



# BOLLES

## 2009-10 Curriculum Guide

### GENERAL INFORMATION

#### INFORMATION TECHNOLOGY COMPETENCY REQUIREMENT

As a part of our college preparatory mission, The Bolles School expects its graduates to demonstrate a working competence with Information Technology. All students must show proficiency in collecting and analyzing relevant information via the Internet, access teacher web pages for assignments and course syllabi, and use e-mail systems for communication.

Bolles students must meet this expectation through one or more of the following:

- ◆ Earn a college certifying grade of C- or better in the Computer Applications I Course
- ◆ Satisfactorily complete the Information Technology activities that are assigned in the required Life Management class
- ◆ If neither of these courses is taken, satisfactorily complete an assignment given by the Academic Office that measures our Information Technology expectations.

#### PLANNING CONSIDERATIONS

1. Each student in grades 9-11 must take 6 courses each year. Many take 7 courses. In all cases, at least 4 of the courses must be academic subjects. Seniors must take and pass 5 courses each semester, 4 of which must be academics. We feel that this pattern ensures optimum flexibility for breadth and depth, both of which are necessary for sound comprehensive college preparation.
2. English must be taken each year. A student with a final average below C- is required to repeat English in summer school in order to advance to the next grade.
3. Mathematics is required in grades 7-11, and is strongly encouraged in grade 12.
4. At least two years of one language is required. Many colleges require more than two years of a language; therefore, we encourage additional study.
5. Three lab sciences are required: Physical Science, Biology, and Chemistry.
6. World History, U.S. History, and one other social studies elective are required in grades 9-11. At least one academic elective credit in Social Studies is encouraged in the senior year.
7. One credit in Fine Arts is required. This may be taken as two semester courses or one full year course.
8. Two credits of Physical Education/Fitness are required. Life Management skills is required for one semester, typically in grade 9.
9. Re-enrollment and promotion to the next grade is considered using final grades in each course. A grade of C- or better is considered passing. Successful completion of a course requires taking the semester examination (except when a senior is exempt from an exam). In some cases failure in a single course may be made up during the summer, but each student's academic status is evaluated individually with respect to re-enrollment.
10. All subjects are graded on a scale of A-F, except Office Aide, which is Pass/Fail.
11. Minimum enrollment for a course has been established at 10. Fewer students may result in cancellation of the course.
12. Special fees: Driver Education requires a charge of \$375, billed during the semester in which a student is registered.

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 most of 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. The program currently provides courses and examinations in the following areas: Biology, Chemistry, Physics, Modern European History, American History, American Government and Politics, Comparative Government and Politics, Calculus, Statistics, Computer Science, English Language and English Literature, French, Latin, Spanish, Portfolio Art, and Art History.

An AP course is a special college-level learning experience. It is challenging and thought-provoking and — compared to other high school courses — it takes more time, requires more work, and gives greater depth of material. Recommendation by the current year's teacher, motivation, and test scores are used in the screening process to ensure that students are capable of completing college-level course work and are enrolling for sound educational reasons. The Program is administered through the Educational Testing Service (ETS), an independent, nonprofit agency in Princeton, New Jersey.

The examinations are administered in May. The current fee for each examination is \$82. In early July the grades are sent to the students, their designated colleges, and their schools.

### **SCHEDULING**

The preparation of a student's academic schedule is a very important undertaking and presents a number of opportunities for consultation among student, family, advisor, and academic office. We urge your careful consideration of the requirements and options and strongly recommend a plan that outlines the entire high school career well in advance. Please refer to the curriculum guide for specific information and do not hesitate to ask for assistance.

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

### **GRADES**

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

Each academic department within the School establishes evaluation standards. Any required course in which a grade below C- is earned must be repeated before proceeding to the next level of that subject.

Bolles does not post grades from previous schools attended to our transcript, nor do those courses compute into our G.P.A. A notation is made on our transcript showing previous school(s) attended. When applications are made to college, a copy of a transcript from a previous school is attached if it shows credits required for graduation.

## 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.

### G.P.A. CONVERSION CHART

Letter Grade	Regular	Honors	Advanced Placement
A+	12	13.5	15
A	11	12.5	14
A-	10	11.5	13
B+	9	10.5	12
B	8	9.5	11
B-	7	8.5	10
C+	6	7.5	9
C	5	6.5	8
C-	4	5.5	7
D+	3	4.5	6
D	2	3.5	5
D-	1	2.5	4
F	0	0.0	0

As is the standing policy, students taking more than 5 academic classes in a semester during 2009-10 will receive a three-point bonus for each additional academic course. A student may take a maximum of 7 academic courses in a semester. This policy is under review. 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, *Bugle*, *Turris*, Life Management, Driver Education, Office Assistant, Literature and Composition, and English as a Second Language.

### 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. Please refer to Diploma Requirements on page five.

### SCHOOL-WORK CONFLICT

We recognize the student/s right to gainful employment. However, we cannot condone a work schedule that conflicts with academic preparation. Any work program requires careful discussion at home and with the student's advisor.

### 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

## ELECTIVES, GRADES 9 AND 10:

### ENGLISH ELECTIVES:

Introductory Composition, ½ Credit  
Public Speaking, ½ Credit (Grade 10)

### PUBLICATIONS ELECTIVES:

*Bugle*/Journalism (Newspaper), 1 Credit\*  
*Turris* (Yearbook), 1 Credit\*

### VISUAL ARTS ELECTIVES:

Art History, ½ Credit each semester  
Foundations in Studio Art, ½ Credit  
Drawing I, ½ Credit  
Sculpture I, ½ Credit  
Painting I, ½ Credit  
Ceramics I, ½ Credit  
Photography I, ½ Credit  
Photography II, ½ Credit (Grade 10)  
Two-Dimensional Art, 1 Credit (Grade 10)  
Ceramics II, ½ Credit (Grade 10)  
Sculpture II, ½ Credit (Grade 10)

### MUSIC ELECTIVES:

Symphonic Band, 1 Credit\*  
Men's Chorus, 1 Credit  
Women's Chorus, 1 Credit  
Advanced Women's Chorus, 1 Credit\*

### DANCE ELECTIVES:

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

### DRAMA ELECTIVES:

Introduction to Acting, ½ Credit  
Advanced Acting, 1 Credit (Grade 10)  
Directing and Design, ½ Credit (Grade 10)\*  
Theatre Production Workshop, ½ Credit (Grade 10)\*

### OTHER ELECTIVES:

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

### LANGUAGE ELECTIVES:

French I, II, II H, III, or III H, 1 Credit  
German I, II, or II H, 1 Credit  
Japanese I, II, II H, or III, 1 Credit  
Chinese I or II, 1 Credit  
Latin I, II, II H, III, or III H, 1 Credit  
Spanish I, II, II H, III, or III H, 1 Credit  
Mythology, ½ Credit

### MATHEMATICS ELECTIVES:

Precalculus or Precalculus Honors, 1 Credit\*  
Computer Applications I, ½ Credit  
Computer Applications II, ½ Credit  
Robotics Engineering, ½ Credit  
Introduction to Data Analysis, ½ Credit (Grade 10)  
AP Computer Science (Grade 10)

### NON-DEPARTMENTAL ELECTIVES:

Physical Education/Fitness or Weights,  
½ or 1 Credit  
Driver Education, ½ Credit (Extra Fee \$375)  
Office Assistant, ½ Credit  
Study Hall, No Credit

## ELECTIVES, GRADES 11 AND 12:

### ENGLISH ELECTIVES:

Public Speaking, ½ Credit  
Introductory Composition, ½ Credit  
Senior Composition, ½ Credit

### PUBLICATIONS ELECTIVES:

*Bugle*/Journalism (Newspaper), 1 Credit\*  
*Turris* (Yearbook), 1 Credit\*

### VISUAL ARTS ELECTIVES:

Art History, ½ Credit each semester  
Portfolio Development Honors, 1 Credit  
Portfolio Drawing Honors, 1 Credit  
Advanced Placement in Studio Art, 1 Credit  
AP Art History, 1 Credit  
Foundations in Studio Art, ½ Credit  
Drawing I, ½ Credit  
Painting I, ½ Credit  
Sculpture I, ½ Credit  
Ceramics I, ½ Credit  
Photography I, ½ Credit  
Photography II, ½ Credit  
Two-Dimensional Art, 1 Credit  
Ceramics II, ½ Credit  
Sculpture II, ½ Credit  
Directing and Design, ½ Credit

### MUSIC ELECTIVES:

Symphonic Band, 1 Credit\*  
Men's Chorus, 1 Credit  
Women's Chorus, 1 Credit  
Advanced Women's Chorus, 1 Credit\*

### DANCE ELECTIVES:

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

### DRAMA ELECTIVES:

Introduction to Acting, ½ Credit  
Advanced Acting, 1 Credit  
Directing and Design, ½ Credit  
Theatre Production Workshop, ½ Credit\*

### OTHER ARTS ELECTIVES:

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

### LANGUAGE ELECTIVES:

French I, II, II H, III, III H, IV, IV H or V AP, 1 Credit  
German I, II, II H, III, III H, 1 Credit  
Japanese I, II, II H, or III, 1 Credit  
Chinese I or II, 1 Credit  
Latin I, II, II H, III, III H, IV AP or V AP, 1 Credit  
Spanish I, II, II H, III, III H, IVH, V AP, 1 Credit  
Advanced Conversational Spanish, 1 Credit  
Spanish V: Conjecture and Debate, 1 Credit

### MATHEMATICS ELECTIVES:

Precalculus or Precalculus Honors, 1 Credit  
Calculus Honors, 1 Credit  
AP Calculus AB or BC, 1 Credit  
AP Statistics, 1 Credit  
Trigonometry, ½ Credit  
Algebra III, ½ Credit  
Intro to Data Analysis, ½ Credit  
Computer Applications I, ½ Credit  
Computer Applications II, ½ Credit  
Robotics Engineering, ½ Credit  
AP Computer Science A, 1 Credit

