



Contents

GENERAL INFORMATION..... 2

ADVANCED PLACEMENT ..... 3

GRADES ..... 4

ACADEMIC HONORS - UPPER SCHOOL ..... 5

GRADUATION..... 6

ELECTIVES, GRADES 9 AND 10 ..... 8

ELECTIVES, GRADES 11 AND 12 ..... 9

ENGLISH DEPARTMENT ..... 10

PUBLICATIONS ..... 17

WORLD LANGUAGES DEPARTMENT ..... 18

MATHEMATICS DEPARTMENT ..... 26

DEPARTMENT OF INNOVATION ..... 32

DEPARTMENT OF SCIENCES ..... 34

SOCIAL STUDIES DEPARTMENT..... 389

FINE AND PERFORMING ARTS DEPARTMENT ..... 45

INTERDEPARTMENTAL STUDIES ..... 54

PHYSICAL EDUCATION DEPARTMENT..... 55

NON-DEPARTMENTAL ELECTIVES ..... 57

GLOBAL ONLINE ACADEMY COURSES ..... 58

FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM ..... 59

COURSE PLANNING ..... 60

## 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. Four years of Mathematics is required. Florida universities and in many state systems around the country require four years of Mathematics for admission, beginning with Algebra I.
4. Beginning in the year 2023-24, the successful completion of two credits in one language, at the Upper School, is required for graduation, with the exception of students in the class of 2027 who began their study of language in 7th grade.
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 is 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. Bolles Wellness Seminar 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 I, Physics C, European History, United States History, United States Government and Politics, Comparative Government and Politics, Human Geography, World History, Precalculus, Calculus, Statistics, Computer Science Principles and Computer Science A, English Language and English Literature, Chinese, French, Latin, Spanish Language and Spanish Literature, Psychology, Portfolio Art/Design, Drawing, 3-D, Art History, Seminar and Research.

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 are expected to take the national exams in May. The current fee for each examination is \$103 (AP Capstone Seminar/Research is \$150). 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.

Please note that Seniors and Juniors have priority in elective courses.

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

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.

### 1. Course Changes

Schedules will be available online to students prior to the opening of school in August. In the event of a conflict or obvious error, students should contact the [Registrar's Office](#). If the schedule requires a class or level change, students should contact the Academic Office at +1 904-733-9292.

Once school begins, students should contact their advisor for all schedule changes. See the Drop/Add guidelines outlined below.

Schedule changes cannot be made for non-educational reasons. Students and or parents should not request specific teachers or attempt to resolve temporary personal conflicts by changing classes.

### 2. Drop/Add

When a valid reason exists for a schedule change, the following guidelines are in place based on the timing of the request.

a. Students who receive authorization for a class change from the advisor and all teachers involved may initiate a schedule change during the first rotation of the semester for semester courses and during the first two rotations of the semester for a year-long course. New classes may not be added after these deadlines.

b. Level changes may be made without petition up until the end of the first interim. Students who petition to move from an Honors or AP class to a regular section may make such a change at any time, but the transcript will reflect enrollment in the regular section and there will be no special weight assigned in the computation of grade point average for students who do not complete the semester in the Honors or AP class.

c. All requests for schedule changes after these deadlines require a formal petition.

d. If a petition is approved for a student to drop a class after the first interim for a semester course or after the first quarter of a year-long course, the transcript will reflect WP or WF (Withdrawn Passing or Withdrawn Failing), and the student will not be eligible for first or second honors during that term.

Note a "W", indicating that a student has withdrawn from the course, is not used in the computation of grade point average. Courses taken from other institutions do not count toward the calculation of grade point average.

## 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, Bolles Wellness Seminar, 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 copy of a transcript from a previous school is attached when applications are made to college.

Courses taken through Global Online Academy, with the exception of Global Online Academy summer courses, 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"/> <input type="checkbox"/> I <input type="checkbox"/> <input type="checkbox"/> II <input type="checkbox"/> <input type="checkbox"/> III <input type="checkbox"/> <input type="checkbox"/> IV	
MATH: <input type="checkbox"/> <input type="checkbox"/> ALGEBRA I <input type="checkbox"/> <input type="checkbox"/> GEOMETRY <input type="checkbox"/> <input type="checkbox"/> ALGEBRA II <input type="checkbox"/> <input type="checkbox"/> 4 <sup>th</sup> Year Math	
SCIENCE: <input type="checkbox"/> <input type="checkbox"/> BIOLOGY <input type="checkbox"/> <input type="checkbox"/> CHEMISTRY <input type="checkbox"/> <input type="checkbox"/> 1 ADDT'L SCIENCE (Two of the sciences must be lab sciences, three are recommended.)	
SOCIAL STUDIES: <input type="checkbox"/> <input type="checkbox"/> WORLD HISTORY <input type="checkbox"/> <input type="checkbox"/> U. S. HISTORY <input type="checkbox"/> <input type="checkbox"/> ONE OTHER SOCIAL STUDIES ELECTIVE (Can be two semester courses)	
LANGUAGE: <input type="checkbox"/> <input type="checkbox"/> I <input type="checkbox"/> <input type="checkbox"/> II *Beginning in the year 2023-24, the successful completion of two credits in one language at the Upper School is required for graduation, with the exception of students in the class of 2027 who began their study of language in 7th grade.	
PE/FITNESS: <input type="checkbox"/> <input type="checkbox"/> 1	
BOLLES WELLNESS SEMINAR: <input type="checkbox"/> <input type="checkbox"/> 1/2	
FINE ARTS: <input type="checkbox"/> <input type="checkbox"/> 1 (Can be two semester courses)	
+ ELECTIVES:   1   2   3   1/2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (3 1/2)	
TOTAL CREDITS REQUIRED FOR GRADUATION:                      22	

Courses taken through the Global Online Academy cannot be used to fulfill graduation requirements for core courses. They will be applied to the requirement for 3 ½ credits in elective courses.

## EARLY GRADUATION

Because a Bolles education is much more than the accumulation of credits and involves being immersed in the academic, social, artistic, and athletic experiences of the school, early graduation is something that needs to be considered very carefully by families.

A student who is in good academic standing may petition in the summer before senior year to graduate early under exceptional circumstances:

- The student must be enrolled at Bolles for a minimum of three consecutive semesters immediately prior to graduation.
- The student must be able to complete the full graduation requirements prior to the early graduation date. (See Graduation Requirements Checklist.) Bolles does not post grades or accept credits toward graduation for coursework completed at other institutions once the student has enrolled at Bolles.
- The student must have a unique and compelling reason for applying to graduate early and must provide documentation from the specific college/university demonstrating an invitation to pursue spring enrollment.
- Before submitting a formal request, the student and family must first meet with the Upper School Head and/or Associate Head of School to discuss the reason(s) for the request before August 1.
- A formal request must be made in writing to the early graduation committee prior to the first semester add/drop deadline of senior year so that appropriate course scheduling plans can be made.
- The early graduation committee includes the Associate Head of School, Upper School Head, Athletic Director, Director of Fine and Performing Arts, and Director of College Counseling.
- Students must complete all requirements for graduation before a diploma will be granted.
- If an early graduation waiver is granted but the student elects to remain at Bolles in the second semester of senior year, the student would be expected to enroll in at least five courses, including an English elective.
- Tuition refunds are not granted for early graduation.
- The student must be in good standing with the Finance Office before final transcripts will be sent to the college or university.
- Qualifying early graduation students will be able to walk in the spring graduation ceremony.

