assistance with essays for core academic classes via the teacher and The Writers' Studio.

**SENIOR COMPOSITION (108) — Grade 12, 1 Semester, ½ Credit**

This course sequence provides seniors an opportunity to enhance or to hone their writing skills prior to the freshman year of college. The course is designed to assist students that still need language skills development, especially with academic writing such as literary analysis and argumentation. They will receive instruction and review on the following: tense, active voice, elaboration, fluency, grammar, and mechanics. In addition, the students will have repeated assignments in techniques for exposition, description, definition, argumentation, analysis, and comparison-contrast. The exercises will include increased emphasis on sentence variety and maturity, paragraph unity and cohesion and logical development within the framework of a well-planned essay.

**PUBLIC SPEAKING (170) — Grades 10-12, 1 Semester, ½ Credit**

Public Speaking introduces the student to the exacting discipline and fine art of the spoken word in its various forms of expression. It is, therefore, hoped that this course will have both artistic and psychological value for the student by fostering confidence and pride in oral communication, which should prove helpful in their pursuit of other academic skills. All performed material is thoroughly analyzed as to the ideas of the author and according to the components of both spoken and written rhetoric. This involves such basic skills as projection, diction, phrasing, timing and expression. Various literary genres are utilized such as poetry, drama, stories and formal oratory. Students are also expected to write and present their own material.

**POST 9/11 AMERICAN STUDIES: A CHANGED AMERICA? (151) — Grades 11 to 12, 1 Semester, ½ Credit**

This semester elective provides students with an opportunity to evaluate the impact of the terrorist attack on September 11, 2001 on the United States of America. The students will take an American Studies approach by not only reading articles and stories, but also viewing news footage and documentaries. By learning about American culture prior to 9/11 as well as analyzing contemporary American culture, students will then investigate and analyze how the terrorist attacks on 9/11 changed American culture. This elective is open to seniors the second semester, but will also consider juniors if space is available. Students interested in the elective should have a B average in English and U.S. History.

**CREATIVE WRITING: FOUNDATIONS AND LITERARY MAGAZINE (113 S-2) — Grades 9 -12, 1 Semester ½ Credit**

In this semester length course, students will focus on an exploration of creative writing in the genres of poetry and fiction. Broken into two, quarter length sections, each with a different instructor, students will read, write, and criticize both poetry and fiction while establishing a portfolio of work in an open, workshop environment. An examination of poetry and fiction, both classic and contemporary, students will discuss what works in each genre and will learn how to hone their style and voice. Students will conduct close readings and use these experiences as a springboard for their writing as they engage in writing exercises and explore their creativity. Using the campus aesthetics as springboards for creativity, students will incorporate the school's natural surroundings into their works, fostering mindfulness and including nature into the creative process. Additionally, guest writers and faculty members will work with students to enrich their experiences.

**JOURNALISM: FOUNDATIONS (114 S-1) — Grades 9 - 12, 1 Semester ½ Credit**

Students in this workshop and project-based class will explore traditional journalism and creative non-fiction. Please join the class prepared to engage in journalistic exercises, large and small group editing, and non-traditional reading. Open to grades 9-12, this class is especially relevant for students interested in advanced publication classes such as Bugle and Turriss, and with a passing grade and instructor approval, students may bypass the application process for the publication classes.

**A STUDY IN FILM: FILM THEORY, CREATION, AND MEDIA LITERACY (152) — Grades 11-12, 1 Semester, ½ Credit**

Film Theory, Creation, and Media Literacy will study both film and media from a critical and historical perspective while working through the creative process to make one or more short films. Students will view films from across the world and throughout cinematic history. In doing so, they will study the art, the history, and the thematic composition of these movies. The culmination of this process will be twofold: a detailed, thorough understanding of cinema and then the creation of Bolles Film Festival to view student generated cinema in the form of short, fifteen to thirty-minute films. Assignments will consist of a series of short papers, collaboratively created media, and short reading assignments from the accompanying film text.

**20th and 21st Century Journeys in African-American Literature (187) – Grades 11-12, 1 Semester, ½ Credit**

This semester-length course will begin with Plato's *Allegory of the Cave*, a narrative about epiphany and growth. Students will read works by two African-American writers who hold strong connections to Jacksonville and the Civil Rights Movement. From this historical grounding, students will engage with poetry, essays, and short stories, particularly focusing on the Afrofuturist movement. As a culminating project, students will either "read" a text of their choosing through the lens of Plato or Afrofuturism or produce their own creative work relating to those themes. Local writers, musicians, and community activists will be guest speakers, whether in person or via Skype.

**ENGLISH AS A SECOND LANGUAGE (118) — Grades 9-12, 1 Credit (Non-G.P.A.)**

Determination of whether a student will be required to take English as a Second Language will be based upon the results of the Secondary Level English Proficiency (SLEP) Test, to be administered at the beginning of the student's first semester at Bolles.

The primary goal of this course is to bring the student to a level of proficiency which will enable him or her to carry a full academic load in English. This is undertaken through a study of grammar and vocabulary and is done in conjunction with readings of both literary and cultural interest.

A secondary goal of the course is one of cross-cultural understanding and adaptation. This is accomplished through readings and student observation, followed up with class discussions.

**ENGLISH I – FOUNDATIONS IN COMPOSITION AND LITERATURE (146) — 1 Credit**

*Recommendation of Current English Teacher; Permission of Instructor*

This course introduces students to the skills necessary to meet the demands of the reading, writing, and presentation assignments required in the upper school. Students work through the writing process, from the pre-writing stage to the final submission of a paper, and they write numerous compositions each quarter. Fiction and nonfiction selections from American literature foster student interest and guide students in the exploration of given themes. Projects related to the readings range from reader response paragraphs to five-paragraph essays.

**ENGLISH II – COMPOSITION AND LITERATURE (147) — 1 Credit**

*Recommendation of Current English Teacher; Permission of Instructor*

In this course, students develop critical reading, thinking, and writing skills as they work on maturity of expression. Narrative, descriptive, and expository essays are introduced, and students use these modes to develop essays related to the reading selections covered in class. Students read short stories, novels, and plays by American writers, and they reflect on factors which influence the meaning of the text such as figurative language.

During the second semester, the students work on a research project. They receive instruction on the basic principles of research and MLA documentation. Students select a topic of interest and submit a proposal for approval. The writing process involves researching, drafting, peer editing, and conferencing as students work

through drafts and revisions. Students submit their final paper, and they also share their work in an oral presentation.

### **ENGLISH III – RESEARCH AND WRITING (148) – 1 Credit**

*Recommendation of Current English Teacher; Permission of Instructor*

Students in this course should demonstrate fluency in prose, knowledge of organizational structure, and use of concise diction as they progress toward more academically sophisticated and mature writing. Emphasis is placed on researching and gathering relevant information from a variety of sources with the purpose of synthesizing that information into well-organized essays.

Students examine literary elements such as theme, characterization, setting, point of view, style and tone as they read contemporary American novels, short stories, and plays. Students also study multiple selections of nonfiction readings. Topics for class discussion and writing assignments evolve from these reading selections. During the second semester, students participate in a research project based on themes examined in the first semester. The instructor requires that students demonstrate the principles of research and MLA documentation.

Students select a topic of personal interest and present a project proposal to the instructor. An approved work of fiction or non-fiction must relate to the topic, and students must include the reading as part of the research. Students share their findings in formal presentations to the class.

### **ENGLISH IV - READING AND WRITING IN TODAY'S GLOBAL SETTING (150) – 1 Credit**

*Recommendation of Current English Teacher; Permission of Instructor*

This course focuses on style, voice, and audience as students develop writing fluency through assignments of a critical, personal, and non-fiction nature. Students learn to draw comparisons of essay-writing styles from around the world, and the students also reflect on the influence of culture and philosophy on academic writing in various societies.

Students read selections of world literature to examine the literary importance as well as the historical, cultural, and social contexts of the works. Students hone their critical reading skills as they actively engage in the interpretation of texts, and they respond to essay prompts related to those selections. First semester assignments range from creative pieces to descriptive, persuasive, and expository essays.

In the second semester, students work on a final project that centers on a topic of global interest. Students select a topic and submit a project proposal. Research sources from various parts of the world help students to appreciate the importance of point of view and audience. Students submit the written paper with the correct use of MLA documentation, and they also share their findings in formal presentations to the class.

## PUBLICATIONS

### **BUGLE (Newspaper) (180) — Grades 9-12, 1 credit**

*Prerequisite: Application necessary. Permission of the instructor.*

This writing class offers students the opportunity to write in the non-fiction genre. Multiple publication opportunities are offered through a student-centered online newspaper and a student-created quarterly journal in print format. Participants in the class are responsible for generating content for the newspaper, as well as soliciting contributions from the wider student body. Students will be instructed in the basics of layout and design, editing, criticism, and peer reviewing. In addition, the students assume responsibility to retain membership in high school journalism associations and to create publications with the potential to compete in contests. Ultimately, the online newspaper and journal will serve the student body, faculty, administration, and alumni in order to make the Bolles community aware of important happenings on campus.

### **PERSPECTIVE (Literary magazine is a part of the creative writing course) — Grades 9-12**

This publication aligns with the work produced in the Creative Writing: Foundations course. Students will have the opportunity to write in multiple genres, ranging from poetry to short story fiction. Participants in the class are responsible for generating content for both the literary magazine, as well as soliciting contributions from the wider student body.

### **TURRIS (Yearbook) (185) — Grades 9-12, 1 Credit (Non-G.P.A.)**

*Prerequisite: Application necessary. Permission of the instructor.*

This course is a working-laboratory experience, which actually involves the production of the *Turris* (yearbook). Instruction includes those skills necessary for planning, organizing, and producing the publication. Staff photographers are also members of the class. Students will be instructed in the basics of feature writing, advertising, criticism and reviewing, standards, deadlines, yearbook photograph and layout of yearbook production.

## WORLD LANGUAGES DEPARTMENT

In the modern languages, our major goals are to provide our students with the necessary communication skills in the language and to prepare them for subsequent courses in the college environment. This preparation gives students a practical knowledge which will allow them to put the language into use in travel or in their chosen profession.

Our program specifically involves working with students in the four skills of listening, reading, speaking, and writing, while developing an awareness of and sensitivity to the cultural aspects of the target language. Students practice listening and speaking skills one period a week in the language laboratory.

The language program in Latin approaches the language as a historical, written language. While some elementary conversational skills are taught, greater emphasis is placed on vocabulary skills and derivations in modern languages.

Students are required to successfully complete two consecutive levels of a single language. Additional study beyond the first two years is encouraged, and advanced levels of study are available in Chinese, Latin, French, Spanish and Japanese. Students may become members of language clubs, compete in local and state competitions, and qualify for membership in language honor societies. Eligible students may elect to take advanced placement examinations for college credit.

### **ARABIC I (210) — Grades 9-12, 1 Credit**

First year Arabic is an introduction to Modern Standard Arabic (MSA or “Fusha”), which is the formal Arabic used in writing and public speaking throughout the Arab world. It is designed for students who are absolute beginners and will also benefit students who are familiar with a spoken Arabic dialect but cannot read and write MSA. We will start with the alphabet and basic conversation and throughout the year we will learn to communicate about topics such as family, hobbies, food, school, sports, and the weather. Arab culture will be a focus of the course, and students will be exposed to regional Arabic dialects in tandem with developing proficiency in Modern Standard Arabic.

### **ARABIC II (205) — Grades 9-12, 1 Credit Teacher recommendation required.**

In Arabic II, students continue to develop the basic skills in speaking, listening, reading, and writing in Modern Standard Arabic (MSA or “Fusha”). Spoken dialects (Egyptian and Levantine) will continue to be presented in tandem with the standard forms to help students build confidence in everyday conversation. This course emphasizes grammatical structures, vocabulary building and greater fluency, as well as a deeper understanding of Arab culture. Topics explored will include the past tense, verb patterns, weather, activities, education, and understanding longer, more sophisticated texts.

### **CHINESE IA (286) ½ Credit — These two 1/2 credit courses carry up to the high school transcript.**

### **CHINESE IB (287) ½ Credit — These two 1/2 credit courses carry up to the high school transcript.**

Because of the comprehensive and cumulative nature of language study, this first year level course will be completed in a two-year sequential program. This allows students to develop competence in the four basic study skills while providing time for cultural enrichment.

### **CHINESE IA (286) — Grade 7**

This course covers the first half of the Chinese I textbook. Students will learn to communicate about topics such as getting to know one another, learning about families, hobbies, dates, and times. A great deal of time will be allocated to exposure to Chinese culture through music, art, food and games. There will be daily homework assignments, frequent quizzes, tests, and semester exams.

### **CHINESE IB (287) — Grade 8**

This course covers the second half of the Chinese I textbook. Students will learn to communicate about topics such as feelings, sports, visiting friends, and school life. Simple Chinese character writing is required. Chinese culture and history are also integrated into the language lessons. There will be daily homework assignments, frequent quizzes, tests, and semester exams.

**CHINESE I (290) — Grades 9 to 12, 1 Credit**

First year Chinese features an introduction to Putonghua or Guoyu which is referred to as Mandarin by Westerners. Students will learn to write traditional and simplified characters and will learn to use Pinyin. Pinyin is the Romanization system used to help pronounce Chinese. The students will learn to communicate about topics such as getting to know each other, families, feelings, hobbies, sports, the date, time expressions, location, and daily routine. Chinese culture and history are also woven into the language lessons to lend a sense of vitality to the course.

**CHINESE II (291) — Grades 9-12, 1 Credit**

*Teacher recommendation required.*

In Chinese II, students continue to develop the basic skills in speaking, listening, reading, and writing. This course emphasizes grammatical structures, vocabulary building and greater fluency in utilizing communication skills in familiar, everyday situations such as life at school and at home, shopping, visiting, weather and holidays. Students begin to learn different strategies and methods of expressing similar ideas, feelings and concepts, thereby gaining a greater flexibility of expression. Students also study the geography of China.

**CHINESE II HONORS (292)**

Students who have performed very successfully in Chinese II are recommended for Chinese II Honors. The students are expected to be self-motivated, willing to speak openly in class, and thorough in their preparation. Like Chinese II, Chinese II Honors is designed to enable students to acquire grammatical knowledge while expanding their working vocabulary. Chinese II Honors moves at a faster pace and goes into greater detail concerning vocabulary and grammar.

**CHINESE III (293) and CHINESE III HONORS (295) — Grades 10 to 12, 1 Credit**

Chinese III introduces more complicated grammatical concepts and vocabulary from daily life situations in greater depth. Students will be required to talk about subjects like health, education and expressing opinions about television shows and movies. The course also emphasizes the critical transition from thinking in English and translating into Chinese to actually thinking on your feet in Chinese. To this end, a series of strategies will be proposed to help students develop flexibility and fluidity of expression. This class is conducted mostly in Chinese. Chinese III Honors covers the curriculum of Chinese III at a faster pace and investigates grammar in greater detail.

**CHINESE IV (296) and CHINESE IV HONORS (294) — Grades 11-12, 1 Credit**

Chinese IV explores a variety of topics to help students develop greater comprehension, a more extensive vocabulary, a more accurate writing style, and more confidence with spoken Chinese. Students are exposed to a variety of authentic materials. Comprehension exercises include listening to various songs, poems, newspaper articles, tourist guidebooks, recipes and maps. The class is conducted in Chinese and students are expected to communicate solely in Chinese. Chinese IV Honors covers the curriculum of Chinese IV at a faster pace and investigates Chinese proverbs in greater detail.

**CHINESE V HONORS (299) and CHINESE LANGUAGE AP (297) — Grades 11-12, 1 Credit**

The first semester of Chinese AP Language uses literary works and cultural topics as a basis for developing more confidence with spoken Chinese. Students will be required to write essays and deliver oral reports on the authors and literature assigned. Selected authors include Zhu ziqing and Bingxin. In addition to texts, film and newspapers are used to generate discussion. The second semester prepares students even more intensively for the AP Language Examination in May by introducing material that closely duplicates the test experience. There will be a brief but intense grammar review and the students will receive training to improve all the basic skills: speaking, reading, writing, and listening. The class is conducted entirely in Chinese, and students are expected to communicate solely in Chinese.

Chinese V Honors is designed for those students who wish to continue advanced study of the language, but does not culminate with the Advanced Placement Examination.

**FRENCH I-A (206) ½ Credit — These two ½ credit courses carry up to the high school transcript.  
FRENCH I-B (207) ½ Credit — These two ½ credit courses carry up to the high school transcript.**

This first year level course is completed in a two-year sequential program allowing students to develop competence in the four basic study skills while providing time for cultural enrichment.

**FRENCH I-A (206) – Grade 7, ½ Credit**

This course covers the first half of the French I textbook. There are daily homework assignments, frequent quizzes and tests, as well as semester exams. A great deal of time is allocated to conversation and grammar, as well as to exposure of students to francophone culture through music, art, food and geography.

**FRENCH I-B (207) – Grade 8, ½ Credit**

This course covers the second half of the first year textbook, using the same format as French I-A.