### SCIENCE ELECTIVES:

Marine Science, 1 Credit  
Neuroscience Honors, ½ Credit  
Environmental Science Honors, 1 Credit  
Psychology, ½ Credit  
Human Anatomy and Physiology, ½ Credit  
Physics Regular, Honors, or AP, 1 Credit  
AP Biology, 1 Credit  
AP Chemistry, 1 Credit

### SOCIAL STUDIES ELECTIVES:

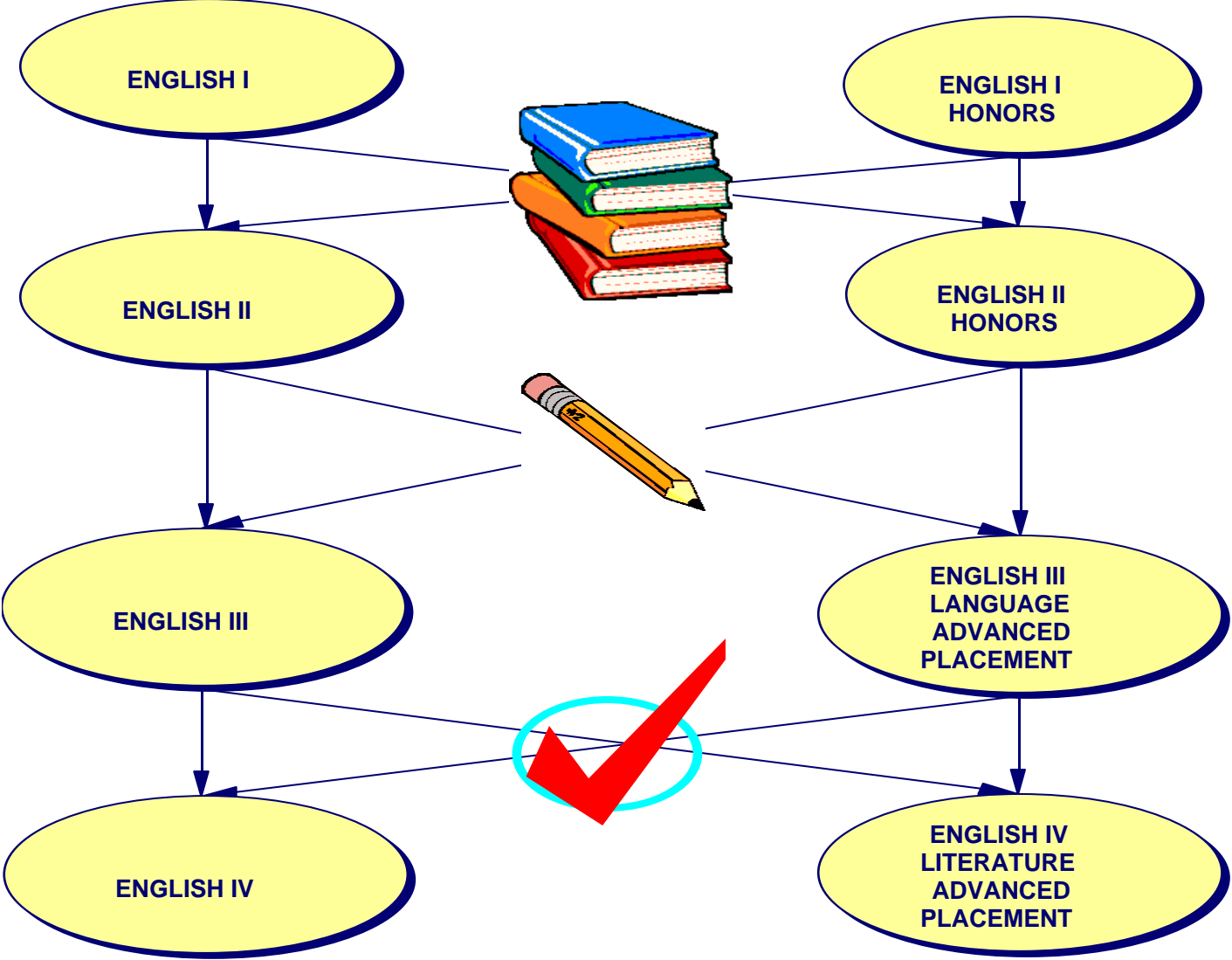
AP American Government & Politics, ½ Credit  
AP Comparative Government & Politics, ½ Credit  
AP Modern European History, 1 Credit  
American Government & Politics, ½ Credit  
Economics, ½ Credit  
History of the Mid East, ½ Credit  
Recent American History, ½ Credit  
Civil War and Reconstruction, ½ Credit  
Humanities, 1 Credit Year, ½ Credit each semester

### NON-DEPARTMENTAL ELECTIVES:

Physical Education/Fitness or Weights, ½ or 1 Credit  
Driver Education, ½ Credit (Extra Fee \$375.00)  
Office Assistant, ½ Credit  
Study Hall, (No Credit)

\*Application or permission of the instructor

ENGLISH DEPARTMENT



## ENGLISH DEPARTMENT

English is required during each year of study. The Bolles English curriculum is developmental and sequential, with certain skills being mastered at each grade level, allowing the students to progress from simple sentence structure and syntax 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 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 that students, through their own experiences and discoveries in literature, will learn much of worth about the world and themselves, and that this knowledge and understanding will assist them in living more meaningful lives.

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

### ENGLISH 6 (100)

#### Grade 6

Sixth grade English is designed to teach the reading, writing, vocabulary, and grammar skills required for a good foundation in the language. Students are introduced to a variety of literary genres including the epic, mythology, poetry, and folk literature. Literary terminology is introduced and students are expected to analyze literature using literary terms. Writing is emphasized throughout the year as students are introduced to four types of writing – descriptive, narrative, persuasive, and expository. By the end of the year, sixth grade students are expected to write a well-developed essay of at least one paragraph which includes a topic sentence, three sentences showing supporting details and a closing sentence. In addition, students keep journals and make entries in their journals on a regular basis. Vocabulary which is taught through a textbook and from words within context in literature develops skills in analogies, synonyms, antonyms, word meanings, and spelling. Grammar, a very important component of the curriculum, focuses on the basics – parts of speech, parts of the sentence, mechanics, and correct usage.

### ENGLISH 7 (101)

#### Grade 7

Seventh grade English builds upon the sixth grade curriculum by providing greater depth in reading, writing, vocabulary, and grammar skills which are needed for a confident foundation in the language. Students study a variety of literary genres including the novel, short story, non-fiction, and poetry. There is a greater focus and increased rigor in the use of literary terminology. Four types of writing – descriptive, narrative, persuasive, and expository – are reviewed in depth. Students keep journals, making entries in them on a regular basis. By the end of the seventh grade, students will be able to write a well-organized, multi-paragraph essay with a clearly delineated topic sentence, supporting paragraph(s), and a well-crafted conclusion. Vocabulary, which is taught through a textbook and from words within context in literature, continues to develop skills in synonyms, antonyms, analogies, usage, and spelling. Grammar, an intrinsic component of the curriculum, focuses on a more rigorous study of the basics of the structure of the language.

### ENGLISH 8 (102)

#### Grade 8

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

## **ENGLISH I (103)**

Grade 9

1 Credit

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

Students will learn how to communicate ideas clearly and correctly in both oral and written English. Although there will be 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 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 human affairs.

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 ninth grade year, students gain an appreciation for the process of writing, for the power of language, and for the beauty of literature.

## **ENGLISH I HONORS (133)**

Grade 9

1 Credit

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

## **ENGLISH II (104)**

Grade 10

1 Credit

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

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

## **ENGLISH II HONORS (134)**

Grade 10

1 Credit

English II Honors differs from English II primarily in emphasis and depth. 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 (105)**

Grade 11

1 Credit

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

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

Writing will increasingly concern the literature student, but students will also continue to compose essays based upon their own experiences and thoughts. Nonetheless, the major objective remains to develop the ability to deal with literature and simple literary criticism in a mature, effective style. Seasoned readers and writers will ultimately glean an awareness of the American experience and the spirit and character which we call the American Mind.

Students must not only come to understand a chronological approach to this literature but must also train their eyes to a thematic vision. The instructor may, in fact, at times lift works out of sequence or even reverse their sequence in order to provide a sense of those themes, which transcend historical events.

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

### **ENGLISH III LANGUAGE AP (135)**

Grade 11 1 Credit

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

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

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

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

### **ENGLISH IV (106)**

Grade 12 1 Credit

This course begins with a focus on British Literature during the first semester. In the second semester, it then becomes a course in literary criticism. As such, it synthesizes the work begun in the earlier grades.

Elements of literature are reviewed with a focus on how they are manifested through all genres: fiction, poetry, drama, 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 all 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 will be a 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 LITERATURE AP (156)**

Grade 12

1 Credit

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 English III Regular. Students are expected to have a strong interest in and aptitude for reading, discussion, and analysis of imaginative literature, both in terms of meaning and craft. The course is not intended just to teach the examination, which is the by-product of the intellectual discipline inherent in literary scholarship. Rather, it is intended to introduce students to the ideas, concepts, craft, and values in great works of literature, both classical and contemporary, the ultimate objective being to enhance the intellectual maturation and the aesthetic/spiritual growth and awareness of the students.

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

Writing is an integral element of the AP course. Through exploration of reading, speaking, listening, and writing, students are expected to develop an awareness of and sensitivity to the rich resources of language: connotation/denotation, metaphor, irony, imagery, symbolism, syntax, and tone. Critical writing is expected to reflect this growing awareness, but all students are also expected to demonstrate their mastery of language in such creative endeavors as short fiction, poetry, and personal narrative, all of which extend and enhance the literary experience.

## **INTRODUCTORY COMPOSITION (125)**

Grades 9, 10, 11

1 Semester, ½ Credit

This course is a writing laboratory for 9th, 10th, and 11th grade students who are insecure in their basic language skills for their grade and age. To assist in the maturation of their writing, the classwork will include basic grammar review, vocabulary, logical and cohesive planning, the study of some rhetorical methods of proven writers, and the recognition and use of standard written English. The course sequence will be that of a laboratory and will be determined by the individual needs of students. Students are permitted to work on essays for core academic classes in this laboratory setting.