## ELECTIVES, GRADES 9 AND 10:

### ENGLISH ELECTIVES:

Introductory Composition, ½ Credit  
Public Speaking, ½ Credit (Grade 10)  
Creative Writing: Foundations & Literary Magazine, (S2), ½ Credit  
Creative Writing II, (S2), ½ Credit (Grade 10)  
Post 9/11 American Studies, ½ Credit (Grade 10)  
Film Theory, Creation and Media Literacy, ½ Credit (Grade 10)  
20th & 21st Century Journeys in African American Lit, (S2) ½ Credit (Grade 10)

### 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)  
Advanced Painting and Drawing, ½ Credit (Grade 10) \*  
Ceramics II, ½ Credit (Grade 10)  
Sculpture II, ½ Credit (Grade 10)  
STiVA – Alternative Printmaking, ½ Credit

### MUSIC ELECTIVES:

Symphonic Band, 1 Credit \*  
Chorus, 1 Credit  
The Bolles Singers, 1 Credit \* **Audition Required**

### DANCE ELECTIVES:

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

### DRAMA ELECTIVES:

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

### SCIENCE ELECTIVES:

Science of Diseases, ½ Credit (Grade 10)

### SOCIAL STUDIES ELECTIVE:

World Religions, ½ Credit (Grade 10)  
AP Human Geography, 1 Credit (Grade 10) \*  
Ancient Greek Civilization Honors, ½ Credit (S1) (Grade 10)  
Ancient Roman Civilization Honors, ½ Credit (S2) (Grade 10)  
Advanced Global Leadership Honors, ½ Credit, \*  
Legal Studies, ½ Credit (S1)

### OTHER ELECTIVES:

Art History, Prehistoric to 1700, ½ Credit (S1)  
Art History, Baroque to Present, ½ Credit (S2)  
AP Art History, 1 Credit (Grade 10) \*

### LANGUAGE ELECTIVES:

Arabic I, 1 Credit (Grade 10)  
Arabic II, 1 Credit (Grade 10) \*  
Arabic III, 1 Credit (Grade 10) \*  
French I, II \*, II H \*, 1 Credit  
French III, III H, Adv Grammar/Conv, IV H 1 Credit (Grade 10) \*  
Chinese I, II \*, II H \*, 1 Credit  
Chinese III, or III H, 1 Credit (Grade 10) \*  
Latin I, II \*, II H \*, 1 Credit  
Latin III, III H, Directed Reading H \*, 1 Credit, (Grade 10) \*  
Spanish I, II \*, II H \*, 1 Credit  
Spanish III, III H, IV H, Adv Convers, 1 Credit, (Grade 10) \*  
Mythology, ½ Credit  
Honors Mythology, ½ Credit

### MATHEMATICS ELECTIVES:

Precalculus or Precalculus Honors, 1 Credit \*  
AP Precalculus, 1 Credit (Grade 10) \*  
Probability & Stats, 1 Credit (Grade 10)

### INNOVATION ELECTIVES:

Robotics, ½ Credit (S1)  
Advanced Robotics, ½ Credit (S2)  
Principles of Engineering, 1 Credit  
CAD Design and Digital Fabrication, ½ Credit (S1)  
AP Computer Science (Grade 10) 1 Credit \*  
AP Computer Science Principles (Grade 10) 1 Credit \*

### INTERDEPARTMENTAL STUDIES:

Physical and Cultural Anthropology, ½ Credit (S2) (Grade 10)

### NON-DEPARTMENTAL ELECTIVES:

Physical Education/Fitness or Weights, ½ or 1 Credit  
Office Aide, ½ Credit  
Study Hall, No Credit  
Waterfront PE Course, ½ Credit  
Yoga, ½ Credit

### GLOBAL ONLINE ACADEMY COURSES (GRADE 10)

**\*Application and 3.0 cumulative GPA required**



## 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), ½ Credit  
Creative Writing II, (S2), ½ Credit  
Film Theory, Creation and Media Literacy, ½ Credit  
20th & 21st Century Journeys in African American Lit, (S2) 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, II, III, IV, ½ Credit  
Advanced Painting and Drawing, ½ Credit \*  
Ceramics II, ½ Credit  
Sculpture II, ½ Credit  
STiVA – Alternative Printmaking, ½ Credit  
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 \*  
Chorus, 1 Credit  
The Bolles Singers, 1 Credit \* Audition Required  
The Bolles Singers Honors, 1 Credit \* Audition Required

### 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 (S1)  
Art History, Baroque to Present, ½ Credit (S2)  
AP Art History, 1 Credit \*

### INTERDEPARTMENTAL STUDIES

AP Capstone: Seminar  
AP Capstone: Research  
Physical and Cultural Anthropology, ½ Credit (S2)

### LANGUAGE ELECTIVES:

Arabic I, 1 Credit  
Arabic II, 1 Credit \*  
Arabic III, 1 Credit \*  
French I, II\*, II H\*, 1 Credit  
French III, III H, Adv Grammar and Conversation, 1 Credit \*  
French IV H, V H, or V AP, 1 Credit \*  
Chinese I, II \*, II H \*, 1 Credit  
Chinese III, III H, IV H, V, VH, AP 1 Credit \*

### LANGUAGE ELECTIVES continued

Latin I, II\*, II H\*, III\*, III H\*, Directed Reading H\*, AP\*, 1 Credit  
Spanish I, II\*, II H\*, III\*, III H\*, IV H\*, V H\*, V AP \*, 1 Credit  
AP Literature and Culture, 1 Credit \*  
Advanced Conversational Spanish, 1 Credit \*  
Spanish V: Conjecture and Debate, 1 Credit \*  
Mythology, ½ Credit  
Honors Mythology, ½ Credit

### MATHEMATICS ELECTIVES:

Precalculus or Precalculus Honors, 1 Credit \*  
AP Precalculus, 1 Credit \*  
Calculus Honors, 1 Credit \*  
AP Calculus AB or BC, 1 Credit \*  
AP Statistics, 1 Credit \*  
Probability & Stats, 1 Credit  
Linear Algebra, 1 Credit

### INNOVATION ELECTIVES:

Robotics, ½ Credit (S1)  
Advanced Robotics, ½ Credit (S2)  
Principles of Engineering, 1 Credit  
CAD Design and Digital Fabrication, ½ Credit (S1)  
AP Computer Science (Grade 10) 1 Credit \*  
AP Computer Science Principles (Grade 10) 1 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 (S1)  
Anatomy: Regulation, Perception/Reproduction, ½ Credit (S2)  
Science of Diseases, 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 \*  
Forensic Science, ½ 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 (S2)  
Psychology, ½ Credit  
AP Psychology, 1 Credit \*  
Studies in Leadership, ½ Credit (S2)  
World Religions, ½ Credit  
The American Journey, ½ Credit  
Legal Studies, ½ Credit (S1)  
AP Human Geography, 1 Credit \*  
Ancient Greek Civilization Honors, ½ Credit (S1)  
Ancient Roman Civilization Honors, ½ Credit (S2)  
Advanced Global Leadership Honors, ½ Credit, \*  
Global Entrepreneurship Honors, ½ Credit, (S2) \*

### NON-DEPARTMENTAL ELECTIVES:

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

### Global Online Academy Courses

\*Application and 3.0 cumulative GPA required

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 be exempt from a final exam.

### **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 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 H, English III AP, English IV H and/or English IV AP (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. 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: WORLD 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 to refine their own appreciation and evaluation of these important works.

Writing will increasingly concern the literature student, but students will continue to compose essays based upon their own experiences and thoughts. Nonetheless, the major objective requires the students to develop their ability to engage the literature and to use literary criticism in a mature, effective style. Seasoned readers and writers will glean an awareness of the American experience, the spirit, and the character which we call the American Mind. Students must not only come to understand a chronological approach to this literature, but they 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 to provide a sense of those themes, which transcend historical events.

Teachers will evaluate student work based on the following: literature tests, major essays, personal narratives, projects, quizzes, homework, and alternative assessments.

**ENGLISH III HONORS: AMERICAN LITERATURE H: RHETORIC & COMPOSITION (136) — Grade 11, 1 Credit**

*Prerequisite: Successful completion of English II College Prep or English II Honors.*

Teacher Recommendation, PSAT Scores, and/or Passing Score on a Placement Test

English III Honors represents a course that develops an awareness of American Literature, focusing on the diversity of peoples, geographic regions, belief systems, and perspectives. Students will examine the literary history and movements within American literature. They will engage in a formal analysis of texts, reading a wide variety of American literature and studying the literary conventions that shape responses to the texts. Students will develop skills of analysis and argumentation, using textual evidence as well as outside sources. The course focuses on the techniques involved in literary criticism, promoting the ability for students to form independent literary judgments. The intent of the course is to awaken curiosity, to stimulate exploration, and to provide subjects and topics for discussions and essays. Upon completion of the course, students will have a deeper understanding of a variety of genre, texts, and multi-cultural perspectives. This course will allow them to succeed in a wide range of upper-level courses, especially honors or AP courses.

### **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 such as personal narrative, argumentation, rhetorical analysis, and literary analysis. They will read, analyze, and discuss important selections from the American literature canon.

As readers, students will learn to recognize the rhetorical strategies, devices, and techniques that authors implement, and they learn to explain their responses to these patterns via AP prompts and Socratic seminars. They will learn how to discern the author's purpose in a both fiction and non-fiction works. Within the context of American literature and non-fiction texts, students will learn to distinguish the nuances, subtext, and subtleties of language within a writer's work.

As writers, students will employ the structures appropriate to various aims and modes for the AP exam, ranging from rhetorical analysis, argumentation, and synthesis. They will broaden their vocabularies and their facilities to choose from a repertoire of structures. Students will learn to convey information with precision and conciseness and, as appropriate, be able to influence the reader's feelings or perspectives via the use of diction, figurative language, and syntax.

