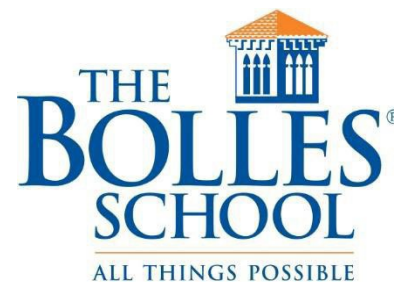


# 2026-2027 Middle School Curriculum Guide



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# GENERAL INFORMATION

## PLANNING CONSIDERATIONS

1. English, Mathematics, Science, and Social Studies courses are required each year for grades 6 - 8. Note that a student with a final average below a C- in English may be required to complete English work during the summer in order to advance to the next grade.
2. Spanish, French, Chinese, and Latin are offered as electives at the middle school. Students will be required to complete two credits of one World Language at the Upper School level. Many colleges require more than 2 years of language study, and we strongly encourage it in middle school. Note that to reach the AP levels of most languages, students must complete level I in middle school (most often IA in Grade 7 and IB in Grade 8).
3. One credit in Fine Arts is required in 6<sup>th</sup> grade. Drama, Visual Arts, Band, Chorus, and Dance are offered. This credit may be fulfilled with two semester courses or one full-year course. A student who receives an A or higher in three semesters of Visual Arts in 7<sup>th</sup> and 8<sup>th</sup> grades will receive a waiver from the Foundations of Art class in 9<sup>th</sup> grade. This waiver does not exempt the student from the Upper School graduation requirement of 1 credit of art and must be used in 9<sup>th</sup> grade.
4. Physical Education/Fitness is required for Grades 6, 7, and 8.
5. In order to receive credit for a given course, the student must complete the required semester exams or projects.
6. All subjects are graded on a scale of A-F, except Physical Education and Bulldogs 101, which are Pass/Fail.
7. Minimum enrollment for a course has been established at 10. Fewer students may result in the cancellation of the course.

## SCHEDULING

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

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

## GRADES

The Bolles School uses an Alpha System to report 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 complete the work, or they may receive a failing grade.

## ACADEMIC HONORS – MIDDLE SCHOOL

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

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

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

# ENGLISH DEPARTMENT

English is required during each year of study. The Bolles English curriculum is developmental and sequential, with certain skills mastered at each grade level, allowing students to progress from grammar/mechanics and simple sentence structure in the middle grades to a complex and articulate use of language in the upper grades. All English courses are designed to encourage students to develop their communication skills to the fullest extent possible. We expect students to learn to speak correctly and effectively, to write accurately and persuasively, and to read with intelligence and appreciation. Along the way, students are taught to analyze, critique, and evaluate literature. English courses at Bolles are designed to provide students with knowledge and 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 respect for the opinions of others, and to provide a strong foundation for future learning. English teachers hope to instill in all students a personal appreciation of the aesthetic pleasures and the practical benefits that can be derived from the knowledge and appreciation of one's language and literature. We also hope students, through their own experiences and discoveries in literature, will learn about the world and themselves, and that this knowledge and understanding will assist them in living more meaningful lives.

## **ENGLISH 6 – Grade 6, 1 Credit**

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

## **ENGLISH 7 – Grade 7, 1 Credit**

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

## **ENGLISH 8 – Grade 8, 1 Credit**

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

## WORLD LANGUAGES DEPARTMENT

In the modern languages, our major goals are to provide our students with the necessary communication skills in the language and to prepare them for subsequent courses in the college environment. This preparation gives students practical knowledge that will allow them to put the language into practice in travel or in their chosen profession. Our program specifically involves working with students in the four skills of listening, reading, speaking, and writing, while developing an awareness of and sensitivity to the cultural aspects of the target language. The Latin language program treats Latin as a historical, written language. While some elementary conversational skills are taught, greater emphasis is placed on vocabulary and derivational skills in modern languages.