## **SENIOR COMPOSITION (108)**

Grade 12

1 Semester, ½ Credit

This course sequence and content will be that of a laboratory and will be determined by the individual needs of the students. The standard of performance will be established to prepare the Bolles senior to succeed in a typical English composition course in the freshman year of college.

The work in composition is designed for the student who is still weak in some areas of language skill development and vocabulary. The composition begins with exercises designed to increase the comfortable use of basic types of English sentences, paragraphs, and college level vocabulary. In addition to the necessary review of grammar and syntax, the student will have repeated assignments in techniques for exposition, description, definition, argumentation, analysis, and comparison-contrast. The exercises will include increased emphasis on sentence variety and maturity, paragraph unity and cohesion, and logical development within the framework of a well-planned essay

## **PUBLIC SPEAKING (170)**

Grades 10-12

1 Semester, ½ Credit

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

## **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.

## **LITERATURE AND COMPOSITION I (112)**

Grades 9-12

1 Credit (Non-G.P.A.)

Grammar and vocabulary development are the major emphases of this course. The class focuses on key structures and gives the student practice through extensive exercises. Structures covered include verb tenses, modals, verbals, phrasal verbs, and adjective clauses. To effectively use the structures presented, it is essential that the student develop appropriate vocabulary. Vocabulary is presented through specific vocabulary lessons as well as through vocabulary in the context of literary selections.

While focusing on grammar and vocabulary, the class also promotes the development of speaking, listening, reading, and writing skills. Regular use of the language lab allows the student to work on individualized assignments in addition to those listening and speaking tasks assigned as part of the class. Students work toward mastery of pronunciation and fluency as well as level of listening comprehension.

Reading assignments introduce the student to careful reading in the second language. Literary selections are level appropriate and, in addition to being studied as works of literature, serve as a source of vocabulary lessons and writing and speaking assignments.

Writing activities in this course range from structured, guided exercise to free composition. Surface-level problems in grammar and mechanics are approached through reworking of assignments.

Student progress is assessed regularly through oral and written exercises, quizzes, and tests.

## **LITERATURE AND COMPOSITION II (116)**

Grades 9-12

1 Credit (Non-G.P.A.)

A primary focus of this course is a study of grammar as it applies specifically to writing. Grammar covered is essential to writing well in the academic arena. Analyzing, evaluating, justifying, and persuading are among those skills covered.

An additional focus of the course is the acquisition of a more advanced vocabulary through specific vocabulary lessons and exercises in vocabulary in the context of reading assignments. Reading assignments include a selection of short stories and novels. The analysis of plot, characterization, and style guide the student to a greater understanding of the work and stimulate student discussion and composition. Follow-up exercises focus on vocabulary, grammar, and syntax as they apply directly to the work.

Regular assignments in the language lab continue the work on listening skills, with particular emphasis on these skills as they relate to the academic setting.

Student progress is assessed regularly through oral and written exercises, quizzes, and tests.

## LITERATURE AND COMPOSITION — (Juniors 124) (Seniors 119) FOR STUDENTS WHO SPEAK ENGLISH AS A SECOND LANGUAGE

Grade 12

1 Credit

This course is designed for students who have (1) completed three or more years of study in English as a Second Language, (2) proven their level of proficiency in standard written English, and (3) are currently carrying a full academic load of courses taught in English. The standards of performance will be established to prepare seniors from Bolles to succeed in a typical English composition course during the first year of college.

The primary goal of this course is to bring the student to a level of proficiency that will enable him or her to succeed in college. Students will study advanced grammar and vocabulary for the college-bound student. In addition to the necessary study of grammar, syntax, idiom, and vocabulary, students will have repeated assignments in techniques of developing essays. Students will write essays of description, narration, comparison, and argumentation. Students will also read and discuss several American novels. Advanced assignments in the language laboratory will continue the work on oral and listening skills.

Student progress is assessed regularly through oral and written exercises, quizzes, tests, and essays.

### PUBLICATIONS:

#### JOURNALISM / *BUGLE* (180)

Grades 9 – 12

1 credit (Non-G.P.A.)

Prerequisite: Application necessary. Permission of the instructor.

The *Bugle* is the School's newspaper, a student-produced publication. Participants are not only responsible for all stories and editorial duties but must also learn the principles of journalism in the production of no fewer than six newspapers during each academic year. In addition, students assume responsibility for ensuring that the *Bugle* retains its membership in various national high school journalism associations and for entering the paper in various contests. Ultimately, though, the paper serves the student body, faculty, administration, and alumni, and seeks to make the Bolles community aware of important happenings on campus.

#### *TURRIS* (Yearbook) (185)

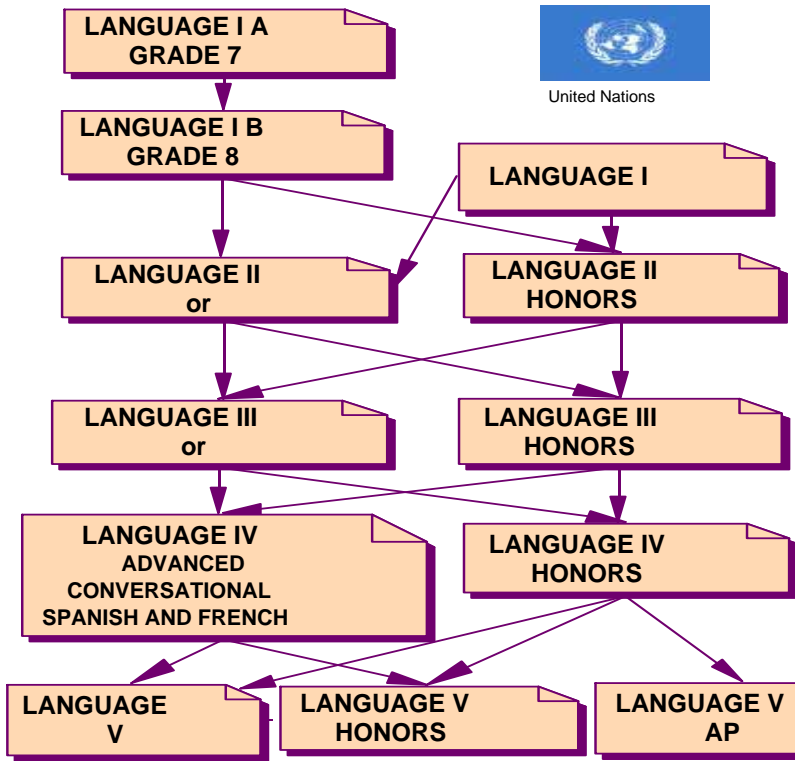
Grades 9 – 12

1 Credit (Non-G.P.A.)

Prerequisite: Application necessary. Permission of the instructor.

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

# LANGUAGE DEPARTMENT



United Nations

FRENCH, SPANISH, LATIN, JAPANESE, CHINESE, AND GERMAN



Spain



France

Italy

SPANISH, FRENCH, AND LATIN

GERMAN, JAPANESE, AND CHINESE ARE OFFERED AT LEVELS III AND UP ONLY WITH SUFFICIENT DEMAND



CHINA



Japan



Germany

WE OFFER A SEMESTER ELECTIVE IN MYTHOLOGY WITH SUFFICIENT DEMAND

## LANGUAGE DEPARTMENT

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

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

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

Students are required to successfully complete two consecutive levels of a single language. Additional study beyond the first two years is encouraged, and advanced levels of study are available in Latin, French, Japanese, German, and Spanish. 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.

### CHINESE I-A (286)

### CHINESE I-B (287)

These two 1/2 credit courses carry up to the high school transcript.

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

### CHINESE IA (286)

Grade 7

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

### CHINESE IB (287)

Grade 8 (Offered 2009-10)

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

### CHINESE I (290)

Grades 9-12

1 Credit

Teacher recommendation required.

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

### CHINESE II (291)

Grades 9 – 12

1 Credit

Teacher recommendation required.

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

## **CHINESE II HONORS (292)**

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

## **FRENCH I-A (206)**

### **FRENCH I-B (207)**

These two ½ credit courses carry up to the high school transcript.

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

## **FRENCH I-A (206)**

Grade 7

½ Credit

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

## **FRENCH I-B (207)**

Grade 8

½ Credit

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

## **FRENCH I (201-U)**

Grades 9-12

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

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

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.

This course represents the culmination of the regular program of French instruction.

### **FRENCH III HONORS (204)**

Grades 10-12

1 Credit, Honors

Teacher recommendation required.

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

### **FRENCH 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 a news magazine with a listening tape, a grammar text, and a book of practice achievement tests. Students give reports, write compositions, and take tests and quizzes

### **FRENCH V HONORS (251)**

Grades 11-12

### **FRENCH V AP (252)**

1 Credit, Honors or Advanced Placement.

Teacher recommendation required.

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

### **GERMAN I (205)**

Grades 9-12

1 Credit

This course develops basic speaking, reading, listening, and writing skills. Students are introduced to the culture of Germany through geography, music, and the arts. There are daily homework assignments, quizzes, unit tests, and a comprehensive final examination.

### **GERMAN II (242)**

Grades 10-12

### **GERMAN II HONORS (244)**

1 Credit

Teacher recommendation required for Honors level.

This course continues in the development of speaking, reading, listening, and writing skills. Students pursue a more complex study of the German culture and continue to learn the grammar and structure of the language. As in German I, homework is assigned daily. Evaluative tools include quizzes, unit tests, and comprehensive examinations at the end of each semester.

### **GERMAN III (243)**

Grades 10-12

### **GERMAN III HONORS (241)**

1 Credit

Teacher recommendation required.

With sufficient demand, this intermediate level program is offered to strengthen the students' command of spoken and written language while focusing on bringing students from the novice level of oral proficiency to the intermediate level. Students write and make presentations to the class. Use of the language laboratory for both audio and video tapes allows students to hear and respond to real life situations.