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; analyzing and responding to fiction and non-fiction texts; participating in literary discussions; practicing timed AP prompts and authoring extended papers on literary topics; preparing for the AP exam. Students enrolled in the course are expected to take the AP Exam in May.

### **ENGLISH IV: BRITISH LITERATURE: RHETORIC AND COMPOSITION (106) - Grade 12, Semester Course, ½ 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 H: BRITISH LITERATURE: RHETORIC AND COMPOSITION (137) - Grade 12, 1 Credit**

***Prerequisite: Successful completion of English III Honors or AP English Language***

Teacher Recommendation, PSAT Scores, and/or Passing Score on a Placement Test

Content includes instruction in the written and oral analysis of major British literary works of various genres, in relationship to cultural influences and to the development of the literary traditions of the English Language. Composition instruction emphasizes writing assignments that develop students' abilities to analyze and to interpret literature. The course will emphasize speaking and listening skills through the use of presentation and comparative study of different literary forms. Language study will include an overview of the history and the language as reflected in literature.

#### **ENGLISH IV: CONTEMPORARY LITERATURE (1970-present) (153) - Grade 12, Semester Course, ½ Credit**

This second half of English IV focuses on contemporary themes and how literature addresses these themes in our complex society. Students will develop an appreciation of contemporary writing through exposure to novels from a variety of authors with differing ethnic perspectives. Literature in the course will address 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*, *Alias Grace*, *The Kite Runner*, *Atonement*, *Angela's Ashes*, *The Glass Castle*, *Never Let Me Go* and *Klara and the Sun*. As some contemporary issues are sensitive, and this course involves discussion of those issues, students should carefully consider the maturity level of the course before signing up for it.

#### **ENGLISH IV: LITERATURE THAT SHAPED THE WORLD (154) - Grade 12, Semester Course, 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, Semester Course, 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: MAGICAL REALISM: BLURRING THE LINES OF FANTASY, REALITY, SPIRITUALITY, AND IDENTITY IN LATIN AMERICAN LITERATURE (165) - Grade 12, Semester Course, ½ Credit**

Originating in the 1940's Latin America, Magical Realism seeks to blend the real with the fantastical and the imagined with the concrete. A literary style that takes pride in the possibilities and explores not only the existence of a multiverse, but also all the possibilities within. Studies in Magical Realism will push the boundaries of concrete identity to expose a world in flux. Students will explore the origins of the movement in Argentina by starting with the short stories of Jorge Luis Borges, a man who created a library so vast that one cannot navigate from to or from its confines, followed by his successor Julio Cortázar, before working their way through more contemporary examples in Yuri Herrera and Silvia Moreno-Garcia. Each author offers a unique window into not only the cultures they represent, but also to the genre bending style of Magical Realism itself, one that encourages risks and defies established order at nearly every twist and turn.



#### **ENGLISH IV: WORLD POETRY: FORMS AND VOICES (166) – Grade 12, Semester Course, ½ Credit**

Poetry represents the genre that people assume both the worst and the best about. At worst, poetry seems like an impenetrable forest of words. At best, poetry acquires alchemical powers, transforming nearly anything to gold. In this course, students will not try to make sense of poetry, but they will try to make meaning of poetry. Reading poems from every continent, students will employ creative techniques for analysis, learn poetic forms from around the world, and explore how poems work their magic. Students will examine how poets from around the world use their art to initiate social change. Students will become more confident readers of poetry and maybe even find a favorite poem, or three, to take on their journeys out into the world.

#### **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 or English III H. 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 many 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. Students enrolled in the course are expected to take the AP Exam in May.

#### **INTRODUCTORY COMPOSITION (125) — Grades 9-11, Semester Course, 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, Semester Course, 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, Semester Course, 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 10-12, Semester Course, ½ Credit**

This semester elective provides students with an opportunity to evaluate the impact of the terrorist attack on the United States on September 11, 2001. 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 investigate and analyze how the terrorist attacks on 9/11 changed American culture. This elective is open to sophomores, juniors, and seniors; however, seniors receive priority. Students interested in the elective should have a B average in English and U.S. History.

**CREATIVE WRITING: FOUNDATIONS AND LITERARY MAGAZINE (113) - Grades 9-12, Semester Course, ½ Credit**

In this semester length course, students will focus on an exploration of creative writing in the genres of poetry and fiction. In addition, students will examine pop icons such as Taylor Swift, focusing on modern song lyrics paired with canonical examples. Students will also 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 of literary works and use these experiences as a springboard for their writing. They will engage in writing exercises and explore their creativity. Using 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 writing experiences.

**CREATIVE WRITING II (115) — Grades 10-12, Semester Course, ½ Credit**

This course builds upon the writing skills and literary experiences that students garnered from Creative Writing I. Students will continue to improve their skills, to hone their style, and to strengthen their voice. Writing well depends on an inextricable link to reading well. Therefore, students will be exposed to a variety of poetry and prose. In addition to independent writing activities, students will also workshop their pieces with peers and the instructor. Students will have more opportunities to publish their work via the literary magazine, *Perspective*.

**A STUDY IN FILM: FILM THEORY, CREATION, AND MEDIA LITERACY (152) — Grades 10-12, Semester Course, 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.

**20<sup>th</sup> & 21<sup>st</sup> CENTURY JOURNEYS IN AFRICAN AMERICAN LITERATURE (187 S-2) — Grades 10-12, Semester Course, ½ Credit**

Students will study some of the influential poets, writers, musicians, and artists of the Harlem Renaissance, examining how these individuals spoke truth to power about life in America for Black people. This semester-length course will begin with an introduction to the Harlem Renaissance. From a humanities perspective,

students will study the works of Langston Hughes, Zora Neal Hurston, Duke Ellington, Billie Holiday, and Jacob Lawrence. Students will explore how these figures were active agents of the movement and how each of their works affirmed Black people and their culture, as well as raise the consciousness of others about race and racism. As a culminating project, students will write about how the course has informed their thought process about racism/racial identity or choose one or more forms of art (poetry, writing, music, and art) to synthesize the themes addressed within the course.

### **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) International Students — 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) International Students - 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) — International Students - 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)**

### **International Students — 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***

***Returning newspaper staffers in grades 10th-12th grades who commit to an editor position will receive Honors distinction.***

#### ***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 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***

#### ***Prerequisite: Application required. Permission of the instructor.***

This course is a working-laboratory experience, which 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.

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 inside and outside the classroom.

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.

Beginning in the year 2023-24, the successful completion of two credits in one language at the Upper School is required for graduation, with the exception of students in the class of 2027, who began their study of language in 7th grade. 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 10-12, 1 Credit (Contingent upon sufficient enrollment)**

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 10-12, 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.

### **ARABIC III (200) — Grades 10-12, 1 Credit**

***Prerequisite: Arabic II***

This course is the third in a three-year sequence with the goal of ending the third year with mid-intermediate proficiency. We build on the foundation of vocabulary and grammar from level 2 and expand our ability to make complex sentences. Elements of Standard Arabic grammar such as verb mood and case will come more into focus, while maintaining our focus on everyday Arabic for communication. We will also continue to expose students to spoken dialects of Arabic throughout the course. Students will be encouraged to develop their abilities to communicate using an appropriate register and variety of Arabic depending on the situation: spoken dialect for everyday conversation or Standard Arabic for writing and consuming media. Students will use authentic resources to explore Arab cultures and build real-world useful vocabulary to express feelings, make predictions, and write formal letters.

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

*Teacher recommendation required.*

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 10-12, 1 Credit**

*Teacher recommendation required.*

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**

*Teacher recommendation required.*

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**

*Teacher recommendation required.*

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. Students enrolled in the course are expected to take the AP Exam in May.

### **FRENCH I (201) — Grades 9-12, 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 9-12, 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 9-12, 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 recordings are used to increase comprehension of normally spoken French. Students are expected to spend time outside of class on long-range speaking assignments 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 as a regular part of the course. Students enrolled in the course are expected to take the AP Exam in May.

#### **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. Tests are quarterly. 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, students read *De Bello Gallico*, the work of Julius Caesar, for historical, political, and cultural content as well as for grammatical training. The study of mythology, word roots, vocabulary and art continue 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 become 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 language mechanics and pace of the work is more demanding and challenging, allowing for longer readings from Caesar's *De Bello Gallico* in the spring.

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 become eligible for membership in the Latin Honor Society.