Many colleges require more than 2 years of language study, and we strongly encourage it in middle school. Note that to reach the AP levels of most languages, students must complete level I in middle school (most often IA in Grade 7 and IB in Grade 8). **If both IA and IB are completed successfully, these credits for IA and IB carry up to the high school transcript.**

### **CHINESE IA & CHINESE IB**

This first-year-level course is part of a two-year, sequential program that allows students to develop competence in the four basic study skills while providing time for cultural enrichment. **If both IA and IB are completed successfully, these credits for IA and IB carry up to the high school transcript.**

#### **CHINESE IA — Grade 7, ½ Credit**

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

#### **CHINESE IB — Grade 8, ½ Credit**

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

### **FRENCH IA & FRENCH IB**

This first-year-level course is part of a two-year, sequential program that allows students to develop competence in the four basic study skills while providing time for cultural enrichment. **If both IA and IB are completed successfully, these credits for IA and IB carry up to the high school transcript.**

#### **FRENCH IA — Grade 7, ½ Credit**

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

#### **FRENCH IB — Grade 8, ½ Credit**

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

## **LATIN IA & LATIN IB**

The first-year Latin program is completed in a two-year, sequential course designed to give students an understanding of the Latin language and an appreciation of the culture, history, and mythology of the Romans at a more relaxed pace than the College Preparatory Latin I course. **If both IA and IB are completed successfully, these credits for IA and IB carry up to the high school transcript.**

### **LATIN IA — Grade 7, ½ Credit**

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

### **LATIN IB — Grade 8, ½ Credit**

This course completes the Latin I textbook started in Latin IA. Further emphasis is placed on basic forms, mythology, English derivatives, and general cultural background. In addition, great emphasis is placed on vocabulary, word roots, phrases, and Roman history. Quizzes, tests, and homework assignments are given frequently. As in Latin I, students compete in Forum and join the Junior Classical League.

## **SPANISH IA & SPANISH IB**

This first-year-level course is part of a two-year, sequential program that allows students to develop competence in the four basic study skills while providing time for cultural enrichment. **If both IA and IB are completed successfully, these credits for IA and IB carry up to the high school transcript.**

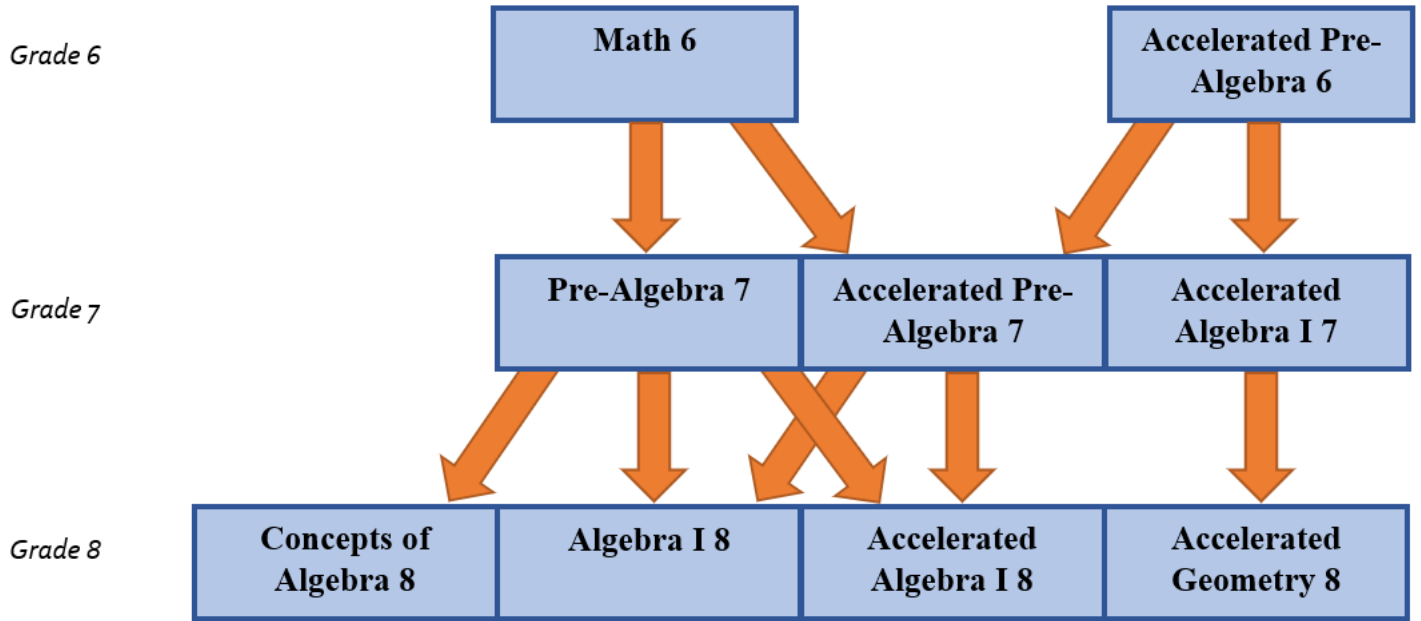
### **SPANISH IA — Grade 6 or 7, ½ Credit**