This course is the culmination of study in the German language, unless demand is sufficient to support further study.

### **JAPANESE I (270)**

Grades 9-12

1 Credit

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

## **JAPANESE II (268)**

Grades 10-12 1 Credit

This course is the continuation of study of the Japanese language and writing—*HIRAGANA* and *KATKANA*—and, at the same time, familiarizes students with the Japanese culture.

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

## **JAPANESE II HONORS (269)**

Grades 10-12 1 Credit, Honors

Teacher recommendation required.

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

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

## **JAPANESE III (273)**

Grades 11-12

1 Credit

Teacher recommendation required.

This course is offered at the discretion of the School and may not be available in 2009-10.

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

## **JAPANESE III HONORS (274)**

## **LATIN I-A (219)**

## **LATIN I-B (221)**

These two ½ credit courses carry up to the high school transcript.

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

## **LATIN I-A (218)**

Grade 7 ½ Credit

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

## **LATIN I-B (221)**

Grade 8 ½ Credit

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

## **LATIN I (224)**

Grades 9-12 1 Credit

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

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

## **LATIN II (222)**

Grades 9-12

1 Credit

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

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

## **LATIN II HONORS (227)**

Grades 9-12

1 Credit, Honors

Teacher recommendation required.

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

## **LATIN III (223)**

Grades 10-12

## **LATIN III HONORS (225) Vergil's Aeneid, First Year**

1 Credit, Regular or Honors

Teacher recommendation required.

This advanced course, intended to continue into the 4th year of Latin study, is the beginning of a 2-year study of Vergil's *Aeneid*, the famous epic poem of Golden Age Latin literature. Students must have a clear and thorough understanding of the grammatical and cultural material covered in Latin I and II. The course follows the syllabus set forth by the Advanced Placement Program of the College Board. In each year, two of the four required books of the *Aeneid* are studied in depth. The instructor must approve honors credit.

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 Golden Age of Rome in literature, politics, and society; and an evaluation and comparison of Vergil with other contemporary Roman authors.

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

## **LATIN IV HONORS (238)**

1 Credit, Honors or Advanced Placement

Teacher recommendation required.

A continuation of Latin III, this course follows the same format and criteria as those stated above for Latin III. The Advanced Placement Examination in Latin (*Vergil's Aeneid*) is the culmination of the course. This Advanced Placement course covers the content specified in the course description as outlined by the College Board. The instructor must approve AP Credit.

## **LATIN IV AP (237) Vergil's Aeneid, continued**

## **LATIN V AP CATULLUS/HORACE/OVID/CICERO (257)**

Grades 10-12

1 Credit, Advanced Placement

Teacher recommendation required.

This advanced class offers the student a second of the Advanced Placement courses in the Advanced Placement Program as outlined in the course description of the College Board. It is intended to follow the successful completion of Latin IV. Two authors from a choice of Catullus, Horace, Ovid, and Cicero are studied according to the syllabus of the AP program. The particular style, background, historical and political climate, and the literary importance and impact of each author is covered in detail.

As in Latin III and IV, evaluation is based on daily translation work, translation notebooks, contributions to class discussions, 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 District and State Forum and the National Latin Exam.

## **SPANISH I-A (208)**

## **SPANISH I-B (209)**

These two ½-credit courses carry up to the high school transcript.

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

## **SPANISH I-A (208)**

Grade 7

½ Credit

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

## **SPANISH I-B (209)**

Grade 8 or 9

½ Credit

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

## **SPANISH I (211)**

Grades 9-12

1 Credit

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

## **SPANISH II (212)**

Grades 9-12

1 Credit

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

## **SPANISH III (213)**

Grades 10-12

1 Credit

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

## **SPANISH III HONORS (214)**

Grades 10-12

1 Credit, Honors

Teacher recommendation required.

Finely developed language skills are the main focus of this honors level course intended for highly-motivated students who are committed to becoming proficient in the Spanish language. Communication in Spanish is refined as the student is guided to becoming conversational. Class work includes discussion of current events and assigned readings as well as oral and written

presentations which are designed to elicit personal expression. Compositions or essays increasing in length are turned in throughout the year. Grammar concepts are reviewed in this way as well as through the use of a grammar workbook. A series of short stories from various Spanish speaking countries is included in the reading selections for this course. Spanish civilization is discussed through the study of history and culture. The speaking component of the grade will focus on both work in the laboratory as well as classroom presentations and participation. Students in Spanish III Honors participate in the National Spanish Exam in the spring.

### **SPANISH IV HONORS (235)**

Grades 10-12 1 Credit, Honors

Teacher recommendation required.

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

### **SPANISH V HONORS (256)**

Grades 11-12

### **SPANISH V AP (257)**

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 advance grammatical material. Students will work especially on integrating listening, speaking, reading, and writing in both interpersonal and presentational modes in preparation for the AP Spanish Language Exam. Assignments in the language and computer labs are a regular part of the course. Students in Spanish V Honors and AP participate in the National Spanish Exam in the spring.

### **ADVANCED GRAMMAR AND CONVERSATIONAL SPANISH (215)**

Grades 10-12

1 Credit

Prerequisite: Spanish III or III Honors and 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.

### **SPANISH V: SPANISH CONJECTURE AND DEBATE (272)**

Grades 11 and 12

1 Credit

Prerequisite: Advanced Conversation and Grammar or Spanish IV Honors

Teacher Recommendation Required.

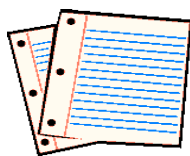
This course is an explicitly spoken course with deliberations on specific topics presented in the textbook. These topics will stimulate students to increase cultural awareness and to express their opinions through oral and written discussion. The text, *Conexiones*, accompanying workbooks, and Web site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

### **MYTHOLOGY (246)**

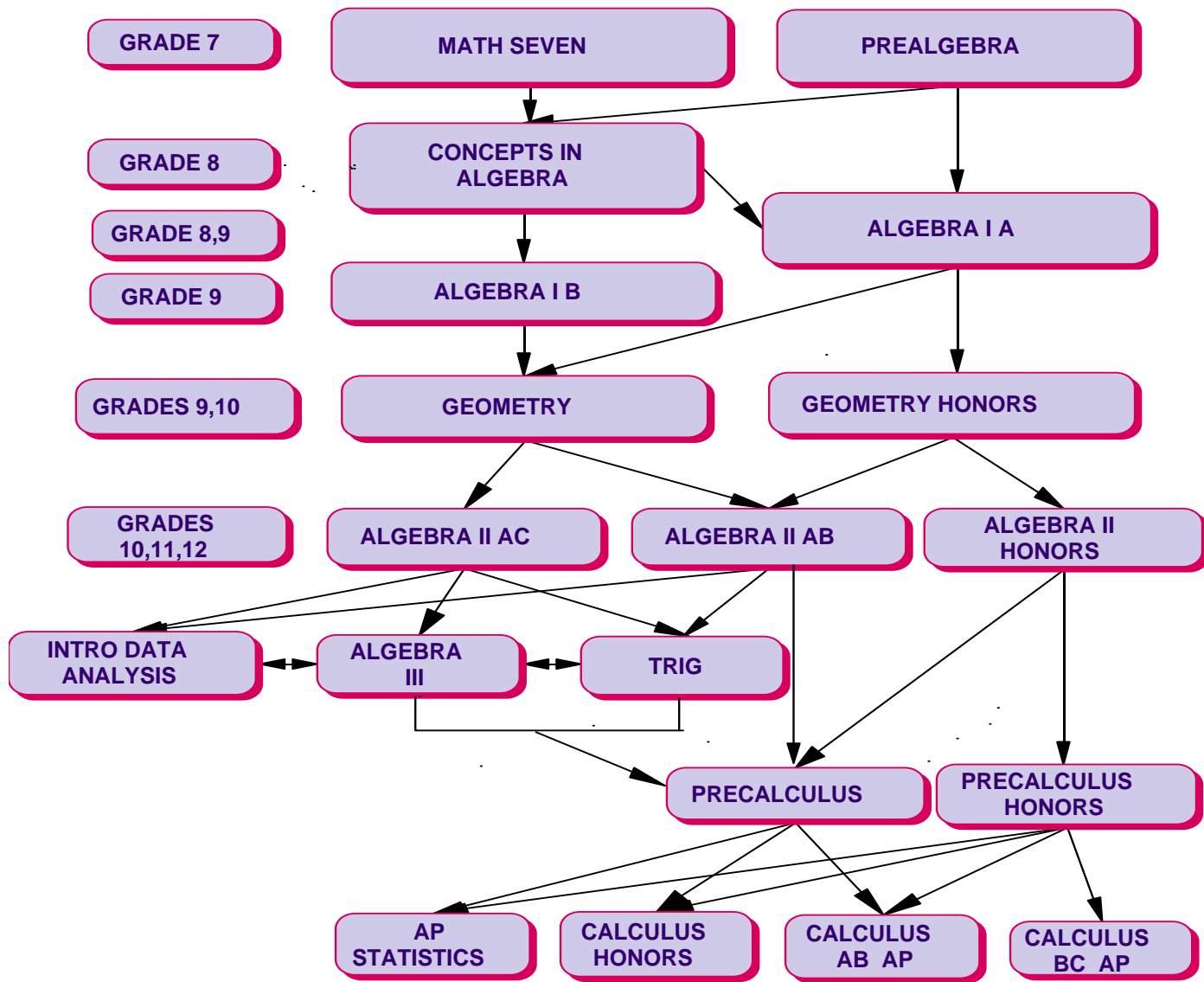
Grades 9-12

½ Credit, Elective

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



# MATHEMATICS DEPARTMENT



## MATHEMATICS DEPARTMENT

The basic philosophy of the department takes into consideration the sequential nature of math courses. In addition to gaining an understanding of basic concepts underlying the field of mathematics, the student is expected to master algebraic skills necessary to compete in college.