### **LATIN III (223)**

### **LATIN III HONORS (225)**

**Grades 10-12, 1 Credit, Regular or Honors**

***Teacher recommendation required.***

This advanced course is an introduction to Vergil's Aeneid, the famous epic poem of Golden Age Latin literature. Along with reading Latin poetry, students will become familiar with technique and terms of literary criticism. This course requires 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 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 AP (233) — Grade 11-12, 1 Credit, AP**

***Prerequisite: Latin III Honors***

***Teacher recommendation required.***

Students who have performed very successfully in Latin III Honors are recommended to pursue Advanced Placement Latin. The course requires high proficiency in grammar and vocabulary in order to accommodate the increased demand for reading speed and accuracy. AP Latin relies heavily on the groundwork established in Latin I-III in all areas, including critical reading skills. Following the syllabus set forth by the College Board, expanded readings alternate between Julius Caesar's De Bello Gallico (Books 1, 4-6) and Vergil's Aeneid (Books 1, 2, 4, and 6)

Assessments include substantial nightly readings in both Latin and English, biweekly tests, analytical writing in English, and occasional supplementary projects. Students enrolled in the course are expected to take the AP Exam in May.

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

***Prerequisite: Latin III or III Honors***

***Teacher recommendation required.***

Latin Directed Reading is designed for students who wish to continue their study of Classics but does not culminate in the Advanced Placement Examination. 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 LITERATURE SURVEY HONORS (237) – Grades 10-12, 1 Credit, Honors**

***Prerequisite: Latin III or III Honors***

***Teacher recommendation required. (Not Offered 2024-25)***

Latin Literature is designed for students who wish to continue their study of Classics but does not culminate in the Advanced Placement Examination. This survey course brings together outstanding writers from both Golden and Silver Age Latin, usually considered the classic examples of their genre. Readings from selected short passages from Horace (Satires); Ovid, (the mythological epic of Pyramus



and Thisbe or Daedalus and Icarus); Lucretius (the scientific epic of *De Rerum Natura*); Tacitus, (history of *Annales*); Pliny (Letters to Emperor Trajan); Martial (Epigrams); and Petronius (the novel the *Satyricon*) as well as samplings from the various authors given on the National Latin Exam. Evaluation is based on daily translation work, regular quizzes and tests, presentations, and a comprehensive exam each semester.

### **MYTHOLOGY (246); HONORS (240) — Grades 9-12, Semester Course, ½ Credit**

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 stories, research specific myths for class presentation, become familiar with maps and genealogical charts, interpret works of arts, and recognize the mythological themes in literature. Evaluation will be based on class participation, projects, and reports, as well as quizzes and tests.

Offered at either Regular or Honors level, the Honors level has additional projects, readings, and scope of work.

### **SPANISH I (211) — Grades 9-12, 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 recording exercises outside the classroom 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 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 student 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. 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 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: Spanish III or III Honors. Teacher recommendation required. (Not Offered 2024-25)***

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 presents 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 LANGUAGE 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. Recorded speaking activities are a regular part of the course. Students in Spanish V Honors and AP participate in the National Spanish Exam in the spring. Students enrolled in the course are expected to take the AP Exam in May.

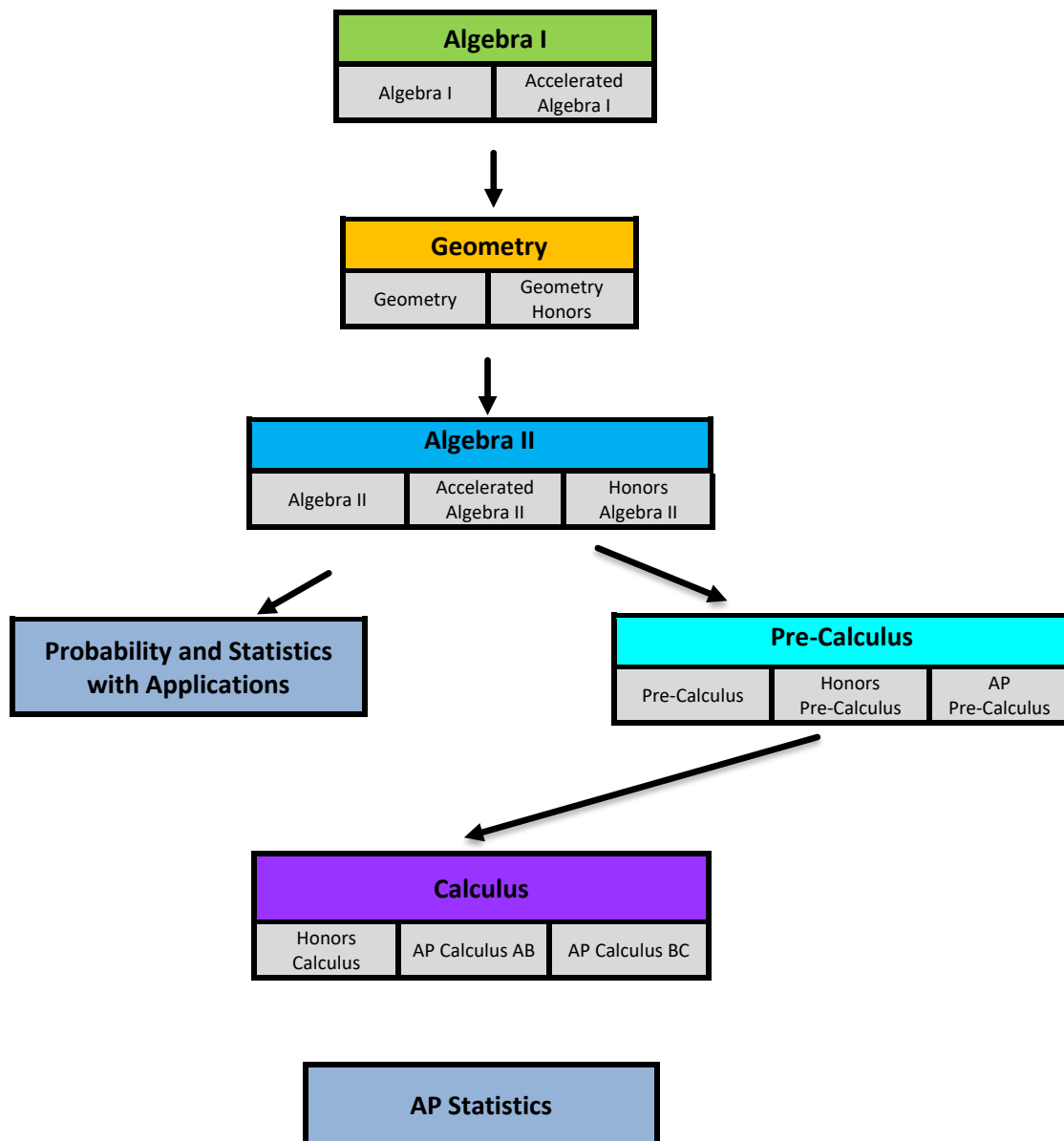
**AP SPANISH LITERATURE AND CULTURE (245) — Grades 11 & 12, 1 Credit**

***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*) Students enrolled in the course are expected to take the AP Exam in May.

MATHEMATICS CURRICULUM GUIDE

Upper School



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 Geometry and in all courses subsequent to Geometry. 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 in each class. The student should allow time to complete assignments in order to be prepared for the next class. Comprehensive semester and final examinations might be given in any course. Students enrolled in the same course will take departmental semester examinations and final examinations. Only seniors are eligible to be exempt from a final exam in a non-AP course. Underclassmen enrolled in an Advanced Placement Course may be eligible for an exemption on their final exam.

### **ALGEBRA I (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.

### **ACCELERATED ALGEBRA I (303) - Grade 9, 1 Credit**

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

Accelerated Algebra I is designed to offer students an introduction to their first glimpse of higher-level mathematics. Covering the same topics as Algebra I, students in Accelerated Algebra I will find the accelerated pace of the course allows more in-depth approaches to concepts and topics. Prior 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. In addition, the three topics of systems of linear equations, polynomial factoring, and rational expressions are thoroughly investigated.

### **GEOMETRY (305) - Grades 9 -10, 1 Credit**

***Prerequisite: (if coming from Upper School): Algebra I or Accelerated Algebra I***

***Prerequisite: (if coming from Middle School): Algebra I (8) or Accelerated Algebra I (8)***

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 will also learn how to organize thoughts in developing critical thinking skills and exploring formal proofs. Topics covered include logic, angle relationships, and the properties of triangles, quadrilaterals, and circles with real world applications. Students will also explore simple statistics and data analysis.

A TI-84 CE graphing calculator is required for this course. The instructor will provide details in the course syllabus.