**FRENCH I (201-U) – Grades 9 to 12, 1 Credit**

This course develops basic speaking, reading, listening, and writing skills. Students are introduced to the francophone culture through geography, music, and the arts. There are daily homework assignments, frequent quizzes, several tests and a comprehensive final exam.

**FRENCH II (202) – Grades 9 to 12, 1 Credit**

*Teacher recommendation required.*

This level continues the basic grammar structures and vocabulary begun in French I. Speaking is emphasized; all language skills are reinforced and refined. Students keep a journal in French, give occasional oral reports in class, take frequent quizzes and several tests and have daily homework assignments. Speaking is emphasized during the second semester. The final exam is comprehensive.

**FRENCH II HONORS (216) – Grades 9 to 12, 1 credit, Honors**

*Teacher recommendation required.*

Students who have performed very successfully in French IB or French I are recommended for French II Honors. The students are expected to be self-motivated, willing to speak openly in class, and thorough in their preparation. Reading, writing, speaking, and listening skills are improved through the use of grammar texts, reading, and audio and video tapes. The course proceeds at a faster pace and with more material covered than French II.

**FRENCH III (203) – Grades 10-12, 1 Credit**

*Teacher recommendation required.*

This course refines the writing, speaking, listening, and reading skills previously covered and encourages a proficiency-based, active command of French. Students write journals and make short oral presentations. Video and audio tapes help to increase comprehension of everyday spoken French.

**FRENCH III HONORS (204) – Grades 10-12, 1 Credit, Honors**

*Teacher recommendation required.*

This honors course stresses a communicative approach to the French language. A grammar text serves as a basis of introducing new concepts, which are taught in a conversational context. Students are encouraged to become proficient in expressing themselves and discussing everyday subjects. Writing skills are developed through weekly extended paragraphs, culminating in the completion of essays and compositions by second semester. Video and audio tapes are used to increase comprehension of normally spoken French. Students are expected to spend time outside of class on long-range assignments in the language lab as a regular part of the course.

**FRENCH – ADVANCED GRAMMAR AND CONVERSATION (259) – Grades 10-12, 1 Credit**

*Prerequisite: French III or French III Honors. Teacher recommendation required.*

This advanced conversation and composition course is recommended for those students who have excelled at the third year French level or those from the third year honors program who have done well and wish to continue advancing their proficiency in the language. Conversational topics range from historical and cultural issues to current events. Students also review grammar through textbooks, workbooks, videos and periodicals. Weekly class participation is evaluated, and there are oral and written quizzes and frequent tests. Activities in integrating the various language skills help students to use French more readily in discussion and in writing.

**FRENCH IV HONORS (236) – Grades 10-12, 1 Credit, Honors**

*Teacher recommendation required.*

This course is essentially to further language study with emphasis on conversation, reading, and composition skills. Literature and culture texts are used, as are various internet resources and listening CDs, a grammar text, and a book of practice achievement tests. Students give reports, write compositions and take tests and quizzes.

**FRENCH V HONORS (251) FRENCH V AP (252) — Grades 11-12, 1 Credit, Honors or Advanced Placement.**

*Teacher recommendation required.*

This course is organized as a continuation of French IV Honors. French V Honors does not culminate in the Advanced Placement Examination. French V AP covers the content specified in the course description as outlined by the College Board and is a preparation for the French Language Advanced Placement Examination. Grammar and syntax are reviewed and expanded. Great attention is given to aural/oral and writing fluency. The class requires weekly essays, intensive speaking and listening work, and in-depth reading of major literary works in the original French. Students read articles from *Journal Français d'Amérique*. Students are expected to spend time outside of class on long-range assignments in the language lab as a regular part of the course.

**JAPANESE I (270) — Grades 9-12, 1 Credit**

This course develops speaking and listening skills in Japanese. Through a study of the vocabulary and grammatical concepts associated with everyday life, students develop the ability to master those elementary skills necessary for communication. The students learn their first Japanese script, HIRAGANA.

**JAPANESE II (268) — Grades 10-12, 1 Credit**

*Teacher recommendation required.*

This course is the continuation of study of the Japanese language and writing—HIRAGANA and KATKANA—and, at the same time, familiarizes students with the Japanese culture. The objective of this course is to make the students feel comfortable with reading, writing, and at a basic level, conversing in Japanese.

**JAPANESE II HONORS (269) — Grades 10-12, 1 Credit, Honors**

*Teacher recommendation required.*

This course is the continuation of study of the Japanese language with an emphasis on writing — HIRAGANA, KATAKANA, and basic KANJI. Discussions on selected topics of Japanese culture will also be a basic part of the course.

The objective of this course is to make students feel comfortable with reading, writing and conversing in Japanese.

**JAPANESE III (273) JAPANESE III HONORS (274) — Grades 11-12, 1 Credit**

*Teacher recommendation required.*

*This course is offered at the discretion of the School and may not be available in 2020-21.*

By combining a grammatical and situational approach, this course will enable students to utilize language appropriate to a variety of different situations. At the same time, students learn to read and write the basic Kanji (Jooyoo kanji) officially recommended for daily use.

**JAPANESE IV (276) IV HONORS (275) — Grades 11-12, 1 Credit**

*Teacher recommendation required.*

By combining a grammatical and situational approach, this course will enable student(s) to utilize the appropriate language in a variety of different situations. They will work more on daily life conversation using a casual form, and will also continue to study new grammar and Kanji.

**LATIN I-A (219) ½ Credit — These two ½ credit courses carry up to the high school transcript.**

**LATIN I-B (221) ½ Credit — These two ½ credit courses carry up to the high school transcript.**

The first year Latin program is completed in a two-year sequential course which is designed to give students an understanding of the Latin language and an appreciation of the culture, history and mythology of the Romans at a more relaxed pace than the College Preparatory Latin I course.

**LATIN I-A (218) — Grade 7, ½ Credit**

This course covers approximately the first half of the Latin I text. Strong emphasis is placed on basic forms, mythology, English derivatives, and general cultural background. Quizzes, tests and homework assignments are given frequently.

**LATIN I-B (221) — Grade 8, ½ Credit**

This course completes the Latin I textbook started in Latin I-A. Further emphasis is placed on basic forms, mythology, English derivatives, and general cultural background. In addition, great emphasis is placed on

vocabulary, word roots, phrases, and Roman history. Quizzes, tests, and homework assignments are given frequently. As in Latin I, students compete in Forum and join the Junior Classical League.

### **LATIN I (224) — Grades 9-12, 1 Credit**

Latin is approached as an historical, written language, which is the basis for a later study of a modern spoken language. Strong emphasis is placed on grammatical structure, basic forms, vocabulary and word roots, English derivatives, phrases, mythology, history, and a general cultural background. Quizzes on daily homework and classwork are given two to three times a week. In addition, two to three tests are given each quarter. A research project (model, map, handicraft, chart, etc.) is a major work of the second quarter.

The Latin Club provides extracurricular activities in the study of the Roman culture. Students compete in both district and state Latin Forum, a competition involving group and individual contests in academic, athletic, and artistic categories with Latin students from other Florida schools. All students belong to the Junior Classical League and take part in the National Latin Exam.

### **LATIN II (222) — Grades 9-12, 1 Credit**

*Teacher recommendation required.*

Latin II reviews and strengthens the basic material introduced in Latin I and provides the more advanced syntactical material necessary for reading the Latin authors. Beginning in the second semester the works of Julius Caesar are read for historical, political, and cultural content as well as for grammatical training. The study of mythology, word roots, vocabulary and art continues from Latin I.

Quizzes and tests occur in the same frequency as in Latin I. Daily translation homework is given. Participation in all Latin Club activities, including Forum and the National Latin Exam, continues. Students are eligible for membership in the Latin Honor Society.

### **LATIN II HONORS (227) — Grades 9-12, 1 Credit, Honors**

*Teacher recommendation required.*

Initially, Latin II Honors covers the same introductory work in grammar, vocabulary, derivatives, and history as College Preparatory Latin II. However, the depth of coverage, and the amount of work, is more demanding and challenging. In addition to readings from the works of Julius Caesar of a greater variety and difficulty than in the College Preparatory section, the Honors students begin the advanced study of Latin poetry through selections from the Roman poet, Ovid.

### **LATIN III (223) LATIN III HONORS (225) — Grades 10-12, 1 Credit, College Preparatory or Honors**

*Teacher recommendation required.*

This advanced course is an introduction to Vergil's Aeneid, the famous epic poem of Golden Age Latin literature. Students must have a clear and thorough understanding of the grammatical and cultural material covered in Latin I and II.

Students are given an extensive mythological, historical, and artistic background related to the story of the Aeneid. The poem is read for content and style both in English translation and in the original Latin text. Stylistic devices, themes, literary forms and the poetic meter of the epic are examined.

The course also includes advanced grammatical, vocabulary, and derivative study; a thorough review of the Gold Age of Rome in literature, politics, and society; and an evaluation and comparison of Vergil with other contemporary Roman authors.

Evaluation is based on daily translation work, translation notebooks, contributions to class discussion, class presentations, parallel readings, independent and group projects, as well as regular tests and quizzes. Students continue to participate in all Latin Club activities, including Forum and the National Latin Examination.

### **LATIN: DIRECTED READING HONORS (239) — Grades 10-12, 1 Credit, Honors**

*Teacher recommendation required.*

This is a survey course, visiting the three classic literary genres of drama, prose, and poetry. The theme of comedy unites selected readings from Plautus' *Menaechmi*, Cicero's *Pro Caelio*, and the poems of Catullus. In addition to language mechanics, the class encourages literary appreciation through detailed examination of the particular style, background, and historical context of each work. Participation in all Latin Club activities

continues, including District Forum and the National Latin Exam. Evaluation is based on daily translation work, regular quizzes and tests, presentations, and a comprehensive final exam.

**LATIN AP (233) — Grade 11-12, 1 Credit, AP**

*Teacher recommendation required.*

This course takes advantage of the groundwork established in Latin II and III. Following the syllabus set forth by the College Board, the first semester will visit expanded readings from Julius Caesar's *De Bello Gallico* while the second half of the year is devoted to in-depth study of Vergil's *Aeneid*. Students must be highly proficient in Latin grammar and vocabulary to accommodate increased requirements for reading accuracy and fluency as well as literary criticism.

Assessments include substantial nightly readings in both Latin and English, regular tests, analytical writing in English, and occasional supplementary projects. The culmination of the course is the Latin Advanced Placement Examination in May.

**MYTHOLOGY (246) — Grades 9-12, Semester Course, ½ Credit, Elective**

This course will introduce students to the mythological stories, characters, heroes, and legends of ancient Greece and Rome and provide a foundation for their readings in English, Social Studies, and Humanities courses. Students will read various versions of the stories, research specific myths for class presentation, become familiar with maps and genealogical charts, interpret works of art, and recognize the mythological themes in literature. Evaluation will be based on class participation, projects, and reports, as well as quizzes and tests.

**ANCIENT GREEK CIVILIZATION HONORS (248 S-1) — Grades 10-12, 1 Semester, ½ Credit, Honors**

This course provides a multi-disciplinary overview of the civilization of the Ancient Greek city-states, an analysis of our sources of knowledge about them, and an exploration of their impact on modern society. Students not only learn about Greek art and architecture, daily life, history, literature, medicine, philosophy, and religion, but also investigate the primary sources and modern archaeological methods behind the study of the ancient world. The course consists of focused units on some of the major cultural contributions from ancient Greece, such as the Olympic Games, the Athenian Democracy, the Delphic Oracle, the Scientific and Socratic Methods, Art and Architecture, Comedy and Drama, and Hoplite Warfare and Spartan Society. Each topic is introduced via multimedia components, such as videos, images, digital models, visualizations, and primary source readings (in translation). Evaluation is based on written assignments, quizzes, digitally-created content and a research project on a self-selected aspect of Greek civilization.

**ANCIENT ROMAN CIVILIZATION HONORS (249 S-2) — Grades 10-12, 1 Semester, ½ Credit, Honors**

This course provides a multi-disciplinary overview of the civilization of Ancient Rome, an analysis of our sources of knowledge about the Romans, and an exploration of their impact on modern society. Students not only learn about Roman art and architecture, history, military, law and government, literature and religion, but also investigate the primary sources and modern archaeological methods behind the study of the ancient world. The course consists of focused units on some of Rome's major cultural contributions, such as Roman Military and Imperialism, Art and Architecture from Pompeii, Urban Life and Graffiti, Law and Government, Imperial Propaganda and Biography, Satire and the Growth of Christianity. Each topic is introduced via multimedia components, such as videos, images, digital models, visualizations, and primary source readings (in translation). Evaluation is based on written assignments, quizzes, digitally-created content and a research project on a self-selected aspect of Roman civilization.

**SPANISH I-A (208) ½ Credit — These two ½ credit courses carry up to the high school transcript.**

**SPANISH I-B (209) ½ Credit — These two ½ credit courses carry up to the high school transcript.**

This first level course is completed in a two-year sequential program, allowing students to develop competence in the four basic study skills while providing time for cultural enrichment.

**SPANISH I-A (208) — Grade 7, ½ Credit**

This course covers the first half of the Spanish I textbook. There are daily homework assignments, frequent quizzes and tests as well as semester exams. A great deal of time is allocated to conversation as well as exposure to Hispanic cultures through music, art, food and geography. In level I-A, students are introduced to exercises in integrating each of the basic skills in various activities.

**SPANISH I-B (209) — Grade 8 or 9, ½ Credit**

This course covers the second half of the first-year textbook, using the same format as Spanish I-A.

**SPANISH I (211) — Grades 9 to 12, 1 Credit**

In this course, the student attains an acceptable degree of proficiency in the four skill areas: listening, speaking, reading, and writing. This is done within the context of the Spanish-speaking world and its culture. Daily homework assignments, in-class listening and speaking exercises, and the use of the language laboratory reinforce the material presented in class. Frequent quizzes, several tests and a comprehensive final exam evaluate the students' mastery of the four skill areas.

**SPANISH II (212) — Grades 9-12, 1 Credit**

*Teacher recommendation required.*

This level completes the basic grammar structures and vocabulary begun in Spanish I. Speaking is emphasized and proficiency is assessed each quarter. Writing and grammar skills are strengthened through regular writing assignments. Students continue to work on exercises in integrating these skills in various activities. Hispanic geography and culture are studied, and all language skills are refined. Students receive daily homework assignments and take frequent quizzes and several tests. The comprehensive final exam focuses on the evaluation of all four language skills.

**SPANISH II HONORS (217) — Grades 9-12, 1 Credit, Honors**

*Teacher recommendation required.*

Students who have performed very successfully in Spanish I-A and I-B, or Spanish I are recommended for Spanish II Honors. The students are expected to be self-motivated, willing to speak openly in class, and thorough in their preparation. Reading, writing, speaking, and listening skills are improved through the use of grammar and vocabulary texts, reading selections, as well as audio and video materials. Recorded lab exercises are also an integral part of the course. Students continue to work on integrating the four skills in a variety of situations and activities. The course proceeds at a faster pace and includes more material covered than in Spanish II. Students in Spanish II Honors participate in the National Spanish Exam in the spring.

**SPANISH III (213) — Grades 10-12, 1 Credit**

*Teacher recommendation required.*

This intermediate level program strengthens the student's command of spoken and written language while focusing on bringing students from the novice level of proficiency to the intermediate level. An extensive review of grammar is conducted while at the same time introducing new concepts. Students do a number of presentations with frequent use of technology. Listening and speaking skills are strengthened through weekly use of the language laboratory and audio recordings. Student participation is improved by using the language with the instructor and other members of the class. Activities in integrating the various skills help students to use Spanish in an authentic and natural manner.

**SPANISH III HONORS (214) — Grades 10-12, 1 Credit, Honors**

*Teacher recommendation required.*

Finely developed language skills are the main focus of this honors level course intended for highly-motivated students who are committed to becoming proficient in the Spanish language. Communication in Spanish is refined as the student is guided to becoming conversational. Class work includes discussion of current events and assigned readings as well as oral and written presentations which are designed to elicit personal expression. Compositions or essays increasing in length are turned in throughout the year. Grammar concepts are reviewed in this way as well as through the use of a grammar workbook. A series of short stories from various Spanish speaking countries is included in the reading selections for this course. Spanish civilization is discussed through the study of history and culture. The speaking component of the grade will focus on both work in the laboratory as well as classroom presentations and participation. Students in Spanish III Honors participate in the National Spanish Exam in the spring.

**SPANISH IV HONORS (235) — Grades 10-12, 1 Credit, Honors**

*Teacher recommendation required.*

In this course, students refine their language skills through an extensive grammar and vocabulary review and by writing essays, delivering oral reports, and working on listening practice. Spanish is used constantly in class discussions. Students read and discuss contemporary literature and journalistic material in Spanish. Testing is done at regular intervals. Recorded assignments in the language lab are an integral part of the

course, with a special emphasis on integrating reading, writing, and speaking. Students in Spanish IV Honors participate in the National Spanish Exam in the spring.