The Bolles School mathematics curriculum requires the use of a graphing calculator in Algebra II, and in all courses subsequent to Algebra II. Calculator graphing technology is incorporated in the curriculum to enhance the teaching and learning of mathematics. Students are expected to have regular and frequent access to graphing calculators.

Homework is an integral part of the curriculum and is assigned each evening. The student should allow study time each night to complete his assignments in order to be prepared for the next day's class. Generally, the student can expect to have quizzes, numerous homework checks, and four to six major tests during a grading period.

Comprehensive semester and final examinations are given in all courses. Students enrolled in the same course take departmental semester examinations and final examinations. Only seniors may be exempted from a final exam with the teacher's permission.

### MATH SIX (312)

#### Grade 6

The sixth grade mathematics curriculum generates direction and continuity from the activities students have experienced in grades K-5. The sixth grade curriculum is designed to build bridges between the activities which students enjoy and the more formal parts of a mathematics curriculum. While developing a structured approach, the program nurtures the aesthetic and creative aspects of mathematics. The students focus on the proper use of mathematical terminology as they take part in discovering mathematics as an essential communication tool in describing, interpreting, predicting, and explaining events. The course will emphasize proficiency in conversations and operations involving fractions, decimals, and percents. Included will be operations in the context of money and measurement exercises. Proficiency in mental arithmetic, estimation and approximation, collection and analysis of data, making and testing hypotheses, and using models, diagrams, charts, and graphs are all skills incorporated in the curriculum. Plane and solid geometry topics are explored by the students and problem solving skills are integrated into each unit of study.

### MATH SEVEN (300)

#### Grade 7

This course is designed for those students whose background and/or admission test scores indicate that additional reinforcement in the basic computational skills is necessary. The course introduces the abstract ideas of pre-algebra.

This course is designed for students with a strong background in the fundamental operations of whole numbers, fractions, and decimals. Topics include equations, inequalities, coordinate geometry, percents, area, and volume. Special emphasis is placed on problem-solving throughout the course.

### PRE-ALGEBRA (301)

#### Grade 7

This course is a prerequisite for Algebra I. The objective is for the student to acquire the background necessary for the algebraic concepts and skills. Topics include the language of algebra, real numbers and their graphs, introduction of open sentences, introduction of functions, graphs, and rational expressions.

### CONCEPTS IN ALGEBRA (315)

#### Grade 8

This course is designed to provide students with the algebraic skills necessary to master upper level studies in mathematics. The student will build on a strong foundation in applying the fundamental operations using integers, exponents, fractions, decimals, and percents. The goal is to develop an understanding of algebraic concepts and to introduce abstract thought processes in working with variable equations. Projects utilizing problem-solving skills are emphasized. This course is focused on providing the foundation for success in Algebra I.

### **ALGEBRA I-B (308)**

Grade 9 1 Credit

It is assumed that students entering Algebra I have a strong background in the fundamental mathematical operations of numbers, fractions, and decimals. Algebra I enables the student to understand some of the basic structures of the algebra of the real number system. Acquisition of skills in algebraic manipulations and the application of these skills in solving problems are course objectives. Emphasis is placed not only on the mechanical aspects of algebra, but also on the approach to a problem. Topics include equations, inequalities, real numbers, polynomials, rational expressions, functions and their graphs, systems of equations, and an introduction to radicals.

### **ALGEBRA I-A (311-M) (303-U)**

This credit in Grade 8 carries up to the high school transcript.

Grades 8 and 9 1 Credit

Prerequisite: Pre-algebra, Grade of A or B, or Concepts in Algebra, Grade of A.

Teacher recommendation required.

Algebra I-A is intended for students who have demonstrated a proficiency in pre-algebra, and have mastered the fundamental mathematical operations of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals. This course is designed to offer mathematically-talented students a comprehensive, in-depth study of the topics listed in Algebra I-B, and the additional topics of radicals, Pythagorean Theorem, distance formula, and quadratic equations.

### **ALGEBRA II HONORS (334)**

Grades 10, 11 1 Credit, Honors

Prerequisite: Algebra I-A and Geometry Honors, Grade of A in both courses.

Teacher recommendation required.

This course is designed to offer mathematically-talented students an introduction to the axiomatic nature of mathematics. The curriculum represents a more theoretical, comprehensive study of the topics listed in Algebra II AB, with an in-depth coverage of the trigonometric functions. The nature of proof is introduced in this course. This mathematics course is intended for the advanced student interested in and capable of pursuing the curriculum of an honors Algebra course. A graphing calculator is required.

### **ALGEBRA II AB (304)**

Grades 10-11 1 Credit

Prerequisite: Algebra I and Geometry; Algebra I A, Grade of A or B; or Algebra I B, Grade of A.

This course is an extension and enhancement of the concepts covered in Algebra I. Emphasis is placed on the underlying structure of the number system, and the basic axioms and theorems of algebra. Topics include systems of linear equations, sequences and series, irrational and complex numbers, graphing, quadratic relations and systems, and logarithms. Trigonometry is introduced. Emphasis is placed on skills enhancement and problem-solving. The use of graphing calculators is introduced and integrated into the curriculum.

### **ALGEBRA II AC (314)**

Grades 10-12 1 Credit

Prerequisite: Algebra I and Geometry

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

### **GEOMETRY (305)**

Grades 9-10 1 Credit

Prerequisite: Algebra I

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

## **GEOMETRY HONORS (317)**

Grades 9-10

1 Credit, Honors

Teacher recommendation required.

Prerequisite: Algebra I A, Grade of A or B. (Geometry Honors and Algebra II may be taken concurrently. Departmental approval is required)

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

## **PRECALCULUS (339)**

Grades 10, 11, 12

1 Credit

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

Precalculus completes the student's preparation for a course in calculus. The focus of the course is on functions. Topics in the course syllabus include algebraic functions and their properties, inverses, graphing techniques, and exploring the transcendental functions of logarithms and trigonometry. The study in trigonometry includes right triangle trigonometry and circular function explorations, verifying identities, solving equations, and vectors.

## **PRECALCULUS HONORS (337)**

Grades 10, 11, 12

1 Credit, Honors

Prerequisite: Geometry and Algebra II AB or Algebra II Honors with Grades of A or B, or Algebra II AB with a Grade of A. Teacher recommendation required.

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

## **CALCULUS HONORS (338)**

Grade 12

1 Credit, Honors

Teacher recommendation required.

Through this course, a senior may gain a working knowledge of the concepts of calculus in order to make easier the adjustment to college calculus. The scope of the course is similar to that of Advanced Placement Calculus AB, except the student does not develop the various methods of integration of the AB course. It is unlikely that the student taking this course would have adequate preparation for the Advanced Placement Examination. If a person has a weak background in mathematics, it might be to that student's advantage to take Algebra III rather than to try a course in calculus at this time.



## **INTRODUCTION TO DATA ANALYSIS (307)**

Grades 10-12

½ Credit

Prerequisite: Algebra II

This study gives the student a preview of college probability and statistics courses without using the higher levels of mathematics. Topics focus on the use and understanding of statistical techniques. The display of data, finding trends or relationships in data, and pertinent probability concepts are studied through examples with the aid of graphing calculators.

## **ADVANCED PLACEMENT STATISTICS (363)**

Grades 11-12

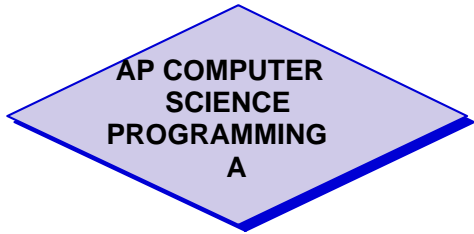
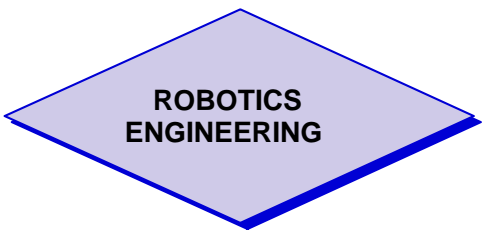
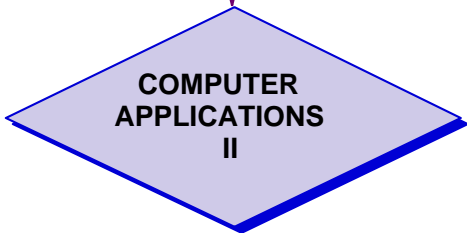
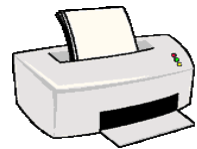
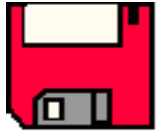
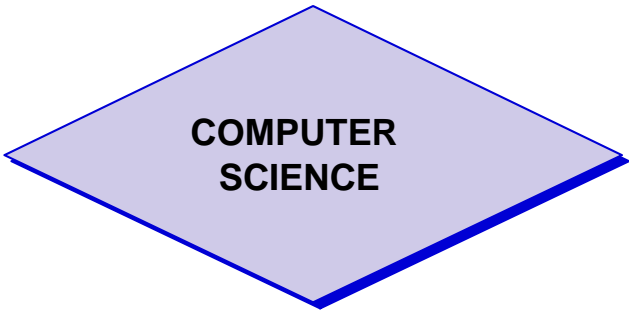
1 Credit, Advanced Placement

Prerequisite: 1) an A or B in Algebra II Honors or an A or B+ in Algebra II AB and concurrent enrollment in precalculus, or 2) an A or B in precalculus, and teacher recommendation. Students must also possess sufficient mathematical maturity and quantitative reasoning ability to complete an introductory statistics course successfully.

Following the content specified in the course description as outlined by the College Board, this course in statistics is to 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: Confirming models.

Students who have successfully completed the course will have been introduced to the material in an introductory non-calculus based college course in statistics.