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

### **SPANISH IB — Grade 7 or 8, ½ Credit**

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

# MATHEMATICS DEPARTMENT



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

## **MATH 6 — Grade 6, 1 Credit**

*Prerequisite: Fifth Grade Math*

Math 6 is designed to equip students with a solid foundation in mathematics. The focus is on mathematical understanding, helping students develop logical thinking and critical problem-solving skills. The course will emphasize proficiency in operations of fractions, decimals, integers, and an introduction to algebraic expressions, equations, and inequalities. Students also study ratios, rates, percentages, surface area, volume, and data analysis.

## **ACCELERATED PRE-ALGEBRA 6 — Grade 6, 1 Credit**

*Determined by the Head of Middle School and the Assistant Head of Middle School*

*After the first and second quarters, the student's placement may be re-evaluated*

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

## **PRE-ALGEBRA 7 — Grade 7, 1 Credit**

*Prerequisite: Math 6*

Grade 7 Pre-Algebra is a bridge between Math 6 and Algebra I. This course is designed to help students master the foundational concepts that will be applied in future math courses. Topics include proportional reasoning, writing, solving, and graphing equations and inequalities, data exploration, and geometric constructions. Surface area and volume will be further developed in the study of prisms and cylinders.

### **ACCELERATED PRE-ALGEBRA 7 — Grade 7, 1 Credit**

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

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

### **ACCELERATED ALGEBRA I 7 — Grade 7, 1 Credit**

*Prerequisite: Accelerated Math 6. Grade of A or higher. Teacher recommendation required. Department approval is required if the student has not taken Accelerated Math 6 at Bolles. Demonstration of a passion for the subject of mathematics. **This credit in Grade 7 carries up to the high school transcript.***

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

### **CONCEPTS OF ALGEBRA 8 — Grade 8, 1 Credit**

*Prerequisite: Pre-Algebra or an equivalent/Math 7 course.*

Grade 8 Concepts of Algebra is an extension of Pre-Algebra 7. The curriculum provides a deeper, more comprehensive study of the topics listed in Pre-Algebra and is designed to help students gain a stronger understanding of the basic structure of Algebraic topics. This class will help solidify the foundation of Algebra. Students will deepen their understanding of integers, fractions, and decimals in the context of algebraic equations.

### **ALGEBRA I 8 — Grade 8, 1 Credit**

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

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 their understanding through the application using order of operations, algebraic expressions, functions, and equations. Students will continue their study of linear functions and relate these ideas to quadratic functions while interpreting their solutions and investigating word problems that model these functions.

### **ACCELERATED ALGEBRA I 8 — Grade 8, 1 Credit**

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

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

### **ACCELERATED GEOMETRY 8 — Grade 8, 1 Credit**

*Prerequisite: Accelerated Algebra I 7. Grade of A or higher. Teacher recommendation required.*

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

Accelerated Geometry is intended for those who have demonstrated proficiency in Algebra I 7. The objectives are to use and strengthen algebraic skills and gain knowledge of the methods of coordinate geometry. Students will learn how to organize their thoughts as they develop critical thinking skills and explore formal proofs. Topics covered include logic, angle relationships, and the properties of triangles, quadrilaterals, and circles with real-world applications. Students will also explore foundational statistics and data analysis.

## DEPARTMENT OF INNOVATION

### **ROBOTICS – Grades 7 & 8, ½ Credit, 1 Semester**

This hands-on course will focus on designing, building, and programming a variety of simple to complex robots. This course will be adapted to a wide range of student experience levels. Beginning students will use LEGO-based robots with block-based programming to learn the basics of motors and sensors through a variety of activities and projects. Experienced students will build REV-based metal robots using text-based programming for their projects. Students will also have the opportunity to use 3D modeling software to design and print a wide range of robot parts.

### **GAME DESIGN – Grades 7 & 8, ½ Credit, 1 Semester**

This entry-level class introduces students to the fundamental elements of game design. Students will utilize their newfound knowledge of core game design concepts like goals, types of fun, opposition, rules, interaction, and balance to create a prototype of a multiplayer game. Students will also have the opportunity to create their own digital games and explore a variety of tabletop games among several genres. The class will also have the opportunity to explore the history of video games.