### **ADVANCED GRAMMAR AND CONVERSATIONAL SPANISH (215) — Grades 10-12, 1 Credit**

*Prerequisite: Spanish III or III Honors. Teacher recommendation required.*

This advanced conversation and composition course is recommended for those students that have excelled at the third year Spanish level or those from the third year honors program who have done well and wish to continue advancing their proficiency in the language. Conversational topics range from historical and cultural issues to current events and are strongly emphasized along with a review of grammar through textbooks, workbooks, videos, and periodicals. Weekly class participation is evaluated, and there are oral and written quizzes and frequent tests. Activities in integrating the various language skills help students to use Spanish more readily in discussion and in writing.

### **Temas Globales: Spanish for the Global Citizen (272) — Grades 11 & 12, 1 Credit**

*Prerequisite: Advanced Conversation and Grammar or Spanish IV Honors. Teacher Recommendation Required.*

This course is an explicitly spoken course with deliberations on specific topics presented in the textbook. These topics will stimulate students to increase cultural awareness and to express their opinions through oral and written discussion. The text, *Conexiones*, accompanying workbooks, and Web site present a range of activities and authentic target-language sources (literature, journalism, film, songs, cartoons, etc.) to actively engage students. Essays using extensive, detailed vocabulary and idiomatic expressions will serve as the foundation for multiple class discussions. Accuracy in written grammatical structure, although less emphasized than oral skills, will be required. Quarterly grades are based on weekly vocabulary quizzes, essays, debates and scheduled oral presentations. Integrating the various language skills through the reading and writing assignments and discussion helps students to use the language more authentically.

### **SPANISH V HONORS (256) SPANISH V AP (257) — Grades 11 & 12, 1 Credit, Honors or Advanced Placement**

*Teacher recommendation required.*

Spanish V Honors is designed for those students who wish to continue the study of the language, but does not culminate with the Advanced Placement Examination. The AP course is for selected students who have performed well in Spanish and wish to prepare for the Advanced Placement Spanish Language Exam. The content of the AP course is outlined in the course description for Spanish Language by the College Board. Students will have reading and writing assignments both inside and outside the classroom, take tests, and work with advanced grammatical material. Students will work especially on integrating listening, speaking, reading, and writing in both interpersonal and presentational modes in preparation for the AP Spanish Language Exam. Assignments in the language and computer labs are a regular part of the course. Students in Spanish V Honors and AP participate in the National Spanish Exam in the spring.

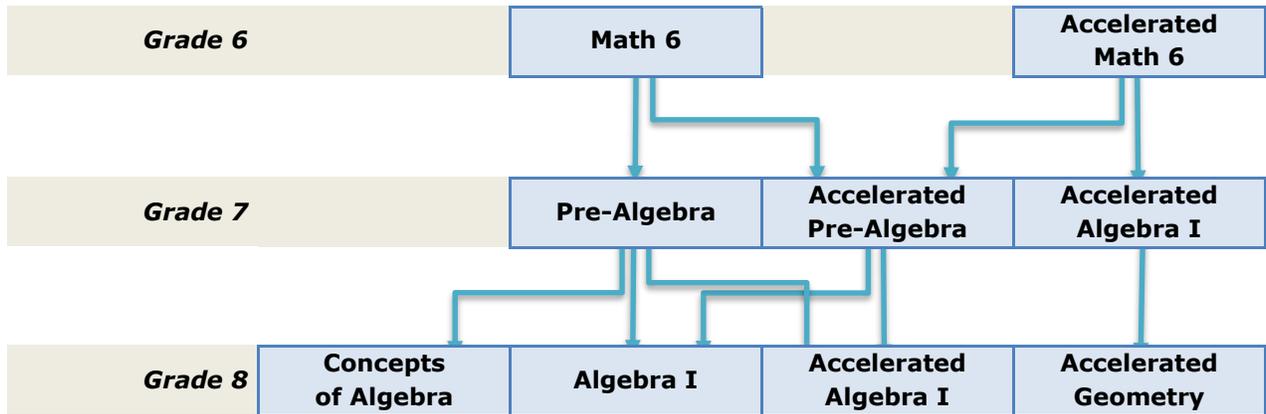
### **AP SPANISH LITERATURE AND CULTURE (245) — Grades 11 & 12, 1 Credit**

*Co-requisite: Spanish V AP Spanish Language and Culture. Teacher recommendation required.*

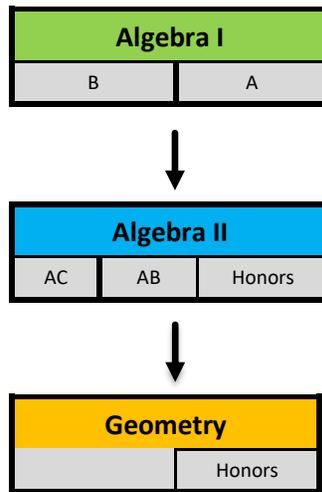
The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism. (Source: *AP CENTRAL*)

# MATHEMATICS DEPARTMENT

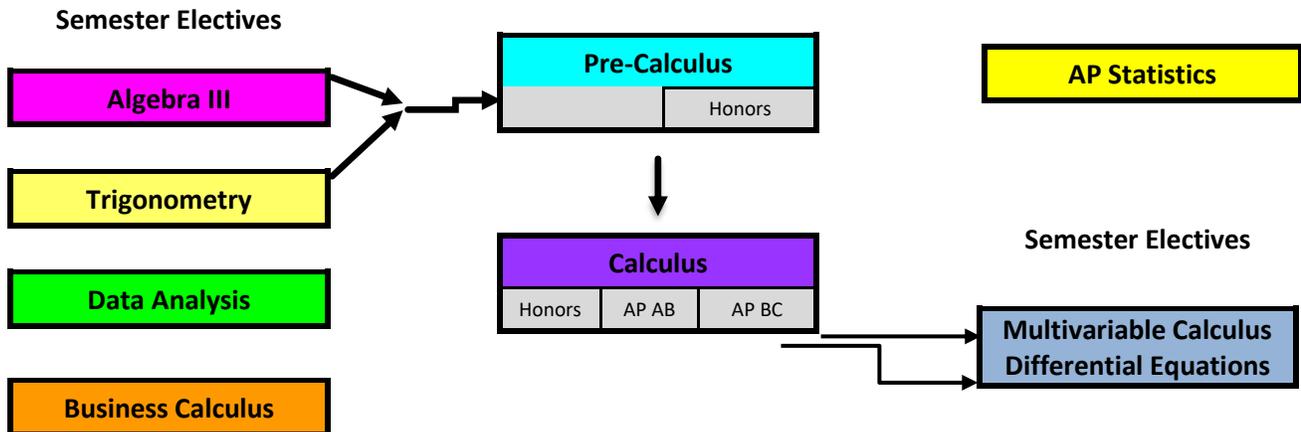
## Middle School



## Upper School



## Electives beyond graduation requirements



The basic philosophy of the department takes into consideration the sequential nature of math courses. In addition to gaining an understanding of basic concepts underlying the field of mathematics, the student is expected to master algebraic skills necessary to compete in college. The Bolles School mathematics curriculum requires the use of a graphing calculator in Algebra II, and in all courses subsequent to Algebra II. Calculator graphing technology is incorporated in the curriculum to enhance the teaching and learning of mathematics. Homework is an integral part of the curriculum and is assigned each class. The student should allow time to complete assignments in order to be prepared for the next class. Comprehensive semester and final examinations are given in many courses. Students enrolled in the same course will take departmental semester examinations and final examinations. Only seniors may be exempted from a final exam in a non-AP course with the teacher's permission. Underclassmen enrolled in an Advanced Placement Course are also eligible for exemptions.

### **MATH 6 (318) — Grade 6**

*Prerequisite: Fifth Grade Math*

Math 6 is designed to equip students with a solid foundation in mathematics. The focus is on mathematical understanding, helping students develop logical thinking, and critical problem-solving skills. The course will emphasize proficiency in operations of fractions, decimals and percents; as well as the relationship among these and ratios, rate, and data analysis. An introduction to integers, algebraic expressions and equations, surface area and volume of prisms also is presented in the concrete and pictorial stages.

### **ACCELERATED MATH 6 (319) — Grade 6**

*Determined by Math Lead Teacher and Head of Middle School*

Accelerated Math 6 requires independence in mathematical thinking. The course is designed for students who have mastered computational skills, demonstrated the ability to think more abstractly and are self-motivated and able to work independently in solving problems. Topics include proportional reasoning, writing, solving, and graphing equations and inequalities, data explorations and geometric constructions. Surface Area and volume will be further developed in the study of cylinders, cones, spheres, and prisms.

### **PRE-ALGEBRA (7) (320) — Grade 7**

*Prerequisite: Math 6*

Grade 7 Pre-Algebra is the bridge between Math 6 and Algebra I. This course is designed for students who benefit from a more supportive pace and need more guidance. Topics include proportional reasoning, writing, solving, and graphing equations and inequalities, data explorations, and geometric constructions. Surface Area and volume will be further developed in the study of cylinders, cones, spheres, and prisms.

### **ACCELERATED PRE-ALGEBRA (7) (321) — Grade 7**

*Prerequisite: Math 6, Grade of an A or higher in Math 6. Teacher recommendation required*

Grade 7 Accelerated Pre-Algebra is the bridge between Math 6 and Algebra I. This course is designed for students who are self-motivated and enjoy mathematical challenges. Topics include proportional reasoning, writing, solving, and graphing equations and inequalities, data explorations, and geometric constructions. Surface Area and volume will be further developed in the study of cylinders, cones, spheres and prisms.

### **ACCELERATED ALGEBRA I (7) (323) — Grade 7, 1 Credit**

*Prerequisite: Accelerated Math 6. Grade of B or higher. Teacher recommendation required. Department approval required if student has not taken Accelerated Math 6 at Bolles. This credit in Grade 7 carries up to the high school transcript. 1 Credit.*

Algebra I is designed to offer mathematically-talented students an introduction to their first glimpse of higher level mathematics. Students in this course will find the accelerated pace of the course allows more in-depth approaches to concepts and topics. Mastery of all operations is assumed. Students will continue their study of linear functions and relate these ideas to quadratic functions, while interpreting their solutions and investigating word problems that model these functions.

### **CONCEPTS OF ALGEBRA (8) (324) — Grade 8**

*Prerequisite: Pre-Algebra*

Concepts of Algebra is an extension of Pre-Algebra (7). The curriculum provides a deeper, more comprehensive study of the topics listed in Pre-Algebra and is designed to help students gain a stronger understanding of the basic structure of Algebraic topics. This class will help solidify the foundation of Pre-

Algebra. Students will deepen their understanding of integers, fractions, and decimals in algebraic equations.

**ALGEBRA I (8) (331) — Grade 8, 1 Credit**

*Prerequisite: Pre-Algebra. Grade of B+ or higher. Teacher recommendation required. This credit in Grade 8 carries up to the high school transcript. 1 Credit*

Algebra I is the foundation for mathematical studies and is the prerequisite for all subsequent secondary math courses. Mastery of all operations is expected so that students can deepen understanding through application using order of operations, algebraic expressions, functions and equations. Students will continue their study of linear functions and relate these ideas to quadratic functions, while interpreting their solutions and investigating word problems that model these functions.

**ACCELERATED ALGEBRA I (8) (332) — Grade 8, 1 Credit**

*Prerequisite: Accelerated Pre-Algebra Grade of B or higher; Pre-Algebra Grade of A or higher. Teacher recommendation required. This credit in Grade 8 carries up to the high school transcript. 1 Credit*

Accelerated Algebra I is designed to offer mathematically-talented students an introduction to their first glimpse of higher level mathematics. Students in this course will find the accelerated pace of the course allows more in-depth approaches to concepts and topics. Mastery of all operations is assumed. Students will continue their study of linear functions and relate these ideas to quadratic functions, while interpreting their solutions and investigating word problems that model these functions.

**ACCELERATED GEOMETRY (8) (333) — Grade 8, 1 Credit**

*Prerequisite: Accelerated Algebra I (7). Grade of B or higher. Teacher recommendation required.*

*Department approval required if student has not taken Accelerated Algebra I (7) at Bolles. This credit in Grade 8 carries up to the high school transcript. 1 Credit*

Accelerated Geometry is intended for those who have demonstrated a proficiency in Algebra I (7). The course is a comprehensive study of the concepts of plane and solid geometry with an emphasis on rigorous proofs. In addition to the topics listed in the geometry course description, this study includes symbolic logic and transformations of the plane. Through enrichment activities, students explore the historical development of geometry, non-Euclidean geometries, advanced constructions and applications.

**ALGEBRA I-B (308) — Grade 9, 1 Credit**

Algebra I is the foundation for mathematical studies and is the prerequisite for all subsequent secondary math courses. Mastery of all operations is expected so that students can deepen understanding through application using order of operations, algebraic expressions, functions and equations. Students will continue their study of linear functions and relate these ideas to quadratic functions, while interpreting their solutions and investigating word problems that model these functions.

**ALGEBRA I-A (303) — Grade 9, 1 Credit**

*Prerequisite: Concepts of Algebra, Grade of A or B. Teacher recommendation required.*

Algebra I-A is designed to offer students an introduction to their first glimpse of higher-level mathematics. Covering the same topics as Algebra I-B, students in I-A will find the accelerated pace of the course allows more in-depth approaches to concepts and topics. Mastery of all operations is assumed. Students will continue their study of linear functions and relate these ideas to quadratic functions, while interpreting their solutions and investigating word problems that model these functions.

**ALGEBRA II HONORS (334) — Grades 9 & 10, 1 Credit, Honors**

*Prerequisite: Algebra I-A Grade of A or Algebra I (8) or Accelerated Algebra I (8) Grade of B+. Teacher recommendation required. Departmental approval required if student has not taken Algebra I at Bolles.*

This course is designed to offer mathematically talented students an introduction to the innate beauty of mathematics. The curriculum represents a deeper, more comprehensive study of the topics listed in Algebra II AB. Additional material includes but not limited to polynomial and rational functions as well as an in-depth inquiry into trigonometric functions. This course is intended for the advanced student interested in and capable of pursuing the curriculum of an honors Algebra course.

A graphing calculator (either the TI-84 or TI-NSpire CX) is required for this course.

**ALGEBRA II AB (304) — Grades 9 & 10, 1 Credit**

*Prerequisite: Algebra I-A, Grade of A or B. Teacher recommendation required. Departmental approval required if student has not taken Algebra I at Bolles.*

This course is an extension and enhancement of the concepts covered in Algebra I-A. Emphasis is placed on the underlying structure of the number system and the basic theorems of algebra. Topics include: sequences and series; linear and quadratic systems; quadratic equations; linear, quadratic, polynomial, radical, exponential, logarithmic and rational functions; graphing of all these functions; irrational and complex numbers; and rational exponents. Trigonometry, probability, data analysis, and statistics are introduced. Emphasis is placed on skills enhancement, problem-solving, and graphing. Successful completion with a Grade of B or higher will eventually lead to Precalculus.

A graphing calculator is required for this course, either the TI-84 or TI-Nspire CX.

**ALGEBRA II AC (314) — Grades 10 – 12, 1 Credit**

*Prerequisite: Algebra I*

Algebra II AC is an extension of Algebra I-B. The emphasis of the course is to develop a better mastery of algebra skills. Topics for the year include graphing, both with and without graphing calculators, factoring, word problems of all types, rational expressions, roots, radicals and quadratics with an exposure to inverses, exponential and logarithmic functions and conics. Upon successful completion of this course, students would be recommended to take any of the semester courses of Algebra III, Data Analysis, Trigonometry.

A four-function calculator is required as well as a graphing calculator.

**GEOMETRY (305) — Grades 10 & 11, 1 Credit**

*Prerequisite: Algebra I and Algebra II.*

This course enables the student to understand the basic structure of geometry and to develop growth in understanding the deductive method. The objectives are to use and strengthen algebraic skills and gain knowledge of the methods of coordinate geometry. Students also learn how to organize thoughts in developing formal proofs. Topics include: induction, deduction, angle relationships, lines, planes, coordinate geometry, areas and volume. A unit of statistics and data developed from geometric graphs is also covered in the second semester.

Calculators with all trig functions is required. The TI-30XA is acceptable.

**GEOMETRY HONORS (317) — Grades 10 & 11, 1 Credit, Honors**

*Teacher recommendation required. Prerequisite: Algebra I A, Grade of A- or higher; Algebra II AB or Honors, grade of A- or higher. Departmental approval required if student has not taken Algebra at Bolles.*

Geometry Honors is intended for those who have demonstrated a proficiency in Algebra. The course is a comprehensive study of the concepts of plane and solid geometry with an emphasis on rigorous proofs. In addition to the topics listed in the geometry course description, this study includes symbolic logic and transformations of the plane. Through enrichment activities, students explore the historical development of geometry, non-Euclidean geometries, advanced constructions and applications. A unit of statistics and data developed from geometric graphs is also covered in the second semester.

**NOTE REGARDING GEOMETRY:** Students earning an A or higher in Algebra IA may request to take Geometry concurrently with Algebra II. Another possible option for these students is to take Algebra IIAB or Algebra II Honors and then take Geometry concurrently with Precalculus. The requests will be considered by the department on an individual basis; recommendation of the Algebra IA and/or Algebra II teacher will be required.

