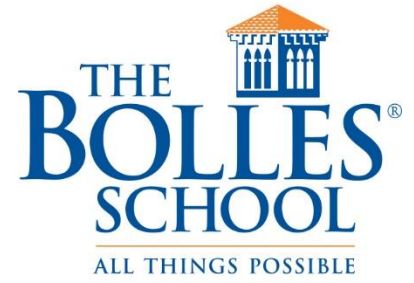


2021-22

Middle School Curriculum Guide



Contents

GENERAL INFORMATION	
GRADES	
ENGLISH DEPARTMENT	
WORLD LANGUAGES DEPARTMENT	
MATHEMATICS DEPARTMENT	
COMPUTER SCIENCES	
DEPARTMENT OF SCIENCES	
SOCIAL STUDIES DEPARTMENT	
FINE AND PERFORMING ARTS DEPARTMENT	
PHYSICAL EDUCATION DEPARTMENT	
NON-DEPARTMENTAL ELECTIVES	
COURSE PLANNING	

GENERAL INFORMATION

PLANNING CONSIDERATIONS

1. 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.
2. Mathematics is required in Grades 6-8.
3. Spanish, French, Chinese and Latin are offered as electives at the middle school. The successful completion of two levels of one language is required for graduation. Successful completion of two years (IA in Grade 7 and IB in Grade 8) comprise level I. Many colleges require more than two years of a language; therefore, we encourage additional study.
4. Three years of Science (Life Science and Health grade 6, Earth Science Grade 7, Physical Science Grade 8) are required for Middle School.
5. Three years of Social Studies (Geography Grade 6, US History Grade 7, and American Government/Economics Grade 8) are required for Middle School.
6. One credit in Fine Arts is required. Drama, Visual Arts, Band and Chorus and Dance are offered. This may be taken as two semester courses or one full-year course.
7. Physical Education/Fitness is required for Grades 6, 7 and 8.
8. In order to receive credit for a given course, the student must complete required semester exams or projects.
9. All subjects are graded on a scale of A-F, except Physical Education and Health & Wellness, which are Pass/Fail.
10. Minimum enrollment for a course has been established at 10. Fewer students may result in cancellation of the course.

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 three-year experience at the middle school level. We encourage you to review the course options and their requirements and strongly recommend that you look at the overall three-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.

ACADEMIC HONORS – MIDDLE 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:

- 4 courses minimum A-. No grade below B in any course.

Second Honors:

- 3 courses minimum B. 2 courses minimum B-. No grade below B- in any course.

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.

All English courses are designed to encourage students to develop their communication skills to the fullest extent possible. 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 about the world and themselves, and that this knowledge and understanding will assist them in living more meaningful lives.

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. 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 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 polish the myriad skills of reading, writing and vocabulary development 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 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.

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.

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.

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.

FRENCH IA (206) ½ Credit — These two ½ credit courses carry up to the high school transcript.**FRENCH IB (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 IA (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 IB (207) — Grade 8, ½ Credit

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

LATIN IA (219) ½ Credit — These two ½ credit courses carry up to the high school transcript.**LATIN IB (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 IA (219) — 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 IB (221) — Grade 8, ½ Credit

This course completes the Latin I textbook started in Latin IA. 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.

SPANISH IA (208) ½ Credit — These two ½ credit courses carry up to the high school transcript.**SPANISH IB (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 IA (208) — Grade 7, ½ Credit