Atom



Butterfly

# SCIENCE DEPARTMENT

GRADE 9

PHYSICAL SCIENCE

INTRO PHYS/CHEM HONORS

GRADE 10

BIOLOGY

BIOLOGY HONORS

GRADE 11

CHEMISTRY

CHEMISTRY HONORS

MARINE SCIENCE  
(year-long)  
and/or  
HUMAN ANATOMY 1/2  
and/or  
NEUROSCIENCE HONORS 1/2

AP BIOLOGY  
or  
AP CHEMISTRY  
or  
AP PHYSICS

GRADE 12

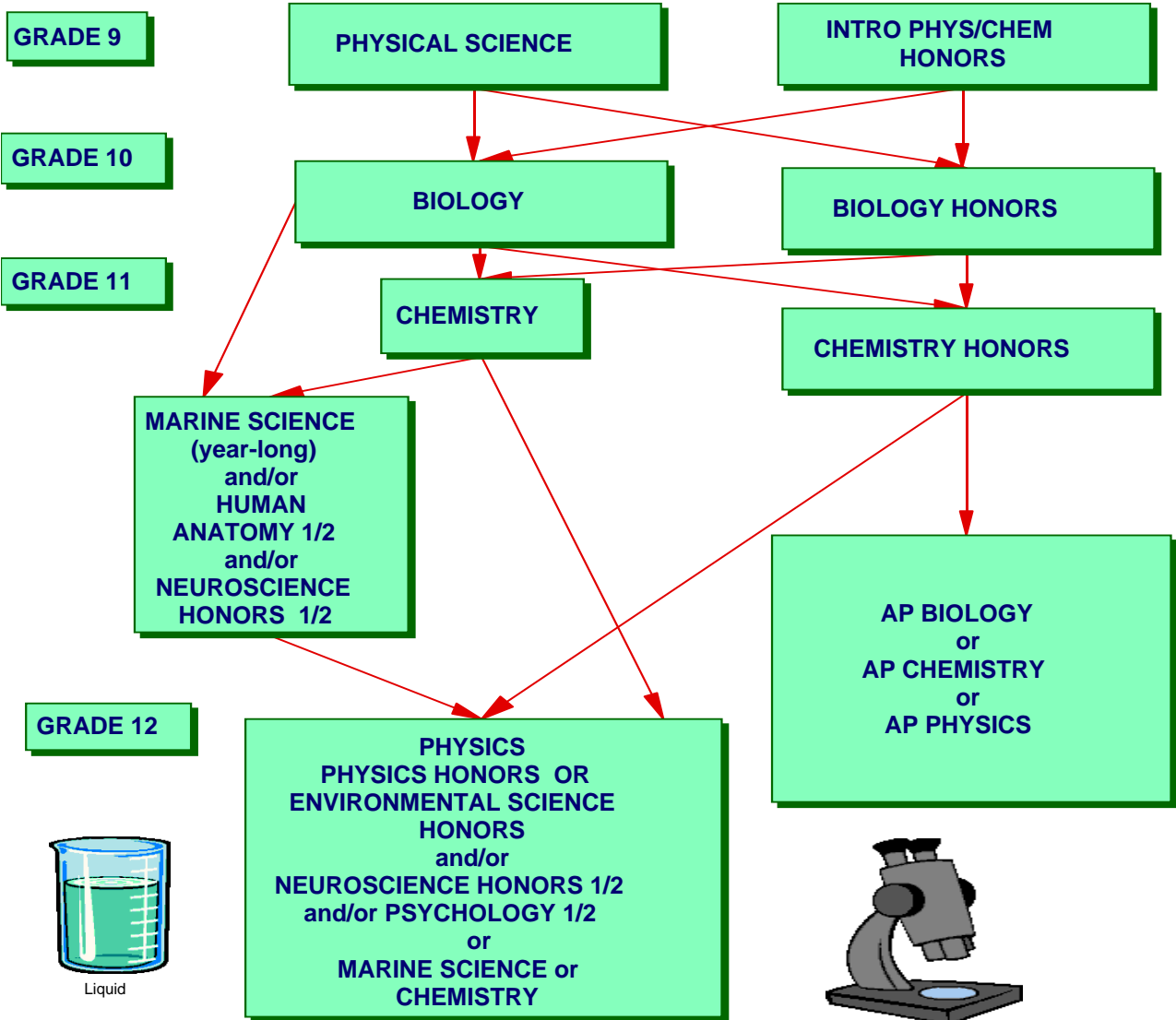
PHYSICS  
PHYSICS HONORS OR  
ENVIRONMENTAL SCIENCE HONORS  
and/or  
NEUROSCIENCE HONORS 1/2  
and/or PSYCHOLOGY 1/2  
or  
MARINE SCIENCE or  
CHEMISTRY



Liquid



Microscope



## DEPARTMENT OF SCIENCES

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

Semester examinations are given in all courses. Only seniors who have maintained an A- average and receive approval of the instructor may exempt a semester examination.

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

### SCIENCE AND HEALTH (400)

#### Grade 6

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

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

### LIFE SCIENCE (401)

#### Grade 7

Life Science serves an introduction to the biological world. Major components of the course are classification of living organisms; life cycles; processes such as respiration and photosynthesis; and physiological and anatomical studies of selected members of the various kingdoms of living organisms. In addition, the interrelationships of organisms with their environment and the interdependencies of all living things are explored. These components are the foundation for higher level courses. The students develop laboratory proficiency through a variety of lab activities which range from the examination of a variety of specimens to preparing visual presentations of the characteristics of common diseases, endangered species, introduction to botany, and various arthropods.

### EARTH/SPACE SCIENCE (402)

#### Grade 8

Students will be introduced to the broad study of Planet Earth and its place in the universe. The course provides an overview of static and dynamic geology, astronomy, meteorology, and oceanography. In addressing these areas, basic principles of chemistry and physics are introduced as part of the underlying structure of how many workings that are seen and taken for granted actually occur. Environmental influences of nature and of man are addressed with an eye toward students developing a sense of stewardship for the planet upon which they reside. Lab activities involving planetary motion, mineral/rock identification, erosion, and others engage students in a tactile and creative fashion.

### PHYSICAL SCIENCE (403)

#### Grade 9

1 Credit

Basic principles of physics and chemistry are introduced in this survey course. Introduction to physics includes topics such as forces and motion, Newton's Laws, mechanics, light, sound, electricity and magnetism, and heat. Introduction to chemistry includes atomic theory, matter, the periodic table of the elements, bonding, and chemical reactions. The course is lab-oriented and lab activities reinforce classroom activities.

## LIFE MANAGEMENT SKILLS (424-S-1) (425 S-2)

Grades 9 and 10 1 semester, ½ Credit\*, required

(\*- does not count toward science requirement for graduation.)

(This course does not count in GPA.)

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

## INTRODUCTION TO PHYSICS AND CHEMISTRY HONORS (433)

Grade 9 1 Credit, Honors

Prerequisite: Grade of A or higher in Concepts in Algebra or B+ or higher in Algebra I-A and A- or higher in Earth/Space Science (402).

Teacher recommendation required.

IPC is the foundation for the physical sciences and is limited to those having earned the aforementioned prerequisites. Students who are successful will demonstrate their ability to rise to the challenge of a higher level of presentation and more demanding daily work. Greater emphasis is placed on analytical and critical thinking skills as well as individual study in the form of one comprehensive project during the second semester. More in-depth lab activities are an important part of the course. The course follows the same basic structure as Physical Science with additional topics such as nuclear reactions, carbon chemistry, Universal Law of Gravity, Coulomb's Law, and universal forces. A scientific calculator is required. A scientific calculator handles exponential functions. It is not a graphing calculator. Graphing calculators are not permitted because they can be programmed.

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 10 1 Credit

Co- or prerequisite: Algebra I

The course develops an appreciation of the accomplishments of early biologists, the relationship between genetics and evolution, cell structure and function, cell respiration, and photosynthesis, relationship of function and structure of organ systems in the human body, and interrelationship of organisms and their environment. Developing skill in using equipment and techniques in addition to reinforcing classroom activities are the prime laboratory objectives.

## BIOLOGY HONORS (434)

Grade 10 1 Credit, Honors

Prerequisite: Grade of B+ or better in last science course and teacher recommendation required.

This atypical biology course emphasizes laboratory inquiry in developing student-discovered concepts in the classroom. Factual learning is minimal, and critical thinking dominates discussions. Ten major themes recur in every unit: history of biological discoveries, science as a way of thinking, maintenance of a stable internal and external environment, biological basis of behavior, relationship of structure and function, interaction of organisms and their environment, diversities and similarities of living things, genetic continuity in life, evolution, and science and ethical issues. Students in Biology Honors are REQUIRED to do a project for the Science Fair. Bolles Science Fair winners will proceed to regional and possibly state competition.

The successful student will display initiative and imagination, be highly motivated in the sciences, and be able to assume and share responsibilities with classmates.

## CHEMISTRY (405)

Grades 10-12

1 Credit

Prerequisite: Biology

Co- or Prerequisite: Algebra II

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 TI graphing calculator is required.

## **CHEMISTRY HONORS (435)**

Grades 10-12

1 Credit, Honors

Prerequisite: Algebra II Teacher recommendation required.

Honors Chemistry is presented on a more theoretical and sophisticated basis and integrates mathematics and chemistry. More diverse laboratory experiences are required of the student, and individual interests are encouraged and developed. A TI graphing calculator is required.

## **MARINE SCIENCE (445)**

Grades 11 and 12

1 Credit

Prerequisite: Satisfactory completion of Biology.

Students will explore the last frontier—the ocean—in a comprehensive two part program. Oceanography will cover navigation, tides, waves, currents, topography, water quality, and effects of pollution. The second semester will survey the various marine biology phyla from an ecological approach. Comparative anatomy, collections, laboratory and field studies, problem-solving, and problem analysis will be emphasized in coursework. The central theme of the course will be the many relationships between marine systems and the survival of Planet Earth.

## **ENVIRONMENTAL SCIENCE HONORS (407)**

Grades 11 and 12

1 Credit (Full Year)

Prerequisite: Completion of Biology Honors or Chemistry Honors or permission of the instructor.