### **DIGITAL MULTIMEDIA – Grades 7 & 8, ½ Credit, 1 Semester**

This course introduces students to a wide variety of digital media, including photography, audio, video, and web design. Using the devices of their choice, the students learn digital media techniques to create their own projects to share with their peers.

### **INNOVATIVE DESIGN ENGINEERING APPLICATIONS (IDEA) – Grades 7 & 8, ½ Credit, 1 Semester**

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

### **BIOMIMICRY – Grades 7 & 8, ½ Credit, 1 Semester**

Have you wondered how nature works and is able to solve some amazing challenges? This course will explore nature through the principles of Biomimicry to solve current challenges from the UN Sustainable Development Goals. The premise of the course is to introduce students to problem-solving, innovation, and engineering through the eyes of the natural world, using nature as a model to solve the world's problems in a sustainable and responsible way. Some of the skills learned throughout the course include research and analysis, how to question, feedback from the reiteration of ideas, public speaking skills, collaboration, and viewing oneself with the power to make a positive impact – a “can do” attitude and more. Students will be required to create a nature journal, complete small projects of each stage to practice the 5 levels of Biomimicry design and participate in a culminating project with a presentation at the Upper School EXPO.

## DEPARTMENT OF SCIENCES

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

### **LIFE SCIENCE 6 – Grade 6, 1 Credit**

The Grade 6 Life Science course introduces students to living things and their interdependence. Students learn the classification system for living organisms with an emphasis placed on the plant and animal kingdoms. Students study the structure and function of living systems, as well as the diversity and adaptation of organisms as a whole. The final component of the Life Science portion examines animal behaviors and habitats.

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

### **EARTH SCIENCE 7 – Grade 7, 1 Credit**

In Earth Science 7, students will be introduced to the broad study of planet Earth and its place in the universe. The course provides an overview of geological processes, meteorology, oceanography, and a unit on the environment with particular emphasis on water and the atmosphere. Lab activities involving mineral/rock identification, erosion, and others will provide a hands-on emphasis in the course. The concept of environmental stewardship will also be a part of the curriculum.

### **PHYSICAL SCIENCE 8 – Grade 8, 1 Credit**

This course is structured around the fundamentals of Physics and Chemistry. The course incorporates collaboration, engineering, and problem-based learning to explore a multitude of topics, including Newtonian physics, energy, heat, and wave motion, development of the atomic model, atomic structure, formation and utilization of the periodic table, chemical bonding, chemical reactions, acids and bases, as well as the classification of matter by properties. The course utilizes both lab and project-based learning activities to develop and deepen understanding in the aforementioned topic areas and provide a baseline for students as they progress into higher-level, specialized science courses in Upper School.

## SOCIAL STUDIES DEPARTMENT

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

### **WORLD GEOGRAPHY AND CULTURES 6 – Grade 6, 1 Credit**

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

### **UNITED STATES HISTORY 7 – Grade 7, 1 Credit**

This course traces the development of the United States from human migration to the Americas to the Civil War. It emphasizes central topics in American history such as Indigenous cultures, European exploration of the New World and contact with Native Peoples, the Colonial Era, the American Revolution, the formation of the federal government, the development of the Republic's political, economic, and social institutions, Westward Expansion, sectionalism, and the Civil War. The course encourages students to organize and evaluate information and to communicate their conclusions in written and oral form. Students are challenged to critically analyze material and to examine it from different perspectives. Special emphasis is placed on writing, reading comprehension, note-taking, critical thinking, and other academic skills. Frequent class discussions seek to actively engage students in the learning process. Evaluation is based on tests, quizzes, projects, homework, and participation.

### **CIVICS 8 – Grade 8, 1 Credit**

Civics addresses the values and principles underlying the American system of constitutional democracy, the function and limitations of government, and the role of a citizen in a democratic society. The course equips students with the skills and knowledge to be active citizens who have a positive impact on their communities. Students will study the origins and founding principles of the US government, the US Constitution, the electoral process, the branches of government, and civil rights and liberties. They will also learn essential skills such as evaluating sources, seeking diverse perspectives, engaging in civil discourse, and taking informed action.