**PRECALCULUS (339) — Grades 11 & 12, 1 Credit**

*Prerequisite: Geometry and Algebra II AB, Grade of A or B; or Algebra II Honors*

*Alternate prerequisite: completion of Algebra II AC with grade of A, followed by Algebra III and Trigonometry with grade of B or higher.*

*Departmental approval required if student has not taken Algebra II at Bolles.*

Precalculus completes the student's preparation for a course in calculus. The focus of the course is on functions: polynomial, rational, exponential, logarithmic, and trigonometric. The course explores the properties of these functions, techniques used for graphing the functions, and the finding of inverses.

Applications of each function are also examined. The study in trigonometry includes right triangle trigonometry, verifying identities and solving equations. Additional topics in the second semester may include vector applications, sequences and series, systems of non-linear equations, and evaluating limits and derivatives.

Required for this course is a graphing calculator, either the TI-Nspire CX or the TI-84. AP Calculus and AP Physics C teachers strongly prefer the additional functions of the TI Nspire CX-CAS. Students should note that while the CAS version may be used on the SAT and AP tests, it is not permitted for the ACT.

### **PRECALCULUS HONORS (337) — Grades 10 & 11, 1 Credit, Honors**

*Prerequisite: Geometry Honors and Algebra II Honors with Grades of A- or above. Teacher recommendation required. Departmental approval required if student has not taken Algebra II at Bolles.*

Precalculus Honors is an advanced course in mathematics that completes the student's preparation for a college level calculus course. In addition to focusing on topics that are needed as preparation for calculus, the focus of the course is to develop clarity of thought and expression and develop problem solving skills. There is considerable emphasis on functions and their graphs. Polynomial, logarithmic, exponential and trigonometric functions are all treated extensively, as well as vectors, parametric equations, sequences and series and polar coordinates. The derivations of many theorems are explored so students can develop careful mathematical arguments of their own. Vectors, polar coordinates, series and inductive reasoning are topics covered in the second semester.

Required for this course is a TI-Nspire CX graphing calculator. While it may be either the CAS version or the nonCAS version, the AP Calculus and AP Physics C instructors strongly prefer the additional functions of the TI Nspire CX-CAS. This is also the preferred calculator for the AP Physics C course. Students should note that while the CAS version may be used on the SAT and AP tests, it is not permitted for the ACT.

### **CALCULUS HONORS (338) — Grade 11 & 12, 1 Credit, Honors**

*Prerequisite: Precalculus. Teacher recommendation required.*

Through this course, a student may gain a working knowledge of the concepts of Calculus in order to more easily make the adjustment to college calculus. The scope of the course is similar to that of Advanced Placement Calculus AB, however the student taking this course would not have adequate preparation for the Advanced Placement Examination.

### **ALGEBRA III (306) — Grades 10-12, ½ credit**

*Prerequisite: Algebra II*

This course is designed to extend the concepts covered in Algebra II. In addition to all Algebra topics, there is a heavy focus on graphing which includes rational expressions, parent functions, polynomials, symmetry, and transformations. This course is designed to enhance studies in Pre-Calculus and/or Business Calculus at the high school level along with College Algebra and/or Business Calculus at the college level.

A graphing calculator will be required for this course.

### **TRIGONOMETRY (396) — Grades 11 & 12, ½ Credit**

*Prerequisite: Algebra II or Algebra III. Teacher recommendation required.*

This semester course in conjunction with Algebra III or as a course to follow Algebra II prepares a student for future studies in Precalculus. The focus is on understanding the definitions and principles of the trigonometric functions, their graphs, and their applications to problem solving. The main concepts covered in this course include right triangle and oblique-triangle trigonometry, circular functions and radian measure, graphs, trigonometric identities, solving trigonometric equations and the trigonometric form of complex numbers. Trigonometry occupies a position in the mathematics curriculum that expands our mathematical framework and the way we view the world around us.

## **INTRODUCTION TO DATA ANALYSIS (307) — Grades 10-12, ½ Credit**

*Prerequisite: Algebra II*

This course gives the student a preview of college probability and statistics classes without using higher levels of mathematics. Topics focus on the use and understanding of statistical techniques. The display of data, finding trends or relationships in data, appropriate sampling and experimental designs and pertinent probability concepts are studied through examples with the aid of graphing calculators. This course is open to any student who would like to study the basics of data analysis.

Required for this course is a graphing calculator, either the TI-84 or the TI-Nspire CX.

## **BUSINESS CALCULUS (336) — Grades 11 & 12, ½ Credit**

*Prerequisite: Algebra III or Pre-Calculus*

Business Calculus is designed to prepare students for the mathematics required at the college level in pursuing a Business major. This course includes calculus topics such as limits, derivatives, and integration along with business and economics topics such as cost, revenue, profit, marginal cost, marginal revenue, and marginal profit, along with applications.

A graphing calculator will be required for this course.

## **ADVANCED PLACEMENT STATISTICS (363) — Grades 11 & 12, 1 Credit, Advanced Placement**

*Prerequisite: Algebra II AB grade of A- or Algebra II Honors Grade of B+*

*Corequisite: Pre-Calculus*

Following the content specified in the course description as outlined by the College Board, this course in statistics will introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Observing patterns and departures from patterns 2. Planning a Study: Deciding what and how to measure 3. Anticipating Patterns in Advance: Producing models using probability and simulation 4. Statistical Inference: Confidence intervals and significance tests Students who have successfully completed the course will have been introduced to the material in an introductory non-Calculus-based college course in statistics.

Required for this course is a graphing calculator, either the TI-84 or the TI-Nspire CX. For the Nspire, either the CAS or non-CAS version works for this course. This is also the preferred calculator for AP Physics courses. Students should note that while the CAS version may be used on the SAT and AP tests, it is not permitted for the ACT.

## **ADVANCED PLACEMENT CALCULUS AB AND BC OVERVIEW**

Advanced Placement Calculus AB and BC are primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multirepresentational approach to calculus, with concepts, results and problems being expressed geometrically, numerically, analytically and verbally. Both courses cover the content specified in the course description as outlined by the College Board and are intended to be challenging demanding courses in mathematics consisting of academic work comparable to calculus courses in colleges and universities. Calculus AB is comparable to the 1<sup>st</sup> semester of calculus at the college level while BC is comparable to the 1<sup>st</sup> two semesters of calculus at the college level.

Technology is used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation and to assist in interpreting results. It is expected that students who take either Calculus AB or BC will take the Advanced Placement Examination in May to seek credit or placement, or both, from institutions of higher learning. Required for this course is a TI-Nspire CX graphing calculator. While it may be either the CAS version or the non-CAS version, the AP Calculus instructors strongly prefer the additional functions of the TI-Nspire CX CAS. This is also the preferred calculator for the AP Physics C course. Students should note that while the CAS version may be used on the SAT and AP tests it is not permitted for the ACT.

**ADVANCED PLACEMENT CALCULUS AB (359) — Grades 11 & 12, 1 Credit, Advanced Placement**

*Prerequisite: Precalculus with Grade of A. Teacher recommendation required.*

AB Calculus AP is intended for students who have the motivation and ability to enroll in a college-level course. Course content includes: analysis of graphs, limits of functions, asymptotic behavior, continuity, concept of the derivative, derivative as a function, second derivatives, applications of derivatives, Riemann sums, interpretations and properties of definite integrals, applications of integrals, fundamental theorem of calculus, techniques of antidifferentiation following from basic derivatives, and by substitution of variables, numerical approximations to definite integrals.

**ADVANCED PLACEMENT CALCULUS BC (357) — Grades 11 & 12, 1 Credit, Advanced Placement**

*Prerequisite: Precalculus Honors with Grade of A. Teacher recommendation required.*

This course is designed to qualify students for placement and college credit one semester course beyond that granted for Calculus AB. The course content includes the topics listed in the course content listing for Calculus AB and the additional topics of: parametric, polar and vector functions and their derivatives, velocity and acceleration vectors, geometric interpretation of differential equations via slope fields, numerical solution of differential equations using Euler's Method, L'Hopital's rule and its use in determining convergence of improper integrals and series, arc length, antiderivatives by parts and partial fractions, improper integrals, solving logistic differential equations, series of constants, Taylor and Maclaurin series, functions defined by power series and LaGrange error bound for Taylor polynomials.

**MULTIVARIABLE CALCULUS (342) — Grades 11 & 12, Fall Semester, ½ credit, College Weight**

*Prerequisite: AP Calculus AB or AP Calculus BC with a minimum grade of A in each*

*Corequisite: AP Calculus BC if not already completed*

Multivariable Calculus extends the concepts introduced in AP Calculus AB and BC to equations of more than one independent variable. Topics covered include vectors, equations of planes, matrices, parametric curves, partial derivatives, and double, triple and line integrals. These mathematical tools and methods are used extensively in the physical sciences, engineering, economics and computer graphics.

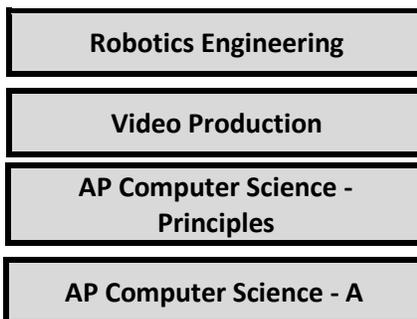
**DIFFERENTIAL EQUATIONS (343) — Grades 11 & 12, Spring Semester, ½ Credit, College Weight**

*Prerequisite: AP Calculus AB or AP Calculus BC with a minimum grade of A in each*

*Corequisite: AP Calculus BC if not already completed*

Differential Equations are the language in which the laws of nature are expressed. This course is an extension of the study of differential equations introduced in AP Calculus AB and BC. Topics covered include solutions of first and second order Ordinary Differential Equations and Fourier series. Developing the solutions of differential equations is fundamental to much of contemporary science and engineering.

## COMPUTER SCIENCE CURRICULUM



### **COMPUTER ROBOTICS (728 S-1) (721 S-2) — Grades 7-8**

This intensely hands-on course will focus on designing, building, and programming a variety of simple to complex robots. Students will also learn how to design 3D-printed robot parts. The first semester course will give students the opportunity to join a school robotics team that competes in tournaments throughout the region. The second semester course allows students to build underwater robots.

### **COMPUTER SCIENCE DISCOVERIES (729 S-1) (714 S-2) — Grades 7-8**

This is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving and fun. Students will design web sites and apps using HTML and CSS, create games with JavaScript, and build interactive circuits with micro-controllers.

### **VIDEO MULTIMEDIA (718 S-1) (726 S-2) — Grades 7-8**

This course focuses on the planning, directing, filming and editing of short-form video. Students learn camera positions, shooting angles, editing techniques, post production effects, and storyboarding methods. They learn to recognize professional filming techniques through movie critiques. They demonstrate knowledge through a wide variety of film-creation projects both individually and as a group.

### **INNOVATIVE DESIGN ENGINEERING APPLICATIONS (IDEA) (361 S-1) (362 S-2) — Grades 7-8, ½ Credit, Semester**

Students will learn and implement the engineering design process; develop foundational skills and mindsets of design thinking; complete a local or global project with a real-world purpose; learn programming languages and operating systems (Linux, Python); develop hands-on skills for digital fabrication (TinkerCAD, 3D printing); create physical electronic projects (Raspberry Pi, Circuit Playground); develop empathy and experimentation through communication with users of their product

### **VIDEO PRODUCTION (325) — Grades 9-12, ½ Credit**

This course is designed to introduce students to a wide range of media applications that they will use throughout high school as well as college. The semester will be divided equally amongst the following applications: Digital Video including filming, editing and presenting; Graphics including image editing and preparing images and animations for print or web, including storytelling. Students will also use design software that allows architectural style drawings and students will develop 3D models that will be printed on the 3D printer. Throughout the semester students will be using a digital notebook that can be accessed at any time.

### **ROBOTICS ENGINEERING (326) — Grades: 9-12, ½ Credit**

*Prerequisite: Algebra 1.*

This is a beginner's class for students to be exposed to the wonderful world of robotics and programming, exploring the latest technologies available. Students will learn and use the Mindstorms EV3 programming language to program robots for autonomous behavior, as well as Ozobot Robots. In Robotics Engineering,

students work in teams to design, build, test and present robotic systems. The course is multidisciplinary by incorporating STEM in the curriculum, including design software that allows architectural style drawings and students will develop 3D models that will be printed on the 3D printer. Students will use a digital notebook, throughout the semester.

**ADVANCED ROBOTICS CLASS (328) – Grades 9-12, ½ credit**

*Prerequisite: A MS or US Robotics course*

This is an Intermediate Robotics Course for students that have previously taken a Robotics class. Intermediate Programming will be learned as student self-pacing in small groups. This is a Project Based Learning class. Students will use a digital notebook throughout the semester. Students will document their daily work and findings on their OneNote for the teacher to view their progress and to assess their work, including video, audio and quizzes all in one place, available at any time, on any device. Students will download the Mindstorms EV3 brain, motors and sensors. Students will be graded on building solutions to real-world problems, problem-solving strategies and teamwork.

**AP COMPUTER SCIENCE PRINCIPLES (358) – Grades 10-12, 1 credit, Advanced Placement.**

*Prerequisite: Algebra II Honors or Algebra II AB, grade of B or higher*

AP Computer Science Principles is an introductory college-level computing course in which students explore the impact of computer science on society and develop the fundamental skills of computer programming using JavaScript. Students cultivate their understanding of computer science through working with data, collaborating to solve problems, and developing computer programs. The AP assessment comprises three parts: a multiple-choice exam taken in May and two performance tasks (the Explore Task and the Create Task) that are created throughout the year. The AP score is a weighted average of these three components.

**ADVANCED PLACEMENT COMPUTER SCIENCE A (356) – Grades 10-12, 1 Credit, Advanced Placement**

*Prerequisites: Algebra II Honors or Algebra II AB, grade of B or higher*

*Previous coding experience and permission of the instructor is required*

AP Computer Science A is an introductory college-level computer science course in which students cultivate their understanding of object-oriented coding through analyzing, writing, and testing code. The course differs from APCS Principles in that the entire course is devoted to computer programming and therefore covers more topics and explores these concepts in greater detail. The AP assessment consists of a single exam taken in May that has two components: multiple choice questions and free response programming with paper and pencil.

## DEPARTMENT OF SCIENCES

The science curriculum is structured to ensure that our students are well prepared for college science courses; develop an understanding of concepts in the biological and physical sciences and their application to life situations; develop an appreciation for the attitudes of science and skill in using its methods; develop a scientific vocabulary, skills in laboratory techniques and problem solving; develop critical thinking skills; become proficient in the use of laboratory equipment commensurate with the grade level; and appreciate the relationship between science and other academic disciplines.

There will be a cumulative semester assessment in each course.

Honors Biology students will be required to participate in the Bolles Science Fair. Any student who wishes to pursue individual research leading to regional and state science fair competition will be encouraged and receive advice and counsel by science instructors.

### **LIFE SCIENCE AND HEALTH 6 (400) — Grade 6**

The Grade 6 Human Biology and Health/Life Science course serves as an introduction to living things and their interdependence. The human biology portion of the course provides an overview of the human body. The major systems of the body are covered as well as health issues relating to each system. Strategies for maintaining optimum health are explored. As the Life Science portion of the course begins, students learn the classification system for living organisms with an emphasis placed on the plant and animal kingdoms. Students study the structure and function in living systems as well as diversity and adaptation in organisms as a whole. The final component of the Life Science portion examines animal behaviors and habitats.

Throughout the course, students learn how to correctly and safely use basic laboratory equipment including the microscope. Additionally they gain experience in the art, practice, and habit of making detailed observations and drawing reasoned conclusions. Students learn through a variety of methods including laboratory investigations, examination of selected specimens, research and presentations, classroom discussions, human anatomy models and activities using the campus as an outdoor lab facility.

### **EARTH SCIENCE 7 (401) — Grade 7**

In Earth/Space Science 7, students will be introduced to the broad study of planet Earth and its place in the universe. The course provides an overview of geological processes, meteorology, oceanography, and a unit on the environment with particular emphasis on water and the atmosphere. Some basic universal forces such as gravity and energy will be introduced in the context of our solar system. Lab activities involving planetary motion, mineral/rock identification, erosion and others will provide a hands-on emphasis in the course. The concept of environmental stewardship will also be a part of the curriculum.

### **PHYSICAL SCIENCE (403) — Grade 8, 1 Credit**

Basic principles of Chemistry and non-Algebra-based Physics are introduced in this survey course. Topics will include: the atom and structure of the electron cloud, properties of the nucleus, the periodic table, elements and families, acids and bases, chemical reactions, forces and motion, Newton's laws of motion, heat, energy (sound, mechanical, electromagnetic) and wave motion. Lab activities reinforce curriculum topics.

**LIFE MANAGEMENT SKILLS (424 S-1) (425 S-2) — Grades 9 & 10, 1 semester, ½ Credit\*, required**  
(\*- does not count toward science requirement for graduation.)