Environmental Science is a comprehensive, holistic, and eclectic approach to understanding critical environmental issues that are essential to every one of us. It is a new kind of science, differing from traditional ecology in its studies of the interrelationships between organisms and their environment. 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. Topics such as ecosystems, biogeochemical cycles, biodiversity, population dynamics, population growth, water resource management, soil conservation, sources of energy, succession, air quality assessment, purification of natural resources, food production and pesticides, and global warming will be covered. Lab activities will be an important part of the course.

## **PSYCHOLOGY (422)**

Grades 11-12

½ Credit

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

Available to juniors and seniors, this course is designed to introduce students to the systematic and scientific study of human behavior and mental processes. The course provides exposure to psychological facts, principles, and phenomena associated with psychology. Some of the course topics include history, theory and application, biology of psychology, sensation and perception, motivation and emotions, developmental psychology, personality, abnormal behavior, methodology and treatment, and social psychology.

## **HUMAN ANATOMY AND PHYSIOLOGY (410)**

Grades 11 and 12 ONLY

½ Credit, Semester Course

Prerequisite: Biology

This course is designed to provide the student with a solid foundation in structure and function of the human body. Dissections of various animal organs will be included to reinforce concepts. The material covered is extensive and will be of particular interest to those students seeking to pursue a career in a health-related field.

## **NEUROSCIENCE HONORS (457)**

Grades 11-12

½ Credit, Honors, Semester Course

Prerequisite: Grade of B+ or higher in Chemistry or Biology Honors, or permission of the 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.

## **PHYSICS (406)**

Grades 11-12

1 Credit

Prerequisite: Completion of one year of Biology, one year of Chemistry, and one year of Algebra II

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 and 12

1 Credit, Honors

Prerequisite: Completion of Algebra II AB or Algebra II Honors, with a minimum B average; enrollment in or successful completion of Precalculus or Calculus.

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. A scientific calculator handles exponential functions. It is not a graphing calculator. Graphing calculators are not permitted because they can be programmed.

## **ADVANCED PLACEMENT BIOLOGY (459)**

Grade 12

1 Credit, Advanced Placement

Prerequisite: Biology Honors, Chemistry, and permission of instructor.

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

## **ADVANCED PLACEMENT CHEMISTRY (455)**

Grades 11 and 12

1 Credit, Advanced Placement

Prerequisite: The student should have a firm background in introductory or Honors Chemistry and Algebra II AB or Honors. Permission of the instructor is required.

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

## **ADVANCED PLACEMENT PHYSICS (440)**

Grade 12

1 Credit, Advanced Placement

Prerequisite: Algebra II AB or Honors, Trigonometry, Precalculus, and permission of the instructor.

Advanced Placement Physics follows the course content as outlined by the College Board. The course is college level, designed to be in-depth and fast paced. Concentrated effort is placed on mechanics and electricity to prepare the student for all fields in science. Other topics include: a discussion in thermodynamics, an introduction to waves, sound, and light, finishing with an overview of modern physics. Students may expect to meet for extra class sessions. While the rewards of the course are substantial, students who are not willing to make such a large commitment of time would be better advised to take HONORS PHYSICS. A scientific calculator is required. A scientific calculator handles exponential functions. It is not a graphing calculator. Graphing calculators are not permitted because they can be programmed. Calculators also may not have QWERTY keyboards or programmable functions.

# SOCIAL STUDIES DEPARTMENT

GRADE  
9

WORLD  
HISTORY



GRADE  
10

CONTEMPORARY  
WORLD  
HISTORY

CONTEMPORARY  
WORLD HISTORY  
HONORS

GRADE  
11

U. S. HISTORY

ADVANCED  
PLACEMENT  
U. S. HISTORY



GRADES  
11, 12

SEMESTER COURSES:  
AP AMERICAN GOVT/POLITICS  
AP COMPARATIVE GOVT/POLITICS  
ECONOMICS  
RECENT AMERICAN HISTORY  
AMERICAN GOVT REGULAR  
HISTORY OF THE MIDDLE EAST  
HISTORY OF THE CIVIL WAR/RECONSTRUCTION

YEAR COURSE:  
AP MODERN EUROPEAN HISTORY

YEAR OR SEMESTER:  
HUMANITIES HONORS  
...

## SOCIAL STUDIES DEPARTMENT

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

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

### WORLD GEOGRAPHY AND CULTURES (500)

#### Grade 6

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

### UNITED STATES HISTORY (501)

#### Grade 7

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

### AMERICAN GOVERNMENT AND ECONOMICS (502)

#### Grade 8

**THIS COURSE APPEARS ON THE TRANSCRIPT FOR FLORIDA BRIGHT FUTURES SCHOLARSHIP PURPOSES BUT DOES NOT COUNT IN G.P.A.**

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

### WORLD HISTORY (504)

#### Grade 9

#### 1 Credit

This course 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.

Student participation in class discussions, regular group work, and homework comprises an important component of student evaluation in this course. It also provides an environment for developing the oral presentation skills and self-confidence that are



## **COMPARATIVE GOVERNMENT AND POLITICS AP (512)**

Grades 11 and 12

½ Credit—Second Semester, Advanced Placement

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

## **MODERN EUROPEAN HISTORY AP (558)**

Grade 12

1 Credit, Advanced Placement

Teacher recommendation required.

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

Student progress in the course will be measured by quizzes, formal essays, outside research, reviews, and involvement with class discussion. Students enrolled in the course will take the AP Examination in May.

## **AMERICAN GOVERNMENT AND POLITICS (557)**

Grades 11 and 12

½ Credit

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. This course is open to all juniors and seniors.

## **ECONOMICS (509)**

Grades 11 and 12

½ Credit

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

## **RECENT AMERICAN HISTORY (514)**

Grade 12

½ Credit

This course focuses on post-World War II American society and the various responses of Americans to the modern world. Although politics and foreign affairs are studied, social history is the main area of concentration. Students select aspects of popular culture and the mass, urban, consumer society to examine and to share their acquired knowledge. Students explore the origin of American involvement in certain world situations, and analyze various approaches in recent American political history to social issues, international relations, and economic concerns. Students are evaluated on the basis of tests, quizzes, oral reports, simulation exercises, and class participation.

## **HISTORY OF THE MIDDLE EAST (510)**

Grade 12

½ Credit

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

## **HISTORY OF THE CIVIL WAR AND RECONSTRUCTION (550)**

Grade 12

½ Credit

This course will explore the era of the American Civil War, examining not only the war years but also the period leading up to the conflict, as well as the subsequent Reconstruction. Students will consider such topics as the pre- and post-war development of Northern and Southern societies and sectional division, political and military leadership and the war efforts of the opposing sides, the participation of women and minorities, and the significance of the war not just to the United States but also globally. Emphasis will be placed on the students' use of primary source documents, with modern texts serving a supplementary role.

Evaluation of student achievement will be based upon tests and quizzes, independent research papers and presentations, and contributions to class discussions.

## **HUMANITIES HONORS (544 YR, 545 SEMESTER 1, 546 SEMESTER 2)**

Grades 11 and 12

1 Credit Year, ½ Credit Semester, Honors

Teacher recommendation required.

This course is designed to explore, through investigation, analysis, and evaluation, the convergence of a variety of disciplines at major points in human cultural experience such as the Golden Age of Greece, the Industrial Revolution, or the Renaissance. Movements in religion and philosophy, events in history, paradigms in science and mathematics, and expressions in the arts will all be researched and used to discover the essence of major cultural changes in the distant and recent past as well as to speculate about the current direction of human development. The format of the course focuses on teaching a method of viewing major shifts in human thought rather than a chronology of events. Different material will be covered first and second semester.

Evaluation will be based upon research projects, essays, oral reports, class participation, tests, and homework.



# THE ARTS



**VISUAL ARTS:**

**FOUNDATIONS OF STUDIO ART**

**LEVEL ONE COURSES:**  
DRAWING, PAINTING,  
CERAMICS, SCULPTURE,  
PHOTOGRAPHY,

**LEVEL TWO COURSES:**  
TWO-DIMENSIONAL ART,  
CERAMICS, SCULPTURE,  
PHOTOGRAPHY

**LEVEL THREE COURSE:**  
PORTFOLIO DEVELOPMENT  
HONORS

**AP COURSES:**  
STUDIO ART:  
2- AND 3-DIMENSIONAL  
PORTFOLIOS



**HISTORY:**  
ART HISTORY  
(2 semesters)  
AP ART HISTORY

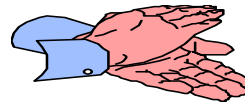
**INSTRUMENTAL  
MUSIC:**  
SYMPHONIC BAND

**DANCE:**  
LEVEL TO BE  
DETERMINED BY  
AUDITION



**DRAMA:**  
INTRO TO ACTING,  
ADVANCED ACTING,  
DIRECTING,  
PRODUCTION

**VOCAL MUSIC:**  
WOMEN'S CHORUS I  
ADVANCED WOMEN'S  
CHORUS  
MEN'S CHORUS



## FINE 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 in order to gain a broad cultural and historical perspective. Through the study of the performing and visual arts, Bolles' students are more able to communicate clearly, analyze abstract images, make discriminating judgments, and understand their world.

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

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

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

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

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

## MIDDLE SCHOOL ELECTIVES IN THE ARTS

### VISUAL ARTS

- ◆ Advanced students in visual arts classes are encouraged to further develop their technical skills, while cultivating creative and innovative solutions to their work.
- ◆ Art history is a component of every visual arts class. Instruction involves lecture, discussions, student research and presentations, and interactive activities. Different periods and concepts are explored through the study of individual representative artists as featured in the *Scholastic Art Magazine*.
- ◆ Grading in all visual arts classes will be based upon a student's effort in addressing design problems, a willingness to take instruction, skill progression, and accuracy of applied concepts. Art history material is one-fifth of the overall grade.
- ◆ Art Kit Fee – There will be an art kit fee of \$20 per semester for each visual arts course taken in the middle school.