### **GEOMETRY HONORS (317) - Grades 9 - 10, 1 Credit, Honors**

***Prerequisite: (if coming from Upper School): Accelerated Algebra I, grade of A-***

***Prerequisite: (if coming from Middle School): Algebra I (8), grade of A+; Accelerated Algebra I (8), grade of A.***

***\*Teacher recommendation required.***

***\*\*Departmental approval required if student has not taken Algebra I 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 will explore the historical development of geometry, non-Euclidean geometries, construction, and applications. Students will also explore basic statistics and data analysis.

A TI-84 CE graphing calculator is required for this course. The instructor will provide details in the course syllabus.

**\*A NOTE REGARDING GEOMETRY:** An Upper School Student earning an A or higher in Algebra I may request to take Geometry concurrently with Accelerated Algebra II or Algebra II Honors. The requests will be considered by the department on an individual basis; recommendation of the Algebra I teacher will be required.

### **SUMMER GEOMETRY - Rising 9<sup>th</sup>, 10<sup>th</sup> or 11<sup>th</sup> Grade, 1 Credit**

***Prerequisite for rising 9<sup>th</sup> (if coming from Middle School) Accelerated Algebra I (8), grade of A+.***

***Prerequisite for rising 10<sup>th</sup> or 11<sup>th</sup>: Accelerated Algebra I, minimum grade of B in each semester.***

***\*Departmental approval required***

***\*\*See note about Summer Geometry below***

***\*\*\*See purpose for Summer Geometry below***

This fast-paced Global Online Academy course covers select topics covered in the Bolles year-long Geometry course and will fulfill the Geometry graduation requirement. This GOA summer course will appear on the Bolles

transcript and factor into GPA. Class size is limited, and registration will be through GOA and on a first-registered, first-enrolled basis.

**\*\*A NOTE REGARDING SUMMER GEOMETRY:** The accelerated summer GOA course replaces the traditional Geometry classroom experience, and as such does not go into the same depth as a yearlong course at Bolles. Students should discuss the impact that this may have in later courses, particularly as it relates to spatial awareness and the ability to analyze graphs of functions. It is important to understand that the accelerated pace may not offer sufficient practice to prepare some students for the in-depth conceptual understanding necessary for the critical thinking required to solve problems in higher level mathematics.

**\*\*\*PURPOSE OF SUMMER GEOMETRY FOR RISING 9<sup>TH</sup>:** This option is intended for a student who has a true passion for mathematics and seeks to advance their mathematical trajectory *beyond* the BC Calculus level prior to graduation.

**\*\*\*PURPOSE OF SUMMER GEOMETRY FOR RISING 10<sup>TH</sup> & 11<sup>th</sup>:** This option is intended for a student who has a true passion for mathematics and seeks to advance their mathematical trajectory to the Calculus level in high school prior to graduation.

### **ALGEBRA II (314) - Grades 10 & 11, 1 Credit**

***Prerequisite: Algebra I and Geometry***

Algebra II is an extension of Algebra I. The emphasis of the course is to develop a better mastery of algebra skills. Topics for the year include a full review of basic math facts- operations with integers and fractions, graphing, both with and without the use of a graphing device, factoring, word problems of all types, rational expressions, radicals, and quadratics. Upon successful completion of this course, students will be recommended to take either Precalculus or Analysis of Data and Functions.

### **ACCELERATED ALGEBRA II (304) - Grades 9 - 11, 1 Credit**

***Prerequisites: (if coming from Upper School): Accelerated Algebra I and Geometry, grade of A or B in each.***

***Prerequisites: (if coming from Middle School): Algebra I (8) and Geometry, grade of B in each.***

***\*Teacher recommendation required.***

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

This course is an extension of the concepts covered in Accelerated Algebra I and is structured to prepare a student for Precalculus. Topics may include sequences and series; linear and quadratic systems; quadratic equations; linear, quadratic, polynomial, radical, exponential, logarithmic, and rational functions; graphing of all of these functions; irrational and complex numbers; and rational exponents. Trigonometry, probability, data analysis, and statistics are introduced (time permitting). Emphasis is placed on skills enhancement, problem-solving, and graphing.

A TI-84 CE graphing calculator is required for this course. The instructor will provide details in the course syllabus.

### **ALGEBRA II HONORS (334) - Grades 9 - 11, 1 Credit, Honors**

***Prerequisites: (if coming from Upper School): Accelerated Algebra I and Geometry, grade of A in each; Geometry Honors, grade of B+.***

***Prerequisites: (if coming from Middle School): Accelerated Algebra I (7), grade of A and Accelerated Geometry (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 Accelerated Algebra II. Additional material includes but is 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 TI-84 CE graphing calculator is required for this course. The instructor will provide details in the course syllabus

**PRECALCULUS (316) - Grades 11 - 12, 1 Credit*****Prerequisite: Algebra II, grade of B; Accelerated Algebra II.******\*Teacher recommendation required.***

This course is designed to extend the concepts covered in Algebra II (formerly Algebra II AC) and allow eligible juniors and seniors the opportunity to explore further mathematical topics that will prepare them for College Algebra and/or Business Calculus at the college level. Students will get a better understanding of topics such as rational and parent functions, polynomials, exponential and logarithmic functions and well as a more in-depth coverage of trigonometry than is covered in Geometry. This course will also cover linear functions as well as solving linear and non-linear systems of equations. In addition to Algebra topics, there is a large focus on graphing. This course is designed to prepare students for College Algebra and/or Business Calculus at the college level.

A TI-84 CE graphing calculator is required for this course. The instructor will provide details in the course syllabus.

**\*NOTE-** this course is not Trigonometry-based and will not be a prerequisite to an AP Calculus course.

**PRECALCULUS HONORS (337) - Grades 10 - 12, 1 Credit, Honors*****Prerequisite: Geometry Honors and Algebra II Honors grade of B in each; Geometry and Accelerated Algebra II with grade of B+ in each.******\*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 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.

A TI-84 CE graphing calculator is required for this course. The instructor will provide details in the course syllabus.

**ADVANCED PLACEMENT PRECALCULUS (339) - Grades 10 - 12, 1 Credit, Advanced Placement*****Prerequisite: Honors Geometry and Honors Algebra II with grade of A- in each course******\*Departmental approval required if student has not taken Algebra II at Bolles.***

AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Furthermore, as AP Precalculus may be the last mathematics course of a student's secondary education, the course is structured to provide a coherent capstone experience and is not exclusively focused on preparation for future courses.

A TI- 84 CE graphing calculator is required for this course. The instructor will provide details in the course syllabus.

**CALCULUS HONORS (338) - Grades 11 & 12, 1 Credit, Honors*****Prerequisite: Precalculus Honors, grade of B; Precalculus, grade of A.******\*Teacher recommendation required.***

Through this course, a student may gain a working knowledge of the concepts of Calculus in order to make the adjustment more easily 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.

**PROBABILITY AND STATISTICS WITH APPLICATIONS (367) - Grades 10 - 12, 1 Credit*****Prerequisite: Algebra II***

Probability and Statistics with Applications is an introduction – at the high school level – to probability and its statistical applications. This course aims to help students cope intelligently with quantitative data and to gain an

understanding of the basic concepts of statistics. Topics covered in the course will include constructing and interpreting patterns in graphical displays, designing appropriate studies to collect data, calculating the probability of events using various distributions (including but not limited to the normal distribution, student t-distribution, and binomial distribution), and conducting statistical inference procedures (constructing confidence intervals and performing tests of significance). At the end of the course, students will be prepared to take AP Statistics or an introductory non-Calculus-based college course in statistics.

A TI-84 CE graphing calculator is required for this course. The instructor will provide details in the course syllabus.

### **ADVANCED PLACEMENT STATISTICS (363) - Grades 10 - 12, 1 Credit, Advanced Placement**

***Prerequisite: Accelerated Algebra II, grade of A-; Algebra II Honors, grade of B+.***

***Minimum Corequisite: Precalculus Honors***

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.

A TI-84 CE graphing calculator is required for this course. The instructor will provide details in the course syllabus.

### **LINEAR ALGEBRA (368) – 1 Credit**

***Prerequisite: Completion of AP Calculus AB with a minimum of A- at Semester 1 and Quarter 3, or Completion of AP Calculus BC***

An introductory course on linear algebra, equivalent to a 200-level university mathematics class. This course will cover linear equations and matrices, vectors and vector spaces, linear transformations, eigenvalues and eigenvectors, orthogonality, and applications. Methods of proof will be emphasized as well as interactive activities that explore the graphical, numerical, and symbolic capabilities of Octave/MATLAB.