*(This course does not count in GPA.)*

This course is designed to introduce and develop skills which are designated to be valuable life skills. Topics covered are: (1) social — mental health, decision making, peer pressure, communication skills, positive emotional development, relationships, introduction to community service/volunteerism, (2) physical — stress and its management, use of tobacco, HIV/AIDS, STDs, cancer, nutrition, fitness, drug education, CPR, suicide prevention and (3) consumer education — truth in advertising, budgeting.

**Students in Grades 10 through 12 are encouraged to do a Science Fair project.**

**Students in Biology Honors are REQUIRED to do a Science Fair project.**

**BIOLOGY (404) — Grade 9, 1 Credit, Lab Science**

*Co- or prerequisite: Algebra I*

This course explores core topics such as the chemistry of life, the biosphere, energy flow in ecosystems, cell structure and function, photosynthesis, cellular respiration, cell growth and division, an introduction to Mendelian genetics, structure and function of DNA, RNA and protein synthesis, human heredity, evolutionary theory and featured systems of the human body. Either a virtual or actual dissection of a fetal pig reinforces concepts. Use of the microscope and other lab techniques are taught in the lab component of the course.

**BIOLOGY HONORS (434) — Grade 9, 1 Credit, Lab Science, Honors**

*Prerequisite: Grade of A- or better in last science course and teacher recommendation required. Prior completion of Algebra I recommended.*

This course investigates the full spectrum of biological topics, ranging from the molecular to the organismal level (biochemistry, cell biology, genetics, evolution, physiology, and ecology). The course is taught from an evolutionary perspective and is intended to prepare highly motivated students for their future course work in advanced level science classes. The Honors Biology course is fast-paced and rigorous; students are expected to process their learning well beyond simple rote memorization. The course requires more time outside the classroom for preparation, study, and completion of assignments than the Biology course. Students in Honors Biology are REQUIRED to do a project for the Science Fair.

**CHEMISTRY AC (408) — Grades 10-12, 1 Credit, Lab Science**

*Prerequisite: Completion of Biology and Algebra I B*

Chemistry AC is a course designed to develop a student's science process skills through the teaching of chemical facts and principles. The student should be able to demonstrate competence in the use of elementary mathematics skills to solve chemical word problems. The course will cover general chemical topics with an emphasis on qualitative and quantitative laboratory experiences. Successful completion of Algebra I is a prerequisite. A scientific calculator is required.

**CHEMISTRY AB (405) — Grades 10-12, 1 Credit, Lab Science**

*Prerequisite: Successful completion of Biology and Algebra I A with a B- or better average in Alg I A. Honors and current teacher recommendation.*

The emphasis in this course is on the description of the physical properties of matter and the changes these properties undergo during a chemical reaction. The solid, liquid, and gaseous states are described by laboratory exercises. The structure of the atom and the processes involved in forming compounds are discussed with special attention to the topics of oxidation/reduction, stoichiometry, kinetics and equilibrium. The comparative chemistry of elements is stressed throughout the course. Lab work includes both quantitative and qualitative exercises, which are useful in reinforcing the topics being studied. The student is introduced to techniques for isolating the products of chemical reactions and methods for describing the chemical change observed. A scientific calculator is required.

**CHEMISTRY HONORS (435) — Grades 10-12, 1 Credit, Lab Science, Honors**

*Prerequisite: Grade of A- or higher in Biology, Grade of A- or higher in Algebra II AB or B+ or higher in Algebra II Honors and current teacher recommendation.*

Honors Chemistry is designed to explore the introductory concepts of chemistry with an emphasis on quantitative and qualitative problem solving. There is a significant laboratory component to the class and students are required to develop their writing skills in written reports of their findings. The course includes the historical discoveries in chemistry and applies them to modern society where applicable. The Honors Chemistry course students are expected to work independently and at a faster pace than the College Preparatory chemistry class as the course covers more topics and at a greater depth. The course makes frequent use of technology through computer interfacing devices and the Nspire calculator.

**MARINE SCIENCE (445) — Grades 10-12, 1 Credit, Lab Science**

*Prerequisite: Biology*

Marine Science provides the students with an introduction to oceanography and marine biology. The first quarter of the course focuses on the physical forces that shape our oceans, such as winds, currents, and tides, as well as the chemical properties and cycles that make separate bodies of water unique. Afterwards, students will begin a thorough investigation of the many different ecosystems found in the oceans, from the coral reefs of the tropics to the estuaries of the St. Johns River, and then to the polar seas of the arctic. The second semester will be lab-intensive as we focus on the diverse organisms found within these habitats. Student will

dissect squid, sharks, fish, and other specimens in order to gain a full appreciation of the complex physiological adaptations of these organisms.

**ENVIRONMENTAL SCIENCE HONORS (407) — Grades 11 & 12, 1 Credit (Full Year), Lab Science**

*Prerequisite: Completion of Biology Honors or Chemistry Honors or permission of the course instructor*

Environmental Science is a comprehensive course that explores the interdisciplinary aspects of environmental issues. It includes ecology but takes it further into practical problems of humans and their environment. It also explores best management practices to build a sustainable society. A sampling of the topics include: ecosystems, biogeochemical cycles, biodiversity, population dynamics, water quality and management, soil conservation, sources of energy, air quality, food production and global climate change. We will use a mixture of classroom and laboratory approaches. There are two additional components of the course. First, students will become more familiar with the organisms in our local environment with a focus on birds. Second, students will monitor current events to become more familiar with environmental issues impacting our world, with a focus on the challenges relevant to Northeast Florida. Students will create a current events portfolio and make presentations to the class.

**ANATOMY: MOVEMENT, SUPPORT & PROTECTION (410 S-1) — Grades 11 & 12, ½ Credit, Semester Course, Lab Science**

*(First semester of the two semester courses.)*

*Prerequisite: Completion of Biology and Chemistry*

This course investigates form and structure and how it leads to function in the human body. This semester course will cover the following systems: skeletal, muscular, integumentary, and nervous. Multiple lab activities for each system will be incorporated, such as a histology lab, examination of a real human skeleton and bone sections from vertebrates, skin receptor lab, signal classification lab, and other activities, along with the utilization of the Anatomage table. The Anatomage table shows a three-dimensional virtual human body which can be manipulated to show dissected organs, systems, case studies and other anatomical features. The semester will culminate with a multiday dissection of a vertebrate specimen and a lab practical, which will count as the semester exam.

**ANATOMY: REGULATION, PERCEPTION & REPRODUCTION (411 S-2) — Grades 11 & 12, ½ Credit, Semester Course, Lab Science**

*(Second semester of the two semester courses)*

*Prerequisite: Completion of Biology and Chemistry*

This course investigates form and structure and how it leads to function in the human body. This semester course will cover the following systems: circulatory, digestive and reproductive, along with the senses. Multiple lab activities for each system will be incorporated, such as modeling the human heart, artificial blood typing, histology, to-scale modeling of the digestive tract, as well as proprioception, visual perception and auditory activities. The Anatomage table will be featured in a variety of applications. It shows a three-dimensional virtual human body which can be manipulated to show dissected organs, systems, case studies and other anatomical features. The semester will culminate with a multiday dissection of a vertebrate specimen and a lab practical, which will count as the semester exam.

**NEUROSCIENCE HONORS (457) — Grades 11 & 12, ½ Credit, Honors, Semester Course, Lab Science**

*Prerequisite: Grade of B+ or higher in Chemistry AB or Biology Honors, or permission of the course instructor*

This course is designed for motivated students who are considering a career in science or the health professions. The interdisciplinary nature of the neurosciences requires knowledge of biology, chemistry, and physics, although emphasis on physics will be kept to a minimum. Topics to be covered include cell and molecular biology of the neuron, synaptic transmission, sensory physiology, cellular mechanisms of learning and memory, the biological basis of behavior and disorders of the nervous system. After completing this course, the student will have detailed knowledge of how the nervous system functions and exerts its control over the animal kingdom.

**BIOETHICS (431) — Grades 11 & 12, ½ credit, , Semester Course**

*Prerequisites: Completion of Biology and Chemistry*

In this course, topics such as stem cell research, assisted reproductive technology, organ donation, research involving human subjects, euthanasia, eugenics, genetically modified organisms and other related topics will be studied and discussed. Students will read scholarly information about these topics and discuss the issues scientifically and from a social aspect.

**PHYSICS (406) — Grades 11 & 12, 1 Credit, Lab Science**

*Prerequisite: Completion of Biology and Chemistry*

*Co-requisite: Enrollment in Algebra II AB or higher*

This course will emphasize the study of motion, forces, energy, heat, sound, electricity and light. It is designed primarily for those students who are interested in a more conceptual approach to the subject material; however, some mathematical applications to the major concepts of physics will be emphasized. Laboratory experiences will enhance the student's understanding of concepts being covered as well as allowing students a greater appreciation for our physical world.

**PHYSICS HONORS (437) — Grades 11 & 12, 1 Credit, Lab Science, Honors**

*Prerequisite: Completion of Biology, B or higher in Chemistry AB or Honors*

*Co-requisite: Enrollment in Precalculus or higher. Enrollment in Honors math is recommended*

Students engage in a wide-ranging pre-college course introducing many of the major concepts of physics. Topics include mechanics, electricity and magnetism, wave phenomena, optics, Einstein's theory of relativity, and atomic and nuclear physics. Emphasis is placed on thorough understanding of physical ideas as exemplified by well-reasoned problem solutions. Throughout the course, students are required to explain their reasoning in writing to sharpen their critical thinking. Laboratory exercises and demonstrations allow students to experience physical phenomena firsthand and generate enthusiasm for the challenge of learning physics. A scientific calculator is required.

**ADVANCED PLACEMENT BIOLOGY (459) — Grades 11 & 12, 1 Credit, Lab Science, Advanced Placement**

*Prerequisite: Biology Honors, Chemistry and permission of AP course instructor*

Advanced Placement Biology follows the course content as outlined by the College Board. The course is an elective for the student who has achieved academic excellence in biological science, grade ten. The fast-paced review and more in-depth examination of the concepts of Honors Biology and the twelve laboratory exercises will satisfactorily fulfill the requirements outlined in the AP Biology curriculum guide in preparing the student to take the Advanced Placement Examination. Students may expect to meet for extra class sessions.

**ADVANCED PLACEMENT CHEMISTRY (455) — Grades 11 & 12, 1 Credit, Lab Science, Advanced Placement**

*Prerequisite: The student should have a firm background in Chemistry AB or Honors and Algebra II AB or Honors. Recommendation of current science instructor or permission of the AP course instructor.*

Advanced Placement Chemistry follows the course content as outlined by the College Board. The course focuses on topics common to a beginning collegiate course for science majors. Classroom activities are reinforced with problem-solving and laboratory experiences. The mathematical approach to descriptive chemistry unifies the relationships of oxidation-reduction reactions, bonding concepts, physical and chemical properties, kinetic theory, and equilibrium reactions. Students may expect to meet for extra class sessions. A TI graphing calculator is required.

**ADVANCED PLACEMENT PHYSICS 1 (441) — Grade 11 & 12, 1 Credit, Lab Science, Advanced Placement**

*Prerequisite: Completion of Biology; B+ or higher in Chemistry AB or Honors; concurrent enrollment in Precalculus or Precalculus Honors; permission of instructor required*

AP Physics 1 is a year-long course that corresponds to the first semester of an Algebra-based College Physics course. Topics covered include: classical Newtonian mechanics, dynamics, momentum, and energy (including rotational motion); simple harmonic motion; mechanical waves and sound; and introductory work in electrostatics and simple circuits. The course emphasizes the development of problem-solving ability and inquiry-based laboratory work. AP Physics 1 is recommended only for those students with demonstrated strength in Mathematics through Algebra 2, though prior completion of Precalculus is strongly advised. The College Board also recommends that a student complete a full first year of Physics prior to AP Physics 1, though students with an advanced Math background and skills can be successful without a prior year of Physics.

**ADVANCED PLACEMENT PHYSICS C (438) — Grade 12, 1 Credit, Lab Science, Advanced Placement**

*Prerequisite: AP Physics 1 or Honors Physics (B+ or higher)*

*Co-requisite: AP Calculus BC or AP Calculus AB; permission of the instructor required*

AP Physics C is a Calculus-based study of mechanics, electricity, and magnetism. This course forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical

sciences or engineering. Methods of Calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. Strong emphasis is placed on laboratory exercises and solving a variety of challenging problems, many requiring Calculus. The course covers all content required for the AP Mechanics and AP Electricity and Magnetism exams.

**LIFE SCIENCES INVESTIGATIONS (446) — Grades 11 & 12, ½ Credit, Lab Science**

*Prerequisites: Biology & Chemistry*

This course is a student-driven lab investigations course that will explore life, physiology, and interactions of the organisms involved, including microorganisms, plants and animals. It will include caring for and rearing species of fishes, maintaining an aquaponics system, and raising and maintaining various types of seedlings. Students will explore related topics such as the Nitrogen cycle, microecosystems, and ecology. The course will feature independent lab work stations and the experiments in them. Grades will be determined by interaction in the lab, researching topics related to the experiments, lab notebooks, updating a class website, and class projects.

## SOCIAL STUDIES DEPARTMENT

The Social Studies curriculum centers on the study of global cultures both past and present. Teachers strive to create active classroom environments in which students can develop into self-directed learners and thus prepare themselves for the world of tomorrow. Teachers foster an investigatory approach towards learning that places a premium on participation along with the analysis and evaluation of historical questions and topics. Academic skills are introduced and reinforced at each grade level. Foremost among these skills is the utilization of new and emerging technologies. Students learn how to locate, select and interpret information from the rapidly expanding base of electronic resources. The department emphasizes an interdisciplinary methodology that incorporates literature, art and other subjects into its curriculum. We believe that students can employ their knowledge of the past as a means of dealing with the challenges and complexities of the future.

**Only seniors or students in Advanced Placement courses who have maintained an A- average and receive approval of the instructor may exempt a final exam.**

### **WORLD GEOGRAPHY AND CULTURES (500) — Grade 6**

Students study the basic geographic features of the earth and explore how they have shaped cultures along with modern economic and political systems. As part of this process, students develop a place name repertory and are thus able to visualize in their minds the major nations, regions, and physical features of the world. Students also examine the development and contemporary interaction of world cultures. The course encourages students to become active learners through class participation, discussion of current events, group work and map making. There is a strong emphasis on the introduction and reinforcement of academic skills such as writing, reading comprehension, organization, oral expression and others. Homework, quizzes, tests and class discussions requiring critical and original thinking are the means of evaluation.

### **UNITED STATES HISTORY (501) — Grade 7**

This course traces the development of the United States from the European contacts with Native American cultures to the present day. It stresses central topics in American history such as the colonial era, the formation of the federal government, the development of the nation's political, economic, and social institutions, warfare, and the ever-increasing role of the United States in the world community. The course encourages students to organize and evaluate information and to communicate their conclusions in written and oral form. Students are challenged to critically analyze material and to examine it from different perspectives. Special emphasis is placed on essay-writing, reading comprehension, note-taking and other academic skills. Frequent class discussions seek to actively engage the students in the learning process. Evaluation is based on tests, quizzes, reports, homework and participation.

### **AMERICAN GOVERNMENT AND ECONOMICS (502) — Grade 8**

This course examines the foundations and history of the American political and economic systems. Students study the role and functions of government in addition to the roles of public opinion, interest groups, and political parties in shaping the decision-making process. They learn about the basic practices and principles of the American economic system along with those of other nations. In addition to mastering a body of material, they work on strengthening academic skills such as organizing material, reading comprehension, and essay writing. The course is structured in a manner that encourages students to become active learners through class participation and research projects. Tests, essays, quizzes and participation are the bases for evaluation.

### **SPEECH AND DEBATE (503 S-1) 507 (S-2) — Grade 7-8, ½ Credit, Semester**

Speech Communications emphasizes research, composition, and delivery of interpretive, informative, demonstrative, and persuasive speeches. This course will help students gain greater poise and self-confidence during presentations and public speaking situations. Upon selecting suitable topics and constructing a thesis, students use their personal devices for researching and organizing information, and students work on composing their speeches for presentation. Students learn skills essential to effective public speaking such as articulation, vocal modulation, rate of delivery, gestures, physicality, posture, and bodily movement. In addition to reflecting on their own speeches, students learn to act as critics of their fellow students' presentations, providing both written and verbal feedback to each of their classmates. Students will deliver several speeches individually but will also interact in group situations to develop television news broadcasts or Infomercials for presentation.

**Debate** familiarizes students with research, analysis, composition, and public speaking skills essential for various styles of argumentation such as Lincoln-Douglas Debate, Spontaneous Argumentation, and Congressional Debate. Students use a variety of informational print resources, databases, and Internet to research and create a file of relevant information on a given debate resolution. Students then learn constructive case development and defense of an affirmative or negative position through the use of critical thinking, logic, evidence, and compelling language. Developing note-taking skills by means of “flowing” their opponent’s arguments during a debate, students demonstrate listening abilities by both responding specifically to arguments made by their classmates and by constructively critiquing the performance of their classmates. Debates may take place individually or in teams, and resolutions proposed for debate are timely, appropriate, and significant to the lives of middle school students.