### DESIGN (712)

Grades 7-8

1 Semester

Prerequisite: none

This course is designed to help students understand the basic elements and principles of design. The student will be using problem-solving techniques on basic design concepts (perspective/architectural rendering, structure, value, color, etc.) with format limitations evolving into a varied media experience. In addition, students will have the opportunity to explore Pinhole Photography. Students will make their own cameras. Instead of film photographic paper will be used, and students will have the opportunity to develop their images in a darkroom. This class may be taken more than once.

### DRAWING AND PAINTING I (706)

Grades 7-8

1 Semester

Prerequisite: none

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



## CHORAL MUSIC

### CHORUS I (791)

Grade 6, Year

Prerequisite: none

This course is designed for students who enjoy singing and performing. Students learn fundamental vocal technique and music reading skills. Choral literature studied includes unison and two- and three-part music.

### CHORUS II (612)

Grades 7-8, Year

Prerequisite: none

This course enables students to develop their vocal, performance, and music-reading skills. Students sing a variety of classical and popular music selections. The chorus gives several performances, both on and off campus, during the year. This class may be taken more than once.

## DANCE

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

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

### MIDDLE SCHOOL DANCE I (686)

Grades 7-8, Year

Prerequisite: none

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

### MIDDLE SCHOOL DANCE II (654)

Grades 7-8, Year

Prerequisite: Leveling session and permission of the Instructor

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

### MIDDLE SCHOOL DANCE III (688)

Grades 7-8, Year

Prerequisite: Leveling session and permission of the Instructor

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

For more information about the dance program at Bolles, please visit the dance web site at <http://bol9000-01.k12.fsu.edu> or contact Ms. Blackledge at (904)256-5250.

## UPPER SCHOOL ELECTIVES IN THE ARTS

### ART HISTORY:

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

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

Two one-semester classes which may be taken individually.

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

Grades 9 – 12 ½ Credit Each Semester

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.

## INTRODUCTORY LEVEL ELECTIVES IN THE VISUAL ARTS

ART KIT FEES: There will be an art kit fee of \$35 per semester for each visual arts course taken in the upper school. A fee of \$70 will be charged for Photography I and Photography II to cover darkroom fees and supplies.

### FOUNDATIONS IN STUDIO ART (603 S-1) (609 S-2)

Grades 9-12 ½ Credit

Prerequisite: none

This is the introductory visual arts course, required for all other studio visual arts courses. In this course students learn the basic skills necessary to translate ideas into visual statements. Composition, color theory, perspective, and scale will be studied as the basis for work in all art media. Two-dimensional and three-dimensional projects will be assigned. Lectures and textbook readings on art history and aesthetics relevant to current classwork will be included. This course may be taken only one time.

Grading is based upon: mastery of studio skills presented, tests on elements of composition, design, and art history terms and trends, and the quality of a student's journal.

### CERAMICS I (60I)

Grades 9-12 ½ Credit

Prerequisite: Foundations in Studio Art

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

## **DRAWING I (602)**

Grades 9-12 ½ Credit

Prerequisite: Foundations in Studio Art

This course involves an exploration of drawing techniques and color theory through the use of a variety of drawing materials. Course content will include, but not be limited to, perspective in drawing and drawing from observation. Though most exercises are intended to increase the student's ability to draw realistically, some abstraction will be included.

## **PAINTING I (651)**

Grades 9 – 12 ½ Credit

Prerequisite: Foundations of Studio Art

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

## **SCULPTURE I (604)**

Grades 9-12 ½ Credit

Prerequisite: Foundations in Studio Art

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

## **PHOTOGRAPHY I (607)**

Grades 9-12 ½ Credit

Prerequisite: Foundations in Studio Art

Students in Photography I will learn to create a photograph from exposing film, through the darkroom process, to the critique process. There are six photographic projects due over the semester. They each focus on a different property of photography such as perspective, light, movement, and expression. Through these projects, as well as texts, lectures, and hands-on experience students will learn to think critically about photography as an art form, and better their own work in this medium. Photography I will use black and white film for projects. Students are required to have their own 35mm SLR camera, or rent one from the school for \$30 per semester, which covers fresh batteries and general maintenance. Students will pay an additional art fee of \$70 which covers darkroom fees and supplies. The photography fee of \$70 covers photographic paper, darkroom chemicals, film, film development, spot ink, and other necessary supplies.

## **INTERMEDIATE LEVEL ELECTIVES IN VISUAL ARTS**

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

## **TWO-DIMENSIONAL ART (669)**

Grades 10 – 12 1 Credit, Year Course

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

Teacher recommendation required.

This course covers both drawing and painting media and techniques. Students will work with pictorial concepts that will range from work based on observation to work based on conceptual parameters (non-objective imagery). Color concepts and how they relate to composition and expressive intent will be emphasized. This course helps prepare a student for Portfolio Development Honors (635).

## **CERAMICS II (621)**

## **SCULPTURE II (619)**

Grades 10 – 12 ½ Credit, Semester Courses

Prerequisites: Foundations in Studio Art, or Integrated Visual Studies and Ceramics I or Sculpture I

Teacher recommendation required.

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

## **PHOTOGRAPHY II (681)**

Grades 10 – 12

½ Credit, Semester Course

Prerequisite: Foundations in Studio Art or Integrated Visual Studies and Photography I at least B+

Permission of the instructor

The advanced photography seminar focuses on different darkroom techniques, advanced metering systems, and creating a photographic portfolio. There are three assigned projects including photograms, nature images on location, and urban locations. Additionally there are three “free” projects for which the student has the opportunity to focus on their particular interest. These completed projects will be presented in book form at the end of the semester. In addition to the assigned projects, students will have an opportunity to experiment with exotic films, cross processing, and color. Students are required to have their own 35mm SLR camera, or rent one from the school for \$30 per semester, which covers fresh batteries and general maintenance. Students will pay an additional fee of \$70 which covers photographic paper, darkroom chemicals, film, film development, spot ink, and other necessary supplies.

## **ADVANCED COURSES IN THE VISUAL ARTS**

### **PORTFOLIO DEVELOPMENT HONORS (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 or 3-D art class.

Teacher recommendation required.

This course is designed for students who are seriously interested in developing their skills in the visual arts. A strong work ethic will be required to create advanced-level work. At the end of this course, students will have developed art work 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**

The Advanced Placement Studio Art program enables highly-motivated students to do college-level work in art while still in high school. Course content is taught as prescribed by the Advanced Placement Program guidelines set forth by the College Board. There are three possible ways to submit a portfolio in Advanced Placement Art. Students may choose to submit portfolios in the three-dimensional area, a two-dimensional portfolio consisting of works in drawing and/or painting, or a two-dimensional portfolio of works only in photography and graphic design. Students will choose their field of concentration based on their performance and interest prior to submission in early May of their AP year.

### **ADVANCED PLACEMENT STUDIO ART (606)**

Grades 11 – 12

1 Credit, Honors, Year Course

Teacher recommendation required

Prerequisites: Foundations in Studio Art, Drawing I and/or Painting I, one year of an intermediate level 2-D or 3-D art class. (Portfolio Development Honors is strongly recommended as a prerequisite.)

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

Students select from three classification offerings:

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

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

**3-D Design Portfolio** 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.



## ADVANCED WOMEN'S CHORUS (613)

Grades 9-12 1 Credit

### Audition required for enrollment

This advanced level course is for treble singers with prior vocal experience. Studies in advanced vocal technique, choral literature, music theory and history are developed to give the students an opportunity to demonstrate their ability in performance at the highest possible level. Program highlights have included performances in New York's Carnegie Hall, at the Walt Disney World Singabration Festival, concerts with both the Jacksonville Symphony and Jacksonville Youth Symphony Orchestras, and a featured segment on the television show *Good Morning Jacksonville*.

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.

## INSTRUMENTAL MUSIC ELECTIVE

### SYMPHONIC BAND (626)

Grades 9 – 12 1 Credit

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

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

Evaluation is based upon: daily in-school rehearsal preparation, participation, and etiquette; regular practice and skill development progress; participation in all performances (including those affiliated with the Independent Schools Music Festival); 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. For more information about the Bolles Band program, you can visit [www.bollesbands.org](http://www.bollesbands.org).

## 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 & 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

**Prerequisite:** none

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 & 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 & 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: Leveling session and permission of the Instructor

(See description under Physical Education – co-enrollment in Dance I or II required)

For more information about the dance program at Bolles, please visit the dance website at <http://bol9000-01.k12.fsu.edu>, or contact Ms. Blackledge at (904)256-5250.

# **PHYSICAL EDUCATION DEPARTMENT**

## **MIDDLE SCHOOL PHYSICAL EDUCATION (821)**

Grades 6, 7, 8

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

## **UPPER SCHOOL**

All students are required to complete two credits 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.

## **AEROBICS/PHYSICAL FITNESS (815 YR) (822 S-1) (823 S-2)**

Grades 9-12 Skill Course, ½ Credit per semester

Class activities meet five (5) days a week. Quarter grades will be based upon student participation, preparedness in clothing, promptness to class, and attitude. Attitude is a culmination of incentive, cooperative spirit, and effort.

Students are required to dress in appropriate physical fitness attire and participate in class daily. During cold weather, students are allowed to wear sweat clothes of their own or Bolles sweat clothes.

Aerobics/Physical Fitness is comprised of two (2) units: (A) Cardiovascular Unit and (B) Fitness Unit.

A. Cardiovascular Unit: The Cardiovascular Unit has as its goal general improvement of each student's cardiovascular fitness. Each student will participate in various cardiovascular activities such as walking, running, jump rope, aerobics, and swimming two to three times per week for the entire semester.

B. Fitness Unit: The Fitness Unit has as its goal overall muscular development and conditioning through weight training two times per week for the entire semester. Students will be tested for their overall physical fitness level twice a year. The President's Physical Fitness Test is used. This test does not enter into the student's grade for the course, but students are evaluated based on the established standards for age and gender.