## **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 multi-representational 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.

A TI-84 CE graphing calculator is required for these courses. The instructor will provide details in the course syllabus.

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

***Prerequisite: Accelerated Precalculus, grade of A; Calculus Honors 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, and numerical approximations to definite integrals.

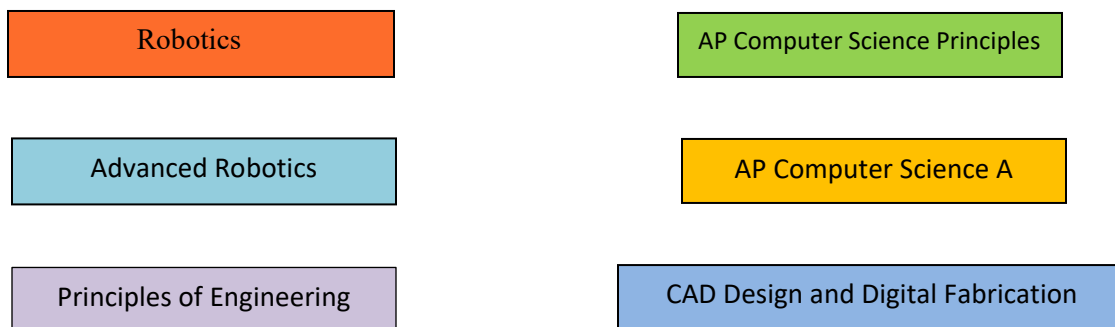
**ADVANCED PLACEMENT CALCULUS BC (357) - Grades 11 & 12, 1 Credit, Advanced Placement**

***Prerequisite: AP Precalculus, grade of A; AP Calculus AB***

***\*Teacher recommendation required.***

AP Calculus BC is designed to be the equivalent to both first and second semester college calculus courses. 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.





### **ROBOTICS (952 S1) — Grades: 9-12, Semester Course, ½ Credit**

#### ***Prerequisite: Algebra I***

This is a beginner's class exposing students to the wonderful world of robotics and programming. This course explores the latest technologies available and increases STEM awareness, engagement, interest, and intent. Programming: REV Hardware Client for Block programming and Java.

The STEM component of the course includes designing software that allows architectural style drawings. In addition, students will develop 3D models that will be printed on the 3D printers. Students will use OneNote as a digital notebook throughout the semester.

### **ADVANCED ROBOTICS CLASS (953 S-2) — Grades 9-12, Semester Course, ½ Credit**

#### ***Prerequisite: Middle School or Upper School Robotics course***

This is an Advanced Robotics Course for students that have previously taken a robotics class with programming experience. Students will learn through self-paced modules in small groups. Programming: REV Hardware Client for Block programming and Java.

This is a project-based learning class. Students will use OneNote as a digital notebook throughout the semester. Students will be graded on building solutions to real-world problems, problem-solving strategies, and teamwork.

### **PRINCIPLES OF ENGINEERING (956) Grades 9 – 12, 1 Credit**

#### ***Prerequisite: Algebra I***

Welcome to the world of technological innovation and engineering! This course is designed for students seeking an immersive introduction to the dynamic field of engineering. Through hands-on project-based learning, you will explore key concepts in engineering and technology, digital fabrication, mechatronics/automation, coding, computer-aided design (CAD), and additive (3D printing) and subtractive (CNC routing and milling) manufacturing processes. You will learn about the engineering and design process, how to document your work in an engineering notebook, how to work collaboratively in teams and manage projects, how to collect and organize data, how to create prototypes, and how to think creatively. You will demonstrate the skills taught in the course through a series of small projects in the first semester followed by a capstone project during the second semester. The class will leverage the new FabLab to design and create novel products.

### **CAD DESIGN AND DIGITAL FABRICATION (951 S-1) Grades 9-12, Semester Course, ½ Credit**

"Be a Maker!!! Explore Computer-Aided Design using Autodesk Fusion 360 to create 3D models. Learn how Additive Manufacturing (3D printing) works from a mechanical, hardware, and software perspective. Fabricate your 3D models on our FabLab 3D printers or Laser Cutters/Etchers."



**AP COMPUTER SCIENCE PRINCIPLES (954) - Grades 10-12, 1 Credit, Advanced Placement**

***Prerequisite: Algebra II Honors or Accelerated Algebra II, grade of B***

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 two parts: a multiple-choice exam taken in May and the Create Task in which students develop and submit to the College Board an app that illustrates the applications of programming concepts. The AP score is the average of these two components. Students enrolled in the course are expected to take the AP Exam in May.

**AP COMPUTER SCIENCE A (955) - Grades 10-12, 1 Credit, Advanced Placement**

***Prerequisites: Algebra II Honors or Accelerated Algebra II, grade of B.***

***\*Previous coding experience and permission of the instructor are 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. The AP score is the average of these two components. Students enrolled in the course are expected to take the AP Exam in May.

## DEPARTMENT OF SCIENCES

The science curriculum is designed 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; learn to collaborate and use creativity to design projects and lab procedures; 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 research, design and prepare an independent project and participate in the Bolles Science & Technology Expo. 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.

**BOLLES WELLNESS SEMINAR (426 S-1) (427 S-2) — Grades 9 & 10, Semester Course, ½ Credit\*, required (\*- does not count toward science requirement for graduation.) (This course does not count in GPA.)**

This course is designed to help students learn and understand themselves better in the four dimensions of health: mental, physical, social, and emotional. They will be exposed to a variety of health and wellness topics, including, but not limited to alcohol, tobacco, other drugs, stress, mindfulness, sexuality, healthy relationships, nutrition, goal setting, and decision making.

The students will be assessed through a variety of measurements tools so they can practice the skills, content, and attitudes they are learning in order for them to make informed decisions today and throughout their life. These will be primarily academic skill-based activities and projects completed with a partner, individual or cooperative group participation.

**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***

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: B average or better in Biology or Biology Honors and Accelerated Algebra I, Geometry or Geometry Honors or Algebra II at any level. 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 or Grade of A- or higher in Biology Honors.******Math Prerequisite: Concurrent enrollment in Accelerated Algebra II or Algebra II Honors or higher. 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 other first-year chemistry classes as the course covers more topics and at a greater depth. The course makes frequent use of technology through computer interfacing devices and graphing programs.

**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. Students 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, 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, Semester Course, ½ Credit, 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.

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

**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 and 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.

**THE SCIENCE OF DISEASE (430) - Grades 10-12, ½ credit, Semester Course, Lab Science**

***Prerequisite:*** *Completion of Biology and Chemistry OR completion of Biology and concurrent enrollment in Chem AB or Chem Honors*

This course allows students to expand their knowledge about diseases, how they affect the human body, and to consider how to prevent outbreaks today. The course begins by considering the role of genes in genetic diseases and providing an in-depth study of how cancer operates at the cellular level. The focus then shifts to studying infectious diseases caused by various pathogens such as bacteria, parasites, and viruses. Students investigate the virulent factors of the pathogens, the response by the human immune system, and the role society and communities play in helping prevent the spread of an infectious disease. By investigating pandemics of the past and present, students will work to ultimately develop an emergency response plan of their own to control an outbreak.

**FORENSIC SCIENCE (432) - Grades 11-12, ½ credit, Lab Science, Semester Course**

***Prerequisites:*** *Satisfactory completion of Biology, Chemistry, and Geometry*

Forensic science is the application of scientific knowledge, methods, and techniques to matters under investigation by a court of law. This course will apply and connect the concepts and skills from life sciences, physical sciences, mathematics, and more to piece together evidence to solve a crime or

problem. Ideas, concepts, and skills from other interdisciplinary subjects will also be utilized in connection with our scientific foundation. Students will explore aspects of crime scene investigation, analysis of evidence, and forensic anthropology.

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

***Prerequisites: Biology and Chemistry***

This course is a student-driven lab investigations course that will explore life forms, 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 workstations and experimentation on ideas originated from student collaboration and research. Grades will be determined by interaction in the lab, researching topics related to the experiments, lab notebooks, updating a class website, and class projects.

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

***Prerequisite: Completion of Biology and Chemistry***

***Co-requisite: Enrollment in Accelerated Algebra II 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, Grade of B+ or higher in Chemistry AB or Honors***

***Co-requisite: Concurrent Enrollment in Precalculus Honors or higher.***

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, 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 enrolled in the course are expected to take the AP Exam in May. 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 (minimum grade of an A) or Honors and Accelerated Algebra II or Honors. Recommendation of current science instructor and permission of the AP course instructor. Students must take and pass a screening assessment during the first week of the class.***

AP 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, thermodynamics, and equilibrium reactions. Students may expect to meet for extra class sessions to go over tests. Prior to the first day of class, mastery of first-year chemistry course topics is the expectation. Students enrolled in the course are expected to take the AP Exam in May.