### **WORLD HISTORY (504) — Grade 9, 1 Credit**

This course covers world history from the origins of humans to 1500. It has two main approaches. First, students will explore the values held by ancient people in relation to contemporary ones. Students will examine how earlier beliefs about authority, the organization of society, the divine and the world at large differ from or complement modern views. Second, we will reflect upon historical processes such as migration, trade, warfare, the development of technology and cultural exchange. Students will investigate how these processes changed individual lives at different periods in pre-modern history. The course will emphasize development of critical skills in reading and analyzing primary source documents. An important component of the course is a research paper completed in the spring semester. Student participation in class discussions, regular group work and homework comprises an important component of student evaluation in this course.

### **CONTEMPORARY WORLD HISTORY (524) — Grade 10, 1 Credit**

This course covers world history from 1500 to the present and is designed to aid the student in developing skills of historical analysis and inquiry. These techniques will help the student to approach social, economic, political, and cultural problems met in today’s world. Comprehensive in design, the course includes the study of history, philosophy, religion, humanities, art and literature to demonstrate the ways in which man through the ages has coped with the most pressing issues of his time. It is hoped that the student will acquire critical thinking skills and an appreciation of the aesthetic tradition of which they are a part. Evaluation of student achievement will be based on major tests and quizzes, oral reports, essays, and contributions to the class.

### **CONTEMPORARY WORLD HISTORY HONORS (534) — Grade 10, 1 Credit, Honors**

*Teacher recommendation required*

This course is designed to convey to the student a chronological understanding of the world’s people, events, and institutions by bringing together the various threads of mankind’s existence—politics, war, geography, economics, the arts, music, science, philosophy—so the student can develop an integrated historical perspective. The time period covered is from 1500 to the present. Reading independently from college-level materials and analyzing material beyond the factual level is an essential part of the course. Evaluation of student achievement will be based on major tests and quizzes. Significant emphasis and weight is given to essay writing on tests, quizzes and independent essay assignments.

### **UNITED STATES HISTORY (505) — Grade 11, 1 Credit**

A survey of the history of our nation, U.S. History places emphasis on the period beginning with European colonization to the present. Through a close examination of the American past, students will gain a truer appreciation and understanding of the forces that have shaped our country. Students are encouraged to develop their critical thinking in both the written and spoken word through essays and class discussion. Major tests, analytical essays, research projects and class participation constitute the major ways by which student progress is measured.

### **UNITED STATES HISTORY AP (555) — Grade 11, 1 Credit, Advanced Placement**

*Teacher recommendation required*

*Prerequisite of a Grade of A- in prior year’s Contemporary World History course and B+ in Honors Contemporary World History*

This course prepares students for the Advanced Placement Examination in United States History. It aligns with the curricular and skills requirements as outlined by College Board. It takes a chronological approach to American history while also exploring the key themes of: Identity; Work, Exchange and Technology; Peopling; Politics and Power; America and the World; Environment and Geography: Physical and Human and Ideas, Beliefs and Culture. Student progress is measured by the assessments required on the AP Exam: multiple

choice questions, long essays, short answer quizzes and documents-based-essays. Students enrolled in the course are expected to take the AP Exam in May.

**AMERICAN GOVERNMENT AND POLITICS AP (553) — Grades 11 & 12, ½ Credit, First Semester, Advanced Placement**

*For rising juniors Prerequisite of a Grade of A- in prior year's Contemporary World History course and B+ in Honors Contemporary World History. For rising seniors, a Grade of A- in U.S. History or a B in AP U. S. History Teacher recommendation required*

This course follows the format established by the Advanced Placement Program of the College Board. The study of general concepts used to interpret American politics and the analysis of specific case studies compose the core of the course. The five major areas covered are: (1) Constitutional underpinnings of American government, (2) Political beliefs and behaviors, (3) Political parties and interest groups, (4) Institutions and policy processes of national government, and (5) Civil rights and civil liberties. Students enrolled in the course may take the AP Examination in May.

**COMPARATIVE GOVERNMENT AND POLITICS AP (512) — Grades 11 & 12, ½ Credit—Second Semester, Advanced Placement**

*For rising juniors Prerequisite of a Grade of A- in prior year's Contemporary World History course and B+ in Honors Contemporary World History. For rising seniors, a Grade of A- in U.S. History or a B in AP U.S. History Teacher recommendation required*

This course follows the format established by the Advanced Placement Program of the College Board. It is designed to help students gain knowledge of the world's diverse political structures and practices. The course encompasses the study of both specific countries and general concepts used to interpret the key political relationships found in virtually all politics. Six countries form the core of the program: The United Kingdom, Russia/USSR, The People's Republic of China, Iran, Mexico, and Nigeria. Topics include Sovereignty, Authority, and Power; Political Institutions; Citizens, Society, and the State; Political and Economic Change; and Public Policy. Students successful in the course are encouraged to take the AP Examination in May.

**MODERN EUROPEAN HISTORY AP (558) — Grade 12, 1 Credit, Advanced Placement**

*Prerequisite of an A- in U.S. History or a B in AP U.S. History. Teacher recommendation required.*

This Advanced Placement course in Modern European History follows the course description as outlined by the College Board. This course is designed to build on the student's knowledge of the factual narrative: (1) An understanding of the principle themes in modern European history, (2) An awareness of the world, and (3) An ability to analyze historical evidence. The chronological period begins with the high Renaissance and concludes with the present. The course focuses on political and diplomatic history, intellectual and cultural history, and social and economic history.

Student progress in the course will be measured by free response essays, documents-based-essays, multiple choice questions, and class participation. Students enrolled in the course will take the AP Examination in May.

**ECONOMICS (509) — Grades 11 & 12, ½ Credit**

Economics incorporates both microeconomic and macroeconomic concepts. Microeconomic concepts studied include value and price, factors affecting short and long-run adjustments of the individual firm with respect to prices, costs, and levels of production, value, and price as determined by supply and demand, and market adjustments in competition and monopoly. Macroeconomic areas studied include the determination of national income (Gross Domestic Product) and its fluctuations, and introduction to money, banking, and government finance, inflation, and unemployment. Student progress is assessed regularly through oral and written exercises, quizzes, and tests. A comprehensive examination is given at the end of the semester.

**HISTORY OF THE MIDDLE EAST (510) — Grades 11 & 12, ½ Credit**

The purpose of this course is to teach a chronological understanding of the area commonly known as the Middle East, emphasizing subjects such as the region's physical setting and geography, its people, the development and integration of the monotheistic religions, Ottoman, European, and American influences, and the roots of modern day political issues. Through a balanced study of past events, students will gain an appreciation for and better understanding of one of the world's most volatile and strategically important areas. Awareness of current events will have a direct impact upon class discussion. Student progress in the course will be measured by quizzes, tests and class participation.

**PSYCHOLOGY (570) — Grades 11 & 12, ½ Credit**

*Prerequisite: Advisor's permission and completion of Biology.*

Available to juniors and seniors, this course is designed to introduce students to the systematic and scientific study of human behavior and mental processes. The course provides exposure to psychological facts, principles, and phenomena associated with psychology. Some of the course topics include history, theory and application, biology of psychology, memory, learning, disorders, emotions, stress, personality, abnormal behavior, and therapy. In addition to nightly reading assignments, students will complete a project each quarter.

**STUDIES IN LEADERSHIP (532) — Grades 11 & 12, ½ Credit**

What is leadership? Where does it come from? What are different styles of leadership? What does positive leadership look like? What role does ethics play in leadership? Can leadership be instructed and cultivated, or is it an innate talent? Students will address all of these questions and more over the course of the semester. Within a Socratic seminar framework, students will examine the concept of leadership (past and present) through historical and present day examples on local, national and international levels. Students will then utilize this knowledge to focus on developing leadership traits within themselves. Students will be graded on class participation, book/article reviews, group projects, in class writing responses, and a TED Talk style presentation on a leadership topic of their choice.

**WORLD RELIGIONS (531) — Grades 10, 11 & 12, ½ Credit**

This course explores the major eastern and western religions of the world including Judaism, Christianity, Islam, Buddhism and Hinduism along with other faiths. It uses a cross curricular approach by means of a seminar-style format. Students read, analyze, and discuss a variety of primary and secondary sources. Formal assessments include tests and quizzes. In addition, students research a religion of particular interest to them and present their findings to the class.

**ADVANCED PLACEMENT PSYCHOLOGY (571) — Grades 11 & 12, 1 Credit**

*Prerequisite: Psychology (B+ or higher)*

AP Psychology is designed to introduce students to the systematic and scientific study of behavior and the mental processes of human beings and other animals. Students are exposed to psychological facts, principles, and phenomena associated with each of the major sub-fields within psychology. They also learn about the ethics and methods psychologists use in their science and their practice.

# FINE AND PERFORMING ARTS DEPARTMENT

Because the Fine Arts are an integral part of human history and experience, we believe every student should be proficient in at least one of the arts disciplines in order to gain a broad cultural and historical perspective. Through the study of the performing and visual arts, Bolles students are more able to communicate clearly, analyze abstract images, make discriminating judgments and understand their world.

Moreover, in the arts we seek to maximize each student's expressive potential. Through the use of perception and analysis, sensibility and cognition, students are guided through the complex processes required to transform feeling, sensation and emotion into an objectively expressive form.

The curriculum in each area of the visual and performing arts offers a logical progression through the varied tools, techniques, and skills necessary for successful translation from idea to final form. In addition, all courses explore the conceptual, historical and theoretical aspects of the art form. Technical experience and artistic expression are enhanced through frequent practice, exhibition, or performance and evaluation of one's own work and the work of others.

The skills and experiences enjoyed in the various disciplines will not only allow the student to continue to participate in the creating of art through his/her lifetime, but will also enhance aesthetic discernment and develop a deeper understanding of personal and global issues.

To help instill an appreciation of all the arts, each course will require the viewing of a performance or showing each semester (introductory courses require one viewing and written evaluation; all other arts courses require two viewings and written evaluations). These may include an exhibition in the gallery or performance on campus or other activity with the permission and approval of the instructor.

Special Note: Because arts classes are essentially lab classes, it is always difficult and often impossible to make up work from missed classes. **REGULAR ATTENDANCE IS ESSENTIAL FOR SUCCESSFUL COMPLETION OF VISUAL AND PERFORMING ARTS COURSES.**

## MIDDLE SCHOOL ELECTIVES IN THE ARTS

### VISUAL ARTS

**Advanced students** in visual arts classes are encouraged to further develop their technical skills, while cultivating creative and innovative solutions to their work.

**Art history** is a component of every visual arts class. Instruction involves lecture, discussions, student research and presentations.

**Grading** in all visual arts classes will be based upon a student's effort in addressing design problems, a willingness to take instruction, skill progression, and accuracy of applied concepts.

### **6TH GRADE FOUNDATION IN VISUAL ARTS (615 S-1) (610 S-2) – Grade 6, Semester**

In this studio course, students learn the mechanical and perceptual skills necessary to translate their creative ideas into a variety of media. Famous works of art and essential design elements are the basis for helping students compose and evaluate their artistic expression. Two-dimensional and three-dimensional projects will be assigned. Grading is based primarily on a student's skill progression, completion of projects, studio practices, and accuracy of applied concepts.

**DESIGN (712) — Grades 7 & 8, 1 Semester**

This course is designed to help students understand the basic elements and principals of design. The student will use problem-solving design concepts (line, shape, structure, value, texture, color, etc.) with format limitations evolving into a varied media experience. Particular attention will be directed towards architectural and illusionistic work while addressing a variety of materials and creative solutions. This class may be taken more than once.

**BEGINNING DRAWING AND PAINTING (706 S-1) (707 S-2) — Grades 7 & 8, 1 Semester**

The course is divided into two quarters, the first covering basic painting technique and color theory and the second covering basic painting technique and color theory and the second covering drawing using design elements and principles. A wide variety of materials and techniques will be introduced.

**ADVANCED DRAWING AND PAINTING (713 S-1) (618 S-2) — Grades 7 & 8, 1 Semester**

*Prerequisite: Beginning Drawing and Painting Teacher recommendation required.*

This course is designed to be a structured personal exploration of the experience, theory, vocabulary and materials of drawing and painting. Students will focus on independent projects that utilize a variety of techniques, formats, and media. In addition, students will gain artistic knowledge through the development of perceptual and mechanical skills as well as one's own unique creative energy. This class may be taken more than once. Prerequisite: Beginning Drawing and Painting. Teacher recommendation required.

**CERAMICS AND SCULPTURE (711 S-1) (708 S-2) — Grades 7 & 8, 1 Semester**

This course introduces students to basic ceramic and sculptural technique, design elements, and mixed media. Sculptural Projects begin the semester, engaging students in three dimensional design problems and fine tuning hand/eye coordination and manipulation techniques. The students build coil and slab clay projects. Their more advanced clay project will be a vessel. This class may be taken more than once. Students repeating this course will focus on independent projects that utilize a variety of techniques, formats and media.

**DRAMA****INTRODUCTION TO DRAMA (616 S1) (611 S2) — Grades 6, 1 Semester**

Through Drama games, exercises, puppetry, improvisation, and class play readings, students will be introduced and explore the basics of the performing art of Theatre. They will develop a basic knowledge of the parts of the stage and theatre terminology and proper acting techniques. Evaluation will be based upon participation, performances, and personal growth.

**THE ART OF THEATRE (617) — Grade 6, semester**

From the very beginning of Theatre, performers have depended on masks and puppetry to help tell and dramatize their stories. In this cross over creative arts class students will take the information they learn about puppetry and mask work to create their own masks and puppets. These puppets and masks will then be used to create an original performance. Evaluation is based on creative collaboration, performance, design and participation.

**DRAMA I: INTRODUCTION TO DRAMA (700) — Grades 7 & 8, 1 Semester**

This course is designed with the first-time drama student in mind. The student is introduced to basic acting technique and theater terminology through the study of mime, reader's theater, improvisation, character observation, duet acting, and monologues. Grading is based primarily on skill progression and quality of applied concepts; however, students will also be quizzed on information given during lecture/instruction. This class may be taken more than once.

**DRAMA II: SCENE STUDY (701) — Grades 7 & 8, 1 Semester**

*Prerequisite: B+ or better in Drama I*

This class is designed for the disciplined theater student. Course work will focus on the analysis and performance of scenes and monologues. This process will often involve intensive work in groups of two or more as students explore the ideas and acting styles of various plays and playwrights. Students will be evaluated based on a progression of acting skills given with each scene. This class may be taken more than once. Prerequisite: B+ or better in Drama I.

## **INSTRUMENTAL MUSIC**

### **BEGINNING BAND (640) — Grades 6-8, Year**

This is a performance-based class requiring no prior experience on a musical instrument. The band is comprised of brass, woodwind, and percussion instruments. After instrument demonstrations and trial sessions, students select what instrument they would like to pursue with band director guidance. Group instruction focuses on instrumental performance techniques, music notation, and basic music theory. The Beginning Band prepares two – three concerts per year with optional individual participation in Florida Bandmasters Association Music Performance Assessment.

### **CONCERT BAND (641) — Grades 6-8, Year**

*Prerequisite: Beginning Band or audition with instructor*

This course is a performance-based class focusing on expansion of instrumental music techniques introduced in beginning band. Emphasis is also placed on ensemble fundamentals in terms of tone, intonation, balance and blend, dynamics, articulation, style and rehearsal discipline. A wide variety of musical styles are taught through level- appropriate band literature – including marches, classical themes, jazz and some pop music. The study of music theory and history is addressed in context of the band repertoire being performed and scale/etude requirements assigned. The band performs a minimum of three concerts per year and participation in Florida Bandmasters Association Music Performance Assessment. This class may be repeated for credit. Prerequisite: Beginning Band or audition with instructor.

## **CHORAL MUSIC**

### **MIDDLE SCHOOL CHORUS (612) — Grades 6-8, Year**

This course will provide students with experience in choral singing and development of music-reading and part-singing skills. It is designed to advance students' musicianship, musical knowledge, and performance skills through classroom instruction, vocal training, group rehearsals, and performance opportunities. Music theory and music history will also be a part of this course in alignment with musical repertoire. This group also provides several performances for prospective students and their families, as well as gives three concerts every year. It is also a current goal to include an educational trip to Disney World every year.

## **DANCE**

The dance program at Bolles offers students the opportunity to pursue all the different styles of dance that comprises the art form, and perform in a major dance concert each spring. As a college prep institution, we adopt the national dance curriculum whereby students will —DO dance and —STUDY dance as a discipline. Common content, scoped at varying degrees as per level, includes terminology, theory, history, technique, coordination, kinesthetics, aesthetics, imagination, composition, choreography, health & fitness, and injury prevention. It is expected that students will bring a mature sense of responsibility and a positive approach to learning within each level assignment. The process of evaluation at the end of each term is based on skill level attainment and a demonstrated proficiency in technique, performance, theory, and terminology — as per each level assignment.