# FINE AND PERFORMING ARTS DEPARTMENT

Because the Fine Arts are an integral part of human history and experience, we believe that every student should be proficient in at least one of the arts disciplines 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 gained across the various disciplines will not only allow the student to continue participating in the creation of art throughout his/her lifetime but will also enhance aesthetic discernment and deepen 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 a written evaluation; all other arts courses require two viewings and written evaluations). These may include an exhibition in the gallery, a performance on campus, or another activity, with the instructor's permission and approval. Special Note: Because arts classes are essentially lab classes, it is always difficult, and often impossible, to make up work for missed classes. Regular attendance is essential for the successful completion of Visual and Performing Arts courses.

## VISUAL ARTS

### **6TH GRADE FOUNDATION IN VISUAL ARTS — Grade 6, ½ Credit, 1 Semester**

In this studio course, students learn to refine and control their craftsmanship over their artistic skills necessary to translate their creative ideas into a variety of media. Current art trends, blended with timeless art genres and essential design elements, serve as a basis for helping students compose and evaluate their artistic expression. Two-dimensional and three-dimensional projects will be assigned. Grading is based primarily on a student's skill progression, project completion, studio etiquette, and the accuracy of applied concepts.

### **BEGINNING DRAWING AND PAINTING — Grades 7 & 8, ½ Credit, 1 Semester**

This course continues the use of refinement and control in craftsmanship, techniques, and drawing and painting skills. Along with basic drawing and painting techniques, students learn the importance of creating value with colors. Students will learn how to enhance their two-dimensional drawings and paintings to create the illusion of depth, texture, light, and shadow through the use of value. Grading is based primarily on a student's skill progression, project completion, studio etiquette, and the accuracy of applied concepts.

### **SCULPTURE AND CERAMICS — Grades 7 & 8, ½ Credit, 1 Semester**

This course introduces students to basic ceramic and sculptural techniques, design elements, and mixed media. Students will learn techniques and use various media to create different types of three-dimensional works of art. With an introduction to different techniques and media, students will continue to understand and apply refinement and control in their craftsmanship. Grading is based primarily on a student's skill progression, project completion, studio etiquette, and the accuracy of applied concepts.

## **DESIGN — Grades 7 & 8, ½ Credit, 1 Semester**

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

This course is designed to help students further understand the elements and principles of design. Students will integrate design concepts with digital art, as well as hands-on design projects. Design students will continue to use drawing and painting techniques and skills to enhance their learning and creative endeavors in this course. Grading is based primarily on a student's skill progression, project completion, studio etiquette, and the accuracy of applied concepts.

## **ADVANCED STUDIES VISUAL ARTS — Grades 8, ½ Credit, 1 Semester**

*Prerequisite: Beginning Drawing and Painting or Sculpture and Ceramics. Teacher recommendation required.*

This course is designed to be a structured personal exploration of the experience, theory, vocabulary, and materials of drawing, painting, sculpture, and/or ceramics. Students will focus on independent projects that utilize a variety of techniques, formats, and media. In addition, students will gain artistic knowledge through the development of perceptual and mechanical skills, as well as their own unique creative energy.

## **DRAMA**

### **INTRODUCTION TO DRAMA — Grades 6, ½ Credit, 1 Semester**

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

### **THE ART OF THEATRE — Grade 6, ½ Credit, 1 Semester**

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

### **ACTING I: Acting I — Grades 7 & 8, ½ Credit, 1 Semester**

This course is designed for the middle school drama student. The student is introduced to basic acting technique and theater terminology through the study of mime, reader's theater, improvisation, character observation, duet acting, and monologues. Grading is based primarily on skill progression and the quality of applied concepts; however, students will also be quizzed on information presented during lectures/instruction.

### **DRAMA II: SCENE STUDY — Grades 7 & 8, ½ Credit, 1 Semester**

*Prerequisite: B+ or better in Acting I*

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

## **INSTRUMENTAL MUSIC**

### **BEGINNING BAND — Grades 6-8, 1 Credit, Year-Long**

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

### **CONCERT BAND — Grades 6-8, 1 Credit, Year-Long**

*Prerequisite: Beginning Band or audition with instructor*

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

## **CHORAL MUSIC**

### **MIDDLE SCHOOL CHORUS — Grades 6-8, 1 Credit, Year-Long**

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

## **DANCE**

The dance program at Bolles offers students the opportunity to explore the various styles of dance that comprise the art form and to perform in a major dance concert each spring. As a college prep institution, we adopt the national dance curriculum whereby students will —DO dance and —STUDY dance as a discipline. Common content, scoped at varying degrees as per level, includes terminology, theory, history, technique, coordination, kinesthetics, aesthetics, imagination, composition, choreography, health & fitness, and injury prevention. It is expected that students will bring a mature sense of responsibility and a positive approach to learning within each level assignment. The evaluation at the end of each term is based on skill attainment and demonstrated proficiency in technique, performance, theory, and terminology — as per each level's assignment. *Middle School Dance II and Upper Level A and B require level placement by the dance faculty.*