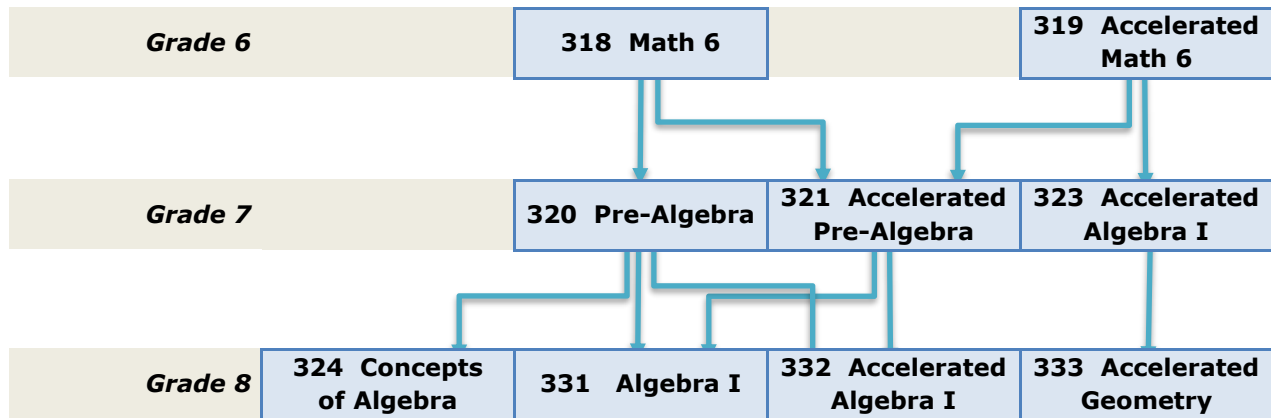
This course covers the first half of the Spanish I textbook. There are daily homework assignments, frequent quizzes and tests as well as semester exams. A great deal of time is allocated to conversation as well as exposure to Hispanic cultures through music, art, food and geography. In level IA, students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

SPANISH IB (209) — Grade 8 or 9, ½ Credit

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

MATHEMATICS DEPARTMENT

Middle School



The mathematics curriculum at the middle School campus strives to develop a solid foundation in mathematics and a lifelong love of learning. Students are placed in classes that are developmentally appropriate. The goal is for all students to gain confidence and find success while being challenged academically. As a result, students develop a curiosity about the mathematical worlds around them. Students explore mathematical topics through daily instruction, technology integration and projects.

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 percentages 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, 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.

COMPUTER SCIENCES

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

This hands-on course will focus on designing, building, and programming a variety of simple to complex robots. Students begin with a basic robot with motors and subsequently add more functionality with a variety of environmental sensors. Students are also introduced to a variety of programming languages in which to give detailed instructions to their 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 introduces students to a wide variety of digital media including photography, audio, video and web design. Using the devices of their choice, the students learn digital media techniques to create their own projects to share with their peers.

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, develop hands-on skills for digital fabrication (3D design and printing), create physical electronic projects, and develop empathy and experimentation through communication with users of their product.

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.

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.

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.

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.

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 STUDIES VISUAL ARTS (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 to 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 the 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 or 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 to 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.

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

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 an 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 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 skills 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.

PHYSICAL EDUCATION DEPARTMENT

MIDDLE SCHOOL PHYSICAL EDUCATION — 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.

Health & Wellness – Grade 8

The goal of the Health and Wellness program is to allow students to practice life skills in a safe, welcoming environment where we concentrate on the social and emotional aspects of health and development. We address grade-level issues that affect our students by focusing on helping students understand who they are and who they are working to become. Through our discussions, the students can practice listening skills, empathy, and healthy communication through independent and critical thinking. The general curriculum for Eighth Grade includes values, character, empathy, healthy decision making, stress management, mental health, healthy relationships, and sexual health.

Health & Wellness – Grade 7

The goal of the Health and Wellness program is to allow students to practice life skills in a safe, welcoming environment where we concentrate on the social and emotional aspects of health and development. We address grade-level issues that affect our students by focusing on helping students understand who they are and who they are working to become. Through our discussions, the students can practice listening skills, empathy, and healthy communication through independent and critical thinking. The general curriculum for Seventh Grade includes understanding character strengths, healthy communication, mental health, substance use and abuse, and understanding addiction.

Health & Wellness – Grade 6

The goal of the Health and Wellness program is to allow students to practice life skills in a safe, welcoming environment where we concentrate on the social and emotional aspects of health and development. We address grade-level issues that affect our students by focusing on helping students understand who they are and who they are working to become. Through our discussions, the students can practice listening skills, empathy, and healthy communication through independent and critical thinking. The general curriculum for Sixth Grade includes values, understanding influences, healthy decision-making, friendships, understanding empathy, puberty, the reproductive system, nutrition, and healthy choices.

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.

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, and 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.

COURSE PLANNING

GRADE 6:

Subject/Course #

Subject/Course #

GRADE 7:

Subject/Course #

Subject/Course #

GRADE 8:

Subject/Course #

Subject/Course #

NOTES