***Middle School Dance II and III require level placement by the dance faculty.***

### **MIDDLE SCHOOL INTRODUCTION TO DANCE (686) — Grades 6 - 8, Year**

This course introduces students to the basic skills of movement and dance. Students also work to develop a understanding of body awareness and creative movement at the middle school level. The goal of this course is to equip students with the traditions, basic skills, and basic knowledge of dance vocabulary and language. The course is intended to foster an appreciation and understanding of dance as an art form, including the basic components of various dance styles and the coordination skills necessary to perform in the different styles.

### **MIDDLE SCHOOL DANCE II (654) — Grades 6 - 8, Year**

*Prerequisite: Leveling session and permission of the Instructor*

This level course takes a more precise approach to the understanding of kinesthetic awareness, performance qualities, responsibility requirements, and overall dance skills at the middle school level. Entering students have already attained basic dance skills and have a general knowledge of dance terminology, alignment, and technique. Dance styles studied in this course include ballet, contemporary, tap, hip-hop, African and musical theater. This course may be taken more than once for credit. Prerequisite: Leveling session and permission of the instructor.

## **DANCE UPPER LEVEL (688) — Grades 6 - 8, Year**

*Prerequisite: Leveling session and permission of the Instructor*

Dance at this level becomes more aggressive with regard to specific approaches to performance skills, critical thinking skills, and responsibilities. Entering students must possess strong fundamental skill abilities and have a passionate desire to keep honing those skills in pursuit of greater achievement. Students are required to maintain high scores on all dance evaluations, both written and performance-based. Students are also expected to maintain the highest level of responsibility and to methodically aspire to reach new challenges within their own level of success. This course includes comprehensive approaches to ballet, contemporary, tap, hip-hop, African, musical theater, dance history, choreography, kinesiology and injury treatment/prevention. Middle school students will travel via the afternoon activities shuttle to take this course during 8th period at the Upper School. This course may be taken more than once for credit.

## **UPPER SCHOOL ELECTIVES IN THE ARTS**

### **ART HISTORY — Grades 9-12, ½ Credit Each Semester**

**ART HISTORY: PREHISTORIC – 1700 (695) Semester, ½ Credit and/or**

**ART HISTORY: BAROQUE – PRESENT (684) Semester, ½ Credit**

*Two one-semester classes which may be taken individually.*

*Classes may be used to fulfill the fine and performing arts requirement.*

This course will follow the history of the world through the work of the artists and architects who created images and structures that reflected the world in which they lived. The first semester course work will begin with the earliest evidence of art—the prehistoric era—and end with the art of the 17th Century. Second semester will cover work from the Baroque through the present time. Emphasis will be placed on understanding patterns that develop through time. There will be discussions that compare and contrast the styles of different cultures and periods. Hands-on projects will be used to help students have a better understanding of the materials used to create the artwork. In addition, students will keep an ongoing journal and produce a research project with a PowerPoint presentation on a particular artist or period.

### **ADVANCED PLACEMENT ART HISTORY (680) — Grades 10-12, 1 credit**

*Prerequisite: 1 semester of Art History with at least a "B" average.*

*Seniors may enter the course without the semester of Art History if they have the recommendation of their AP English or AP social studies teacher, as well as departmental consent.*

*This class may be used to fulfill the fine and performing arts requirement.*

This course is intended to prepare students for the Advanced Placement Examination in art history and follows the format established by the College Board. The course is designed to aid students in making connections and comparisons between cultures and art periods, to broaden their knowledge of non-Western cultures and to perfect the student's skill in writing about art. In addition, the class will reinforce knowledge of Western civilization, build art vocabulary, and develop research skills utilizing original documents, the library, the Internet, and museums. Students will have writing assignments, tests, oral reports and research papers. Students enrolled in the class will be expected to take the AP examination in May.

### **FOUNDATIONS IN STUDIO ART (603 S-1) (609 S-2) — Grades 9-12, ½ Credit**

**This is the introductory visual arts course, required for all other studio visual arts courses.** In this course students learn the basic skills necessary to translate ideas into visual statements. Composition, color theory, perspective, and scale will be studied as the basis for work in all art media. Two-dimensional and three-dimensional projects will be assigned. Lectures and textbook readings on art history and aesthetics relevant to current classwork will be included. This course may be taken only one time. Grading is based upon: mastery of studio skills presented, tests on elements of composition, design, and art history terms and trends, and the quality of a student's journal.

### **CERAMICS I (60I) — Grades 9-12, ½ Credit**

*Prerequisite: Foundations in Studio Art*

This course will focus on developing theory of volume, space, and texture. Students will learn building methods such as slab and coil construction, as well as fundamental glazing and firing techniques. Free-form sculptural structures and elements of design and form in clay will be taught. Students will become familiar with the basic form and design of pottery throughout history.

**DRAWING I (602) — Grades 9-12, ½ Credit**

*Prerequisite: Foundations in Studio Art*

This course involves an exploration of drawing techniques and color theory through the use of a variety of drawing materials. Course content will include, but not be limited to, perspective in drawing, drawing from observation and from non-objective pictorial concepts. The assignments will increase the student's ability to draw representational images as well as non-objective imagery.

**PAINTING I (651) — Grades 9-12, ½ Credit**

*Prerequisite: Foundations of Studio Art*

Using paints, students will explore technical and stylistic methodology related to specific periods of art trends. The course will focus on color theory and brush applications as they apply to assignments in abstraction and realism. Students will be required to keep a weekly journal.

**SCULPTURE I (604) — Grades 9-12, ½ Credit**

*Prerequisite: Foundations in Studio Art*

This course investigates the relationships among volume, space, and texture. Through problem-solving, students will learn facets of form, function, and additive and subtractive qualities of three-dimensional projects. Students will have the opportunity to experiment with different styles in various three-dimensional materials such as ceramics, wire and wood.

**KINETIC SCULPTURE (620) — Grades: 9-12, 1/2 credit**

*Prerequisite: Foundations of Art Studio course*

This course is designed to introduce students to the world of design both in engineering and the arts. The course is multidisciplinary by incorporating STEAM topics from physical science, technology, engineering, art and math. It will be team taught by one Fine Arts instructor and one Computer Science instructor. This class is a combination of sculpture and the use of microcontrollers to add movement to the art piece. In this course we will create sculptures that have a mechanical component requiring movement and design elements. Students will be introduced to programming through Arduino, an AVR micro-controller, which is "simple" for someone to program and it accepts C++ and C. The new Circuit Playground microcontroller also uses open source, code.org and Arduino programming. This semester class will require 3 projects addressing different engineering processes and different aesthetic content materials that will be graded by both instructors. Throughout the semester students will be using a digital notebook that can be accessed at any time.

**PHOTOGRAPHY I (607 S-1) (699 S-2) — Grades 9-12, ½ Credit**

*Prerequisite: Foundations in Studio Art*

This course will introduce digital photography using DSLR cameras and Adobe Photoshop. Skills covered include camera and lens anatomy, composition, exposure, shooting techniques, and basic editing. Assignments range throughout the semester from basic elements of design and grow to further creative expression and career exploration. This will allow students to experience photography as an art form in various applications while growing their skill base on a broad scale. Students will be required to participate in individual and group projects, critiques, and presentations of their work. Each student will begin to develop a digital portfolio that may be continued through Photo II, III, & IV.

**INTERMEDIATE LEVEL ELECTIVES IN VISUAL ARTS**

Level II instruction will be a continuation of techniques and concepts taught in Level I; however, students will be expected to attempt more challenging work and apply skills more accurately. Emphasis in these intermediate courses will be the development of personal style and technique.

**TWO-DIMENSIONAL ART (669) — Grades 10-12, 1 Credit, Year Course**

*Prerequisites: Foundations in Studio Art, Drawing I and/or Painting I.*

*Teacher recommendation required*

This course covers both drawing and painting media and techniques. Students will work with pictorial concepts that will range from work based on observation to work based on conceptual parameters (non-objective imagery). Color concepts and how they relate to composition and expressive intent will be emphasized. This course helps prepare a student for Portfolio Development Honors (635) or in the case of a Junior for AP courses Recommendation must be approved by the 2D Art Teacher.

**CERAMICS (621) — Grades 10-12, ½ Credit, Semester Courses**

**SCULPTURE II (619) — Grades 10-12, ½ Credit, Semester Courses**

*Prerequisites: Foundations in Studio Art, or Integrated Visual Studies and Ceramics I or Sculpture I  
Teacher recommendation required*

These semester courses are continuations of Ceramics I and Sculpture I.

**PHOTOGRAPHY II (681) — Grades 10-12, ½ Credit, Semester Course**

*Prerequisite: Photography I at least B+*

This course will build on basic skills mastered in Photography I including composition, shooting techniques, and editing in Adobe Photoshop. Studio lighting and more in-depth camera control will be introduced. Students will be required to shoot using both natural and artificial light, studying the art of exposure in various settings. Assignments will allow more creative freedom to explore a student's interests related to photography as an art form and in various commercial industries. Editing skills will be expanded to include design, multiple exposures, and creative tools. Students will be required to participate in individual and group projects, critiques, and presentations of their work. Each student will further develop their digital portfolio launched in Photography I and may choose to continue their work into Photography III & IV.

**PHOTOGRAPHY III (691) — Grades 11-12, ½ Credit, Semester Course**

*Prerequisite: Photography II at least B+*

This course will review skills covered in Photography I & II, requiring mastery of those to further explore photography as art form and in career application. Assignments will be designed to guide the student towards a focus based on interest and skill. This course will require initiative and commitment to work done in studio, on location, and hours outside of class time. Adobe Photoshop will be used for post processing and design related projects. Students will be required to participate in individual and group projects, critiques, and presentations of their work. Each student will be required to publish a concentration of work to their digital portfolio, including an artist statement. If a student chooses to continue into Photography IV, they will build on the portfolio launched in previous courses.

**PHOTOGRAPHY IV (696) — Grades 11-12, ½ Credit, Semester Course**

*Prerequisite: Photography III at least B+*

This course will be focused on mastery of skills learned in previous courses and portfolio work to be published in digital format at the conclusion of the semester. Each student will choose a concentration and work independently to refine style and skill with guidance from the instructor. Written artist statements will accompany each piece in this course, giving room for reflection and personalization of their work. Students will be required to present their portfolios and participate in critiques throughout the semester to allow for further refinement. This course will conclude with a published, professional level website to serve as a final portfolio of the student's work.

**ADVANCED COURSES IN THE VISUAL ARTS**

**PORTFOLIO DEVELOPMENT HONORS 2-DIMENSIONAL (635) —Grades 11 & 12, 1 Credit, Honors, Year Course**

*Prerequisites: Foundations in Studio Art, Drawing I and/or Painting I, one year of an intermediate level 2-D art class. Teacher recommendation required.*

This course is designed for students who are seriously interested in developing their skills in the two-dimensional visual arts. A strong work ethic will be required to create advanced-level work. At the end of this course, students will have developed artwork that could be part of a portfolio for admission into a college art program. This course is recommended for students interested in taking Advanced Placement Studio Art. This course may be repeated for credit.

**PORTFOLIO DEVELOPMENT HONORS 3-DIMENSIONAL (636) —Grades 11 & 12, 1 Credit, Honors, Year Course**

*Prerequisites: Foundations in Studio Art, Ceramics I and/or Sculpture I, one year of an intermediate level 3-D art class. Teacher recommendation required*

This course is designed for students who are seriously interested in developing their skills in the three-dimensional visual arts. A strong work ethic will be required to create advanced-level work. At the end of this course, students will have developed artwork that could be part of a portfolio for admission into a college art program. This course is recommended for students interested in taking Advanced Placement Studio Art. This course may be repeated for credit.

## **ADVANCED PLACEMENT IN THE VISUAL ARTS**

### **ADVANCED PLACEMENT STUDIO ART — Grades 11 & 12, 1 Credit, Honors, Year Course**

*Teacher recommendation required*

The Advanced Placement Studio Art program provides highly motivated students the opportunity to pursue college-level work in art while still in high school. Course content is structured as prescribed by the Advanced Placement Program guidelines set forth by the College Board.

**Students select from three classification offerings:**

#### **DRAWING PORTFOLIO (605)**

*Prerequisites: Foundations in Studio Art, Drawing I and/or Painting I, one year of an intermediate level 2D (Portfolio Development Honors is strongly recommended as a prerequisite.)*

This classification is for those interested in creating images that focus on light and shade, line quality, rendering of form, composition, surface manipulation, and the illusion of depth. Various dry and wet media can be used (no photography, digital imaging, or 3-D work can be submitted in this category.)

#### **2-D DESIGN PORTFOLIO (608)**

*Prerequisites: Foundations in Studio Art, Drawing I and/or Painting I, one year of an intermediate level 2D (Portfolio Development Honors is strongly recommended as a prerequisite.)*

This classification is for those interested in creating images that focus on the principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, and figure/ground relationship). These principles are to be articulated using the visual elements (line, shape, color, value, texture, and space). A wide variety of media can be used.

#### **3-D DESIGN PORTFOLIO (606)**

*Prerequisites: Foundations in Studio Art, Ceramics I or Sculpture I, one year of an intermediate level 3-D art class. (Portfolio Development Honors is strongly recommended as a prerequisite.)*

This classification is for those interested in creating an object using the principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, and figure/ground relationship) as they relate to depth and space. These principles are to be articulated using the visual elements (mass, volume, color/light, form, plane, line, and texture). A wide variety of media can be used.

## **DRAMA ELECTIVES**

### **INTRODUCTION TO ACTING (670) — Grades 9-12, ½ Credit**

This course is an introductory theory and performance class with emphasis on developing sound acting technique particularly as it applies to characterization and emotional reality. Students will be involved in improvisation, theatre exercises, scene study, and monologue work to increase command of technique. Theoretical work in theatre history, acting styles, and script analysis will reinforce the practical application of technique. Evaluation will be based on performance work, journal entries, homework, reading quizzes, and bi-weekly evaluations. This course may be taken only once.

### **ADVANCED ACTING I: Scene Study (683) — Grades 10-12, ½ Credit, Semester**

*Prerequisite: Introduction to Acting. Teacher recommendation required*

This survey course is an exploration of various acting styles through physicality and character discovery. A variety of genres will be covered including Greek Tragedy, Devised Theatre, Clowning, Shakespeare, and Contemporary Theatre. Students will learn the basics of ensemble theatre in addition to duet scene study and will be provided with the tools necessary to create innovative theatre, either from a text or from scratch. Weekly journals, readings and script memorization accompany class work as integral parts of the course. Evaluation is based upon understanding and application of technique and style, professionalism in class and the quality of performances and written assignments.

### **ADVANCED ACTING II: Scene Study (676) — Grades 10-12, ½ Credit, Semester**

*Prerequisite: Introductions to Acting, Advanced Acting I. Teacher recommendations required*

A continuation in style exploration, this course focuses on contemporary acting techniques with units devoted to Stage Combat, Modern Clowning, Shakespeare, Modern Scenes and Monologues. By the end of the semester, students will have a strong foundation in devising their own work and possess the skills and

resources necessary to audition for a college acting program. Weekly journals, readings, and script memorization accompany class work as integral parts of the course. Evaluation is based upon understanding and application of technique and style, professionalism in class and the quality of performances and written assignments.

### **Advanced Acting III (677) - Grades 11-12, ½ Credit**

*Prerequisites: Advanced Acting I and II*

This course shares the same framework of Advanced Acting II and expands upon the difficulty, length and sophistication of assigned performance projects. Students will work both alone and in groups on Performance work from Ancient Greek Theatre, Comic Mimes, Monologues and Audition Techniques as well as Devised Theatre.

### **Advanced Acting IV (678) - Grades 11-12, ½ Credit**

*Prerequisites: Advanced Acting I and II*

This course shares the same framework as Advanced Acting II and expands upon the difficulty, length and sophistication of assigned performance projects. Students will work both alone and in groups on Performance work from Modern Theatre, Modern Clowning, Unarmed Stage Combat, and Advanced Devised Theatre.

### **DIRECTING AND DESIGN (672) — Grades 11 & 12, ½ Credit**

*Prerequisites: Introduction to Acting and Advanced Acting. Teacher recommendation required.*

This course is an advanced performance and theory class with emphasis on directing and design. Students will do a thorough exploration of theatre history and script analysis as necessary background for serious design and directing work. Concepts learned in these areas will be constantly applied to actual production projects.

### **THEATRE PRODUCTION WORKSHOP (673) — Grades 11 & 12, ½ Credit**

*Prerequisites: Introduction to Acting, Advanced Acting, Advanced Directing and Design  
Teacher recommendation required*

This is an advanced level course in which the class is to prepare one to three complete productions. Members of the class are responsible for all aspects of production (including but not limited to) set design, lighting design, performance, costume design, stage and box office management, and directing. Evaluation is based upon quality of work on production assignments and written critiques of each area of production.

## **VOCAL MUSIC ELECTIVES**

### **MEN'S CHORUS (652) WOMEN'S CHORUS (653) — Grades 9-12, 1 Credit**

The Bolles School choral program offers students the opportunity to develop their musical skills through a comprehensive vocal curriculum. Choral literature of all styles is studied and rehearsed. The singers are introduced to basic music theory, history, and vocal technique as related to repertoire studied. Bolles choruses have extensive performance opportunities. Program highlights have included concerts at the Walt Disney World Magic Kingdom, Epcot Center, and performances with the First Coast Wind Ensemble, the Lenoir-Rhyne Concert Choir and the recording of a CD of original music. There is also a wide variety of opportunities available for those interested in solo and select ensemble performance. Bolles singers have been chosen as soloists for events at Veteran's Memorial Stadium, with the First Coast Wind Ensemble and for the national Singabration Festival.