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

***Prerequisite:* Completion of Biology; Grade of B+ or higher in Chemistry AB or Honors; concurrent enrollment in AP Precalculus, AP Calculus AB, or AP Calculus BC; 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 in classical Newtonian mechanics include kinematics, dynamics, energy, momentum, periodic and simple harmonic motion, and rotation. The course emphasizes the development of problem-solving ability and inquiry-based laboratory work, with a strong focus on graphing skills and data analysis. AP Physics 1 is recommended only for those students with demonstrated strength in Mathematics through Algebra 2 Honors, though prior completion of Precalculus Honors 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. Students enrolled in the course are expected to take the AP Exam in May.

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

***Prerequisite:* AP Physics 1; B+ or higher**

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

AP Physics C: Mechanics is a year-long Calculus-based study of classical Newtonian mechanics. 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 applying them to physical problems. Strong emphasis is placed on laboratory exercises and solving a variety of challenging problems, with a focus on graphing techniques and data analysis. The course covers all content required for the AP Physics C: Mechanics exam. Students enrolled in the course are expected to take the AP Exam in May.

**ADVANCED PLACEMENT PHYSICS C: MECHANICS AND ELECTRICITY & MAGNETISM (450) — Grades 11 & 12, 2 Credits, Lab Science, Advanced Placement**

***Prerequisite:* Completion of Biology and Chemistry with a B+ or higher; B+ or higher in both Biology and Chemistry, either completion of AP Physics 1 with a grade of B+ or better or a recommendation from an AP Physics teacher, and mandatory concurrent enrollment in AP Calculus AB or BC, with the instructor's approval required. It is highly recommended that students also enroll in or have completed AP Calculus BC.**

This year-long course is designed for high-achieving students with a robust interest in the physical sciences and engineering, offering an integrated approach to two of the most challenging subjects in the Advanced Placement curriculum: Physics C: Mechanics in semester 1 and Physics C: Electricity & Magnetism in semester 2. Students will embark on an intensive journey through the fundamentals and complexities of classical Newtonian mechanics, exploring motion, forces, conservation laws, energy, and momentum, alongside a thorough investigation into the phenomena of electricity and magnetism, including electric fields, circuits, magnetic fields, and electromagnetic induction.

Leveraging a calculus-based framework, the course emphasizes rigorous analytical thinking and problem-solving skills. Theoretical learning is complemented by extensive laboratory work, providing hands-on experience with physical principles and fostering a deep understanding of the subject matter. Through experiments, demonstrations, and collaborative projects, students will observe and analyze physical phenomena firsthand, enhancing their appreciation for the elegance and intricacy of the physical world. Students enrolled in the course are expected to take both AP Exams in May.

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 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***

#### ***Prerequisite: Maintain an A- average in World History***

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 tests, research paper, quizzes, and class participation. Significant emphasis and weight is given to essay writing on tests, quizzes, and independent essay assignments.

### **AP WORLD HISTORY: MODERN (526) GRADE 10, 1 Credit, Advanced Placement**

#### ***Teacher Recommendation Required***

#### ***Prerequisite: Maintain an A average in World History***

***Note: AP World History: Modern fulfills a social studies graduation requirement.***

Students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course provides six themes that students explore

throughout the course in order to make connections among historical developments in different times and 40 places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Students enrolled in the course are expected to take the AP Exam in May.

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

United States History will survey the social, political, and cultural history of the United States from Reconstruction to the present. Through a close examination of the American past and current events, students will gain an appreciation and understanding of the forces that have shaped and continue to shape the country. Students are encouraged to develop their critical thinking in both the written and spoken word through essays, class discussions, and projects. Tests, analytical essays, research papers, creative projects, and class participation constitute the major ways by which student progress and understanding of the material is measured.

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

#### ***Teacher Recommendation Required***

***Prerequisites: Maintain B- in AP World: Modern or A- in Contemporary World History Honors***

This course requires advanced-level reading and writing skills. It prepares students for the Advanced Placement Examination in United States History and 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: American and National Identity; Work, Exchange, and Technology; Geography and the Environment; Migration and Settlement; Politics and Power; America and the World; American and Regional Culture; and Social Structures. Student progress is measured by the assessments required on the AP Exam: analytical multiple-choice questions, long essays, short answer questions and documents-based-essays. Students enrolled in the course are expected to take the AP Exam in May.

### **AP UNITED STATES GOVERNMENT & POLITICS (553) — Grades 11 & 12, Semester Course, ½ Credit, Advanced Placement**

#### ***Teacher Recommendation Required***

***Prerequisites: For rising juniors, A in CWH, B+ in CWH Honors, or B- in AP World. For rising seniors, A- in US History or B in APUSH.***

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 are expected to take the AP Exam in May.

### **AP COMPARATIVE GOVERNMENT & POLITICS (512) - Grades 11 & 12, Semester Course, ½ Credit, Advanced Placement**

#### ***Teacher Recommendation Required***

***Prerequisites: Rising juniors, A in CWH, B+ in CWH Honors, or B- in AP World. Rising seniors, A- in US History or B in APUSH.***

This course follows the format established by the Advanced Placement Program of the College Board. It introduces students to the fundamental concepts and theories of political science and comparative politics. Six countries form the core of the program: The United Kingdom, Russia, China, Iran, Mexico, and Nigeria. Students will examine the political structures and policies of these countries as well as their political, economic, and social challenges. Students cultivate their understanding of comparative government and politics through analysis of data and text-based sources as they explore topics like power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis. Students enrolled in the course are expected to take the AP Exam in May.



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

### ***Teacher Recommendation Required***

***Prerequisite: B or higher in AP US History or an A in US History. Any student not enrolled in APUSH must speak to course instructor before enrolling.***

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 are expected to take the AP Exam in May.

## **AP HUMAN GEOGRAPHY (525) Grades 10 – 12, 1 Credit, Advanced Placement**

### ***Teacher Recommendation Required***

***Prerequisite: Rising sophomores, A- in World History. Rising juniors, A- in CWH, B+ in CWH Honors, or B- in AP World. Rising seniors, B+ in U.S. History or B- in AP U.S. History.***

***Note: AP World History: Modern fulfills a social studies graduation requirement. AP Human Geography is an elective course. Due to space available in these courses, students are limited to either AP World History or AP Human Geography in the same academic year.***

At its core, human geography is about the connection between people and places. How did human societies develop and how was that development connected to their environment? What are the economic, social, and political factors that shaped the world? This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. This course builds on the content covered in our 9th and 10th world history courses. Students enrolled in the course are expected to take the AP Exam in May.

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

#### ***Prerequisite: 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 S-2) — Grades 11 & 12, Semester Course, 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 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 10-12, Semester Course, 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.

### **THE AMERICAN JOURNEY (561 S-1) – Grades 11 & 12, Semester Course, ½ Credit**

This course explores communities and cultures in United States history and their experiences and pathways into the American fabric. The course will examine their stories through political, economic, cultural, and social perspectives. Through this in-depth examination of American society, students will develop a stronger understanding of the diverse narratives that continue to shape our nation. The course will also explore current events that serve as a deeper analysis of change and continuity over time for each group studied. Groups will include African Americans, Native Americans, American Women, the LGBTQ+ community, Asian Americans, Muslim Americans, and the Latino community. Assessments will include quizzes, tests, and a directed capstone project on a community of the student's choice.

### **LEGAL STUDIES (537 S-2) – Grades 9-12, Semester Course, ½ credit**

A semester-long course designed for students interested in civil law, criminal justice, and the US legal system. The course covers a wide range of contemporary issues that are subject to constitutional interpretation. Students will examine the US Constitution, the fundamental concepts of law, and jurisprudence. Students will discuss and analyze major legal topics and vocabulary. Through an experiential approach, students will develop skills that enable them to analyze and interpret former court cases and evidence. Through role play, discussions, seminars, and simulated trials, students will apply the course concepts to criminal and civil cases.

Students enrolled in this course will be part of the Bolles Mock Trial Team. They will apply the concepts of the course in the Jacksonville District tournament. Priority given to current team members. Students may take the course multiple times because the cases studied will change each year.

### **ANCIENT GREEK CIVILIZATION HONORS (535 S-1) — Grades 10-12, 1 Semester Course, 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 (536 S-2) — Grades 10-12, 1 Semester Course, 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.