### **INTRODUCTION TO DANCE — Grades 6 - 8, 1 Credit, Year-Long**

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

### **DANCE II — Grades 6 - 8, 1 Credit, Year-Long**

*Prerequisite: Leveling session and permission of the Instructor*

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

**DANCE UPPER LEVEL A and B — Grades 6 - 8, 1 Credit, Year-Long**

*Prerequisite: Leveling session and permission of the Instructor*

Dance at this level becomes more sophisticated in terms of specific approaches to performance, critical thinking, and responsibilities. Entering students must possess strong fundamental skills and a passionate desire to continue honing them in pursuit of greater achievement. Students 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 prevention and treatment. This course may be taken more than once for credit.

# PHYSICAL EDUCATION DEPARTMENT

## **MIDDLE SCHOOL PHYSICAL EDUCATION — Grades 6 to 8**

Physical education is required of all middle school students. The program's focus is on improving the physical condition of all students regardless of athletic ability. Students will be shown proper training techniques designed to help maintain good physical condition throughout their lives. In addition, various skills specific to a number of team and individual sports will be included in the instruction. Students may also try out for various competitive sports teams in addition to, but not instead of, Physical Education. Health and Wellness is incorporated into the Physical Education classes and meets for two rotations (10 classes) each semester.

### **Health & Wellness**

The goal of the Health and Wellness program is to allow students to practice life skills in a safe, welcoming environment, focusing on the social and emotional aspects of health and development. We address grade-level issues that affect our students by helping them understand who they are and who they are working to become. Through our discussions, students can practice listening, empathy, and healthy communication, and engage in independent and critical thinking.

### **Health & Wellness – Grade 8**

The general eighth-grade curriculum includes values, character, empathy, healthy decision-making, stress management, mental health, healthy relationships, and sexual health.

### **Health & Wellness – Grade 7**

The general curriculum for seventh grade includes understanding character strengths, healthy communication, mental health, substance use and abuse, and understanding addiction.

### **Health & Wellness – Grade 6**

The general sixth-grade curriculum includes values, understanding influences, healthy decision-making, friendships, empathy, puberty, the reproductive system, nutrition, and healthy choices.

## NON-DEPARTMENTAL COURSES

### **BULLDOGS 101 — Grade 6, 1 Credit, Year-Long**

Bulldogs 101 is a required year-long course for all sixth graders and aims to support students as they transition from lower school to middle school. The class focuses on developing foundational academic skills, including organization, time management, note-taking, and study skills. Students will build technology skills and receive instruction on common tools used at Bolles, including Microsoft 365, OneDrive, and Schoology. Study time will be built into the course to allow students to practice skills and increase academic independence. The course is pass/fail.

### **SPEECH AND DEBATE — Grade 7-8, ½ Credit, 1 Semester**

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

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

### **SUPERVISED STUDY HALL — Grades 7 & 8**

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

# COURSE PLANNING

## Grade 6

### Semester 1

1. English 6
2. Life Science 6
3. World Geography 6
4. Bulldogs 101
5. Math class by placement
6. (PE or Dance)
7. (Fine Arts Elective)

### Semester 2

1. English 6
2. Life Science 6
3. World Geography 6
4. Bulldogs 101
5. Math class by placement
6. (PE or Dance)
7. (Fine Arts Elective)

## Grade 7

### Semester 1

1. English 7
2. Earth Science 7
3. US History 7
4. Math class by placement
5. (PE or Dance)
6. (Elective)
7. (Elective)

### Semester 2

1. English 7
2. Earth Science 7
3. US History 7
4. Math class by placement
5. (PE or Dance)
6. (Elective)
7. (Elective)

## Grade 8

### Semester 1

1. English 8
2. Physical Science 8
3. Civics 8
4. Math class by placement
5. (PE or Dance)
6. (Elective)
7. (Elective)

### Semester 2

1. English 8
2. Physical Science 8
3. Civics 8
4. Math class by placement
5. (PE or Dance)
6. (Elective)
7. (Elective)

# NOTES