Evaluation is based upon daily rehearsals, development of vocal technique, performance tests, written quizzes and tests, and concert participation. This course may be taken more than once for credit.

### **THE BOLLES SINGERS (655) — Grades 9-12, 1 Credit**

*Audition Required for enrollment*

The Bolles Singers is the most advanced vocal ensemble at Bolles. This co-ed SATB group will perform advanced choral repertoire in a variety of languages and styles, and explore advanced topics in music theory, history, and world music. Students will also explore multiple approaches to choral performance and performance authenticity. There will also be opportunities for students to participate in chamber music and/or solos. This ensemble will sing at school and community events to represent the choral arts at Bolles. Entrance to class is by audition only.

Evaluation is based upon daily in-school rehearsals, regular home practice, and participation in all performances, performance tests, and written quizzes. This course may be taken more than once for credit.

### **THE BOLLES SINGERS HONORS (656) — Grades 11-12, 1 Credit**

*Prerequisite: One (1) or more years in Upper School Chorus and permission of Instructor. Audition Required for enrollment.*

Course Description: This course will meet during the same class period as The Bolles Singers class and will include all material, requirements, and commitments of the chorus class. In addition to the material and requirements of the chorus class, the Honors students will be exploring music on a more individual basis and will focus on the development of solo repertoire. Through individual study, students enrolled in the Honors course will be prepared to audition for positions in the All-State Chorus and Solo and Ensemble Festival. An individual portfolio will be maintained throughout the year detailing all student projects. Preapproval by the director is required.

## **INSTRUMENTAL MUSIC ELECTIVE**

### **SYMPHONIC BAND (626) — Grades 9-12, 1 Credit**

*Prerequisite: Beginning Band or one (1) year of private instruction and permission of Instructor. Audition required for enrollment*

Symphonic Band is an advanced performance-based instrumental ensemble. The Band provides student instrumentalists with the opportunity to perform music from a wide range of styles. The literature is intended to challenge skill levels and facilitate individual progress in instrumental techniques and musicianship. Equally important is the concept of ensemble performance with regard to tone, intonation, balance & blend, dynamics, phrasing, articulation, style, etc. Music theory and music history is taught in context of the band literature being studied and scales/etudes assigned.

Evaluation is based upon: daily in-school rehearsal preparation, participation, and etiquette; regular practice and skill development progress; participation in all performances (including those affiliated with the Florida Bandmasters Association Music Performance Assessment); playing tests, completion of private lesson requirements, article reviews, and fine arts events; and any written quizzes and tests. This course may be repeated for credit.

### **SYMPHONIC BAND HONORS(627) — Grades 11-12, 1 Credit**

*Prerequisite: One (1) or more years of Symphonic Band and permission of Instructor.*

Course Description: This course will meet during the same class period as Symphonic Band class and will include all material, requirements, and commitments of the Band class. In addition to the material and requirements of the Band class, the Honors students will be exploring music on a more individual basis and will focus on the development of solo repertoire. Through individual study, students enrolled in the Honors course will be prepared to audition for positions in the Florida All-State Band, the Duval/Nassau County Schools All-County Band, as well as being prepared to participate in the district Solo and Ensemble Festival. An individual portfolio will be maintained throughout the year detailing all student projects. Preapproval by the director is required.

## **DANCE ELECTIVES**

**\*Dance can be taken for Physical Education credit, but not at the same time as it is being taken for fine arts credit.**

The dance program at Bolles offers students the opportunity to pursue all the different styles of dance that comprises the art form and perform in a major dance concert each spring. As a college prep institution, we adopt the national dance curriculum whereby students will — do dance and — study dance as a discipline. Common content, scoped at varying degrees as per level, includes terminology, theory, history, technique, coordination, kinesthetics, aesthetics, imagination, composition, choreography, health and fitness and injury prevention. It is expected that students will bring a mature sense of responsibility and a positive approach to learning within each level assignment. The process of evaluation at the end of each term is based on skill level attainment and a demonstrated proficiency in technique, performance, theory and terminology – as per each level assignment.

**All upper school dance courses beyond the preparatory class require level placement by the dance faculty. In March, students are to register for Dance 690 as a generic code. The dance faculty and registrar will take care of specific course codes for students after leveling sessions are completed in the spring.**

**UPPER SCHOOL DANCE PREPARATORY (690 YR) — Grades 9-12, 1 Credit**

This level course is an upper school approach to the understanding and applications of all dance forms. Students will learn detailed approaches to alignment, technique, placement, and coordination skills. This course promotes the strengthening of all fundamental competencies necessary to be successful in upper division levels of dance, including theory, history and terminology. Students are expected to maintain a high level of responsibility and commitment to progress. Course content includes upper division ballet, contemporary/modern, tap, hip-hop, African, musical theater, dance history and basic health and fitness information. This course may be repeated for credit.

**UPPER SCHOOL DANCE 1 (690) — Grades 9-12, 1 Credit**

*Prerequisite: Leveling session and permission of the Instructor*

This course is a more intensive level of dance study. Students engage in more detailed and precise evaluations and applications of dance terminology, technique, and performance. Entering students already have good fundamental skills and understand most dance forms. The goal of this class is to fine tune coordination skills, technique, alignment, and performance skills. Also, students will expand their knowledge of dance vocabulary, theory and history. Course content includes refined approaches to ballet, contemporary, tap, hip-hop, African, musical theater, and health and fitness related topics. This course may be taken more than once for credit.

**UPPER SCHOOL DANCE II (690) — Grades 9-12, 1 Credit**

*Prerequisite: Leveling session and permission of the Instructor*

Dance at this level becomes more aggressive with regard to specific approaches to performance skills, critical thinking skills, and responsibilities. Entering students must possess excellent skill abilities and have a passionate desire to keep honing those skills in pursuit of greater achievement. Students are required to maintain high scores on all dance evaluations, both written and performance-based. Students are also expected to maintain the highest level responsibility and to methodically aspire to reach new challenges within their own level of success. This course includes comprehensive approaches to ballet, contemporary, tap, hip-hop, African, musical theater, dance history, choreography, kinesiology and injury treatment/prevention. This course may be taken more than once for credit.

**BOLLES DANCE COMPANY (811) — Grades 9-12, 1 Credit**

*Prerequisite: Audition and permission of the Instructor*

*Co-requisite: Enrollment in an Upper School Dance Class*

The dance company at Bolles is a performing group. Acceptance into the group is by audition only, requiring co-enrollment in a Bolles dance class. Auditions occur at the end of each school year for the upcoming year. Rehearsals are on Mondays and Wednesdays, 4-6 p.m., throughout the school year. The dance company provides students with the opportunity to work with resident Bolles choreographers as well as numerous dance professionals from around the world. A student in this course is expected to maintain a positive and professional approach as performer, and exhibit total responsibility, respect, and an intense perspective toward learning and performing. Content includes: Pointe, Tap, Contemporary/Modern, Hip-hop, African, Latin styles, Percussion and Musical Theatre. Past performances have included the International High School Dance Festival, football half-time shows, and school and community benefit projects (Relay for Life, Hubbard House, etc.). This course may be taken more than once for credit.

## INTERDEPARTMENTAL STUDIES

### **AP CAPSTONE**

**AP Capstone** is an innovative program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges.

Developed at the request of College Board Higher Education membership, AP Capstone is built on the foundation of two new AP courses – AP Seminar and AP Research – and is designed to complement and enhance the in-depth, discipline-specific study provided through other AP courses. The AP Capstone curriculum fosters inquiry, research, collaboration, and writing skills through the intensive investigation of topics from multiple perspectives.

### **AP CAPSTONE: SEMINAR (1100) – Grades 11-12, 1 Credit**

*Registration is by application*

AP Seminar provides sustained practice of investigating issues from multiple perspectives and cultivates student writing abilities so they can craft, communicate, and defend evidence-based arguments. Students are empowered to collect and analyze information with accuracy and precision and are assessed through a team project and presentation, an individual written essay and presentation, and a written exam.

### **AP CAPSTONE: RESEARCH (1101) – Grades 11-12, 1 credit**

*Registration is by application*

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

### **PHYSICAL AND CULTURAL ANTHROPOLOGY (1102 S-2) – Grades 11-12, Semester, ½ Credit**

**“What does it mean to be human?” and “How do we study humans?”** This interdisciplinary science-humanities course will examine the discoveries of hominid remains, hominid evolution, species convergence and methods used by scientists to determine the species, age, etc. of the physical remains. The course will also explore early development of the arts, agriculture, and trade, and how these practices shaped our current species distribution along with other global studies topics. Students will sculpt their critical thinking skills through research and data analysis, and persuasive speaking and writing.

# PHYSICAL EDUCATION DEPARTMENT

## **MIDDLE SCHOOL PHYSICAL EDUCATION (821) — Grades 6 to 8**

Physical education is required of all middle school students daily. The program's focus is on improving the physical condition of all students regardless of athletic ability. Students will be shown proper training techniques designed to help maintain good physical condition throughout their lives. In addition, various skills specific to a number of team and individual sports will be included in the instruction. Students may also try out for various competitive sports teams in addition to, but not instead of, Physical Education.

## **WEIGHTS AND CONDITIONING (781-787)**

### **UPPER SCHOOL**

All students are required to complete one credit from the courses listed below to satisfy Bolles graduation requirements with respect to physical education/fitness. These courses do not count toward G. P. A.

## **PERSONAL FITNESS/WEIGHT TRAINING (844 YR) (841 S-1) (842 S-2) — Grades 9-12, ½ credit per semester**

The physical development program has as its goal the improvement of the fitness level of the individual student through weight training and conditioning. Students in fitness and physical development participate in weight training/conditioning five days per week.

## **PHYSICAL EDUCATION/TEAM SPORTS (874 YR) (875 S-1) (876 S-2) — Grades 9-12, ½ credit per semester**

This course is designed to teach students skills and strategies of team sports. This course will include daily skill instruction and implementation of those skills into a competitive game setting. Sports may include, but are not limited to basketball, flag football, soccer, ultimate frisbee, and volleyball. This course will also include daily cardiovascular fitness.

Goals:

- Provide ability to continue in these activities as lifetime sports.
- Learn and discuss rules and strategies of each game.
- Demonstrate the ability to participate regularly in physical activity.
- Value physical activity for health, enjoyment, challenge, and social interaction.
- Develop an appreciation of the concepts of fair play, honest competition and good sportsmanship.

This course is available for ALL students (male and female). Students must wear athletic shoes, shorts/sweatpants and t-shirts every day.

## **YOGA (847) (S-2) — Grades 9-12**

This is a beginner's class for students to explore the wonderful benefits of yoga. Yoga has the potential to calm the mind, increase concentration, strength, flexibility, and give one the ability to manage stress. Students will explore a variety of methods to reduce tension, increase energy levels, move efficiently, and gain greater self-awareness through movement and mindfulness exercises. A typical class will include breathing techniques, poses, and a period of quiet reflection. The poses are adaptable and can be modified for any level of fitness, students will be encouraged to understand their own limitations and work within their boundaries. The course will provide physical, mental, and emotional benefits in a fun, safe, and nurturing environment. Music will also play a role in inspiring student engagement, in addition to "traditional" yoga music, we will have themed classes like "Motown Mondays" or "Throwback Thursdays," students will be invited to create their own playlists for class. This course is designed for all fitness levels.

## **VARSITY SPORTS/FITNESS (830 Year) (831 Semester 1) (832 Semester 2)**

Students may receive ½ credit per sport played toward the Physical Education/Fitness graduation requirement with a limit of 1 credit per year. Verification from the coach of participation for the entire regular season is required. Certain sports are year-round or scheduled during the academic day. They have separate identification numbers.

## **BOLLES SHARKS SWIM CLUB (816), ½ Credit, Semester 2**

Permission of the Swim Coach is required. This is a rigorous regimen of practice for competition and may demand early morning and after-school practices.

## **BOLLES CREW CLUB (827), ½ Credit, Semester 1**

**DANCE can be taken for physical education credit, but not at the same time as it is being taken for fine arts credit.**

## **BOLLES DANCE COMPANY (811) — Grades 9-12, 1 Credit**

*Prerequisite: Leveling session and permission of the Instructor*

**(See description under Fine Arts – co-enrollment in Dance I or II required)**

For more information about the dance program at Bolles, please contact Ms. Blackledge at (904)256-5250.

**DANCE COMPANY will count toward physical education credit, 1/2 credit each semester.**

## NON-DEPARTMENTAL ELECTIVES

### **ENRICHMENT PROGRAM (600) — Grade 6**

The Grade 6 Enrichment Program enhances and supplements the basic academic curriculum. The program includes Computers, World Languages and Study Skills.

### **ELECTIVES FOR GRADES 7 AND 8**

The advisors at each grade level will announce electives for grades 7 and 8 at the time of class scheduling.

### **SUPERVISED STUDY — Grades 7 & 8 (703 S-1) (705 S-2)**

Study halls are supervised by a teacher. Students have the opportunity to do homework or read, but no instruction is given. Study halls may be taken for one semester or two semesters. Students may not have more than one study hall per day.

### **ELECTIVES FOR GRADES 9 to 12**

### **SUPERVISED STUDY (85I YR) (852 S-1) (853 S-2) — Grades 9-12, No Credit**

Students who take 6 courses (5 or 6 academics, or 5 academics and a minor course) may elect a supervised study period for the additional (8th) period of the day. Students are expected to use this time effectively, bringing assignments, books and writing materials every day.

### **INFORMATION LITERACY (910 S-1) (913 S-2) — Grade 7-8, ½ Credit, Semester**

Information Literacy is a semester-long 7th/8th grade elective for students who wish to be well-prepared for research and research-writing in Upper School, and to become astute critical thinkers throughout life in this Digital Age.

Students will learn to locate information sources of the highest academic quality, evaluate sources for accuracy, bias, and credibility, formulate assertions based on evidence, extract informational content to support assertions, ethically create research products that properly credit sources.

Information Literacy is recommended for students who are self-motivated and interested in taking courses that will require higher-level research at the Upper School. All assignments for this course are done in-class and there is little to no homework required. Students will benefit from an opportunity to learn vital skills in a well-paced and supportive environment.



**Available to rising juniors and seniors with a 10.5 cumulative GPA.**

**Deadline for Application: March 14  
NO LATE APPLICATIONS ACCEPTED**

This will allow students to know before the course request deadline if they are accepted.

Please see separate documents online under [www.bolles.org/academics/global-online-academy](http://www.bolles.org/academics/global-online-academy):

GOA Course Prerequisites

GOA Course Catalog

GOA FAQ and Application

**INDEPENDENT STUDY IN GLOBAL PERSPECTIVES THROUGH A LITERARY JOURNEY — Grades 10, 11, 12, ½ Credit, year-long IS, with travel and hosting experience**

*Prerequisite: English II, English II H, English III, or English III AP*

*TRAVEL opportunity for credit: London, England*

This semester course draws on the global initiative that is happening across the Bolles curriculum. The literary experience will widen the cultural framework that the students at Bolles operate within. In working collaboratively with other students from European cultures, students will prepare for the global environment. Students from Bolles and Wimbledon High School, London, will be paired and start on a unit of study that will take the semester to complete. The students will choose from a range of topics that will have cultural resonance and literary heritage. The students will also make time to meet via Skype, Facetime or WhatsApp. They will record the details of their four meetings, and the third and fourth quarter notes will be a part of their assessment. The meetings will be assessed on their collaborative discussions choosing a theme, deciding on a framework, selecting reading materials, and working towards an end product. In April, Bolles will host the students from London and will participate in a return visit in the June of the same year. The end product will take the form of a mutually agreed upon final presentation. The students who wish to participate in this independent study will apply for the course and will be admitted through a selection process, drawing on recommendations from their previous teachers, their work ethic, and their commitment to the arts and Bolles community.

# FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

The Bright Futures Scholarship Program is available for students who are Florida residents attending a four-year public or private college or university in Florida and who meet the following criteria:

## **2020-21 Academic Scholars Award\***

- 3.5 GPA as calculated by Bright Futures using 16 units of high school credit (4 English, 4 Math, 3 Science, 3 Social Science, 2 Foreign Language).
- 1330 SAT or 29 ACT
- 100 hours of community service

## **2020-21 Medallion Scholars Award\***

- 3.0 GPA as calculated by Bright Futures using 16 units of high school credit (4 English, 4 Math, 3 Science, 3 Social Science, 2 Foreign Language)
- 1210 SAT or 25 ACT
- 75 hours of community service

*\*Eligibility requirements are subject to change with each legislative session.*

More information about Bright Futures can be found at <http://www.floridastudentfinancialaid.org>.

# COURSE PLANNING

**GRADE 9**

Subject/Course #

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**GRADE 10**

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## NOTES