**AP PSYCHOLOGY (571) — Grades 11 & 12, 1 Credit, Advanced Placement**

***Teacher Recommendation Required***

***Prerequisite: Rising juniors, A- in CWH, B+ in CWH Honors, or B- in AP World. Rising seniors, B+ in U.S. History or B- in AP U.S. History.***

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. Students enrolled in the course are expected to take the AP Exam in May.

**ADVANCED GLOBAL LEADERSHIP HONORS (572) — Grades 9 - 11, Semester Course, 1/2 Credit**

***Teacher Recommendation Required***

***\*This course is required for the Global Scholar Program.***

***\*Priority is given to students in the Global Scholar Program.***

***Learn more about the [Global Scholar Program here](#).***

Whether leading a global team in the future or working collaboratively within a culturally diverse team, you must be equipped with cross-cultural leadership skills. Advanced Global Leadership Honors guides students in developing these essential cross-cultural skills.

The course begins with two assessments, the Global Competence Aptitude Assessment (GCAA) and the Intercultural Development Inventory (IDI), to help students better understand their individual global competence as they begin the class.

The course focuses on two themes needed to develop the necessary critical skills to work with individuals worldwide: First, it assesses internal readiness (self-awareness, risk-taking, open-mindedness, and attentiveness to diversity) by reflecting on the nature of knowledge and how we know what we claim to know. It then assesses external readiness (intercultural capacity and collaboration across cultures) by providing scenarios where students must evaluate cultural contexts and demonstrate how to adjust accordingly.

Students analyze and discuss a variety of primary and secondary sources, reflecting on their skills development and documenting their progress in a student portfolio. Students will interact with and interview individuals of other nationalities to collect and analyze information. Students will be required to produce two TED Talk-style presentations, one in which they tell their own stories, and the other in which they demonstrate an understanding of

the skills required to lead culturally diverse teams, focusing on cultural expectations, particularly those surrounding communication and status.

**GLOBAL ENTREPRENEURSHIP HONORS (573 S-2) — Grades 11 - 12, Semester Course, 1/2 Credit**  
*Prerequisite: Admission to the Global Scholars Program and recommendation from the Global Learning & Engagement Director is required. Students' GSP requirements should be nearing completion before taking this course.*

This course is an opportunity for the GSP students to take real action, cultivate an entrepreneurial mindset, and practice navigating a global landscape while also applying all the tools, skills, and knowledge acquired through the Global Scholars Program. Students will enhance their abilities in entrepreneurship, leadership, and global citizenship. This course also uses the United Nations Sustainable Development Goals framework and concludes with presenting a global capstone project to a Bolles Global Panel. Students will learn how to evaluate the potential of their ideas, develop entrepreneurial and compelling pitches, navigate cultural differences, and collaborate to succeed as a team.

## 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.**

### 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.

### UPPER SCHOOL ELECTIVES IN THE ARTS

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

**ART HISTORY: PREHISTORIC – 1700 (695 S-1) ½ Credit and/or**

**ART HISTORY: BAROQUE – PRESENT (684 S-2) 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, Semester Course, 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 (601) — Grades 9-12, Semester Course, 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, Semester Course, 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, Semester Course, 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, Semester Course, 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.

### **PHOTOGRAPHY I (607 S-1) (699 S-2) — Grades 9-12, Semester Course, 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.

### **SELECTED TOPICS IN VISUAL ART - ALTERNATIVE PRINTMAKING (631)– Grades 9-12, Semester Course, ½ Credit**

***Prerequisite: Foundations in Studio Art***

STiVA is a beginning level project-based course, in which students will learn how to create in a specific medium outside of the traditional 2D and 3D courses! For the 24/25 School year the topic covered will be Alternative Printmaking. Alternative Printmaking will introduce students to processes and techniques outside the traditional scope of standard printmaking (like relief). This includes processes like Cyanotype (with natural dyes), Kitchen Lithography, Pochoir, Silk Screen (without processing chemicals), and Dry Point. Students will make three to four projects based on these techniques using self-created imagery. At the end of the course, students will have a deeper understanding of printmaking, its importance to contemporary and historical world culture, and the ability to make art using these processes outside of the classroom if desired.

### **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.

### **ADVANCED PAINTING AND DRAWING (668 S-1) — Grades 10-12, Semester Course, ½ Credit**

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

***Teacher recommendation required.***

This course involves an exploration of advanced 2D techniques and color theory through the use of a variety of 2D materials and application tools. Course content will include, but not be limited to, advanced perspective, reference and research development, imagery from imagination, and student driven concepts. Abstraction, non-objective, and other compositional strategies will be employed. The assignments will increase the student's ability to develop their visual voice through 2D media.

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

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

***Prerequisite: Photography I with a B+ or higher***

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, Semester Course, ½ Credit**

***Prerequisite: Photography II with a B+ or higher***

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, Semester Course, ½ Credit,**

***Prerequisite: Photography III with a B+ or higher***

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 enrolled in the course are expected to take the AP Exam in May.

**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.) Students enrolled in the course are expected to take the AP Exam in May.

#### **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. Students enrolled in the course are expected to take the AP Exam in May.

#### **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. Students enrolled in the course are expected to take the AP Exam in May.

## **DRAMA ELECTIVES**

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

***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, Semester Course, ½ Credit**

***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, Semester Course, 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, Semester Course, ½ Credit**

***Prerequisites: Advanced Acting I, II and III***

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, Semester Course, 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, Semester Course, 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**

**CHORUS (614) 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.***

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.***

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.***

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.

### 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**

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. Students enrolled in the course are expected to take the AP Exam in May.

#### **AP CAPSTONE: RESEARCH (1101) — Grades 11 & 12, 1 credit**

##### ***Prerequisite: AP CAPSTONE: SEMINAR***

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. Students enrolled in the course are expected to take the AP Exam in May.

#### **PHYSICAL AND CULTURAL ANTHROPOLOGY (1102 S-2) — Grades 10-12, 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.

### 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 (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) — Grades 9-12, ½ Credit per semester**

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.

#### **WATERFRONT PE COURSE (877) - Grades 9-12, ½ Credit, Semester Course; LIMITED ENROLLMENT**

Through this course students will gain skills and knowledge for both motorized and non-motorized watercraft. Students will also learn water safety skills through pool sessions and open water sessions in the St. Johns River. At the completion of the course, students will take a boater safety test provided by Boat US, allowing them to safely operate a motorized water vessel.

Students will have the opportunity to learn various skills on kayaks and paddle boards. Additionally, they will be able to put into practice the lessons learned through the Boat US course by utilizing the school boats. Students will learn about boat handling, navigation, weather, and knot tying.

Students will be required to wear appropriate clothing for water-based activities.

**VARSITY SPORTS/FITNESS (Year) (Semester)**

Students may receive ½ credit per sport played toward the Physical Education/Fitness graduation requirement. 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 (after school)**

**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 (after school)**

**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**

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

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

## NON-DEPARTMENTAL ELECTIVES

### ELECTIVES FOR GRADES 9 to 12

#### **SUPERVISED STUDY (852 S-1) (853 S-2) — Grades 9-11, No Credit**

##### **9th and 10th Grades**

Students in ninth and tenth grades are required to be scheduled in classes during each of the seven periods of the day. One of the options available is study hall. While a study hall does not offer academic credit, it is worth serious consideration for ninth and tenth graders. Bolles students are involved in many after-school activities, and structured study halls can facilitate completion of homework and other assignments.

##### **10th Grade**

Sophomores enrolled in a Global Online Academy course must have a study hall in their schedules in order to commit to work for the course.

##### **11th Grade**

Juniors are required to be scheduled in classes for at least six periods and are permitted one free period during the school day. Juniors enrolled in Global Online Academy classes must take a study hall in order to commit to the work for the course.

Please note that juniors with failing grades in any course at the end of a grading period will be enrolled in a study hall. Other evidence that the free period is not beneficial can also result in the assignment of a study hall.

Juniors requesting to sign out for appointments during free periods will be required to provide a doctor's note or other official indication of need to be off campus. If a junior leaves campus without permission during a free period, the free-period privilege will be revoked.



**Available to rising Sophomores, Juniors, and Seniors with a 3.0 cumulative GPA.**

**Deadline for Application: April 10, 2024**

**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- 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:

### **2024-25 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).
- 1340 SAT or 29 ACT
- 100 hours of community service or 100 hours of paid work

### **2024-25 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 or 100 hours paid work

*\*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 #


**GRADE 10**  
Subject/Course #


**GRADE 11:**

Subject/Course #

Subject/Course #



**GRADE 12:**

Subject/Course #

Subject/Course #



## NOTES