



## **DORAL ACADEMY PREPARATORY** **2012-2013 PROGRAMS/CLASS**

### **Class Descriptions 9<sup>TH</sup> – 12<sup>TH</sup>**

#### Art History 1 (Performing Arts only)

Introduction to major artists, periods, and styles in Art History, from ancient art through the 20th Century.

#### 2-Dimensional Art 1 & 2

Introducing the fundamentals of 2-D design. Hands on studio art class in painting, drawing, and other media.

#### 3-Dimensional Art 1 & 2 (Ceramics)

Introducing basic design principles of 3-D art, with emphasis on ceramics. Hands on studio art class in 3-D media.

#### 2-Dimensional Art 3 (Performing Arts only)

Building a portfolio of 2-D art work and creative voice in variety of 2-D media in both realistic and imaginative approaches. Students should have several pieces by year's end to be the foundation for AP Studio class.

#### AP Art Studio

Students work on college level portfolio independently, creating 29 pieces for submission to the College Board. Students may choose from 3-D Portfolio, Drawing, or 2-D Design.

#### 3 Dimensional Art 3 (Jewelry)

Students will learn the fundamentals of color, balance, and design and apply these to create jewelry pieces. Stringing, bead weaving, wire work, metals and a variety of clay techniques will be taught, progressing from simple to more complex. In addition to the class fee, which covers consumables, students will have to purchase some supplies.

#### Yearbook

A production class, students design and create the school yearbook applying skills mastered in the introductory journalism class. Design, Associated Press Writing Style, photography, teamwork, leadership and time management are integral to the course. Extra time after school and at home, ad and book sales required. Introduction to Journalism and adviser approval required.

#### Newspaper

A production class, students design and create the school newspaper applying skills mastered in the introductory journalism class. Design, Associated Press Writing Style, photography, teamwork, leadership and time management are integral to the course. Extra time after school and at home, ad and book sales required. Introduction to Journalism and adviser approval required.

#### Multimedia - Film (Literature in the Arts)

A survey course of film and film history, this course focuses on techniques and analysis of American film chronologically by genre from Nosferatu to The Tourist.

### Journalism 1

Introduction to Journalism. A survey course, this course focuses on Associated Press Writing Style, and the basics of yearbook/newspaper/TV production. Required for students to progress to yearbook or newspaper in subsequent years.

### Web Design III

This course is designed to provide overview of the Internet, Intranet, and Web Design. The content includes Internet/Intranet tools, Web site planning, promotion; HTML commands; advanced page design, and multimedia applications. After successful completion of this course, students will have met Occupational Completion Point - Data Code B, HTML Coder - (Industry Title).

### Web Design IV

This course provides advanced concepts in HTML, design, and internet tools. Introduction to style precedence and style inheritance with the use of Cascading Styles to design page layouts. After successful completion of this course and Web Design 2, students will have met Occupational Completion Point - Data Code C, Web Designer- (Industry Title).

### Journalism VI

This course offers an overview of journalism in its many forms. The course is an introductory course that is designed to acquaint students with print, broadcast and photo journalism. It includes basic news writing, reporting, and ethical issues in journalism.

### Mass Media I

This course offers an overview of mass media and its impact on society. It will acquaint students with the development of books, newspapers, magazines, film, radio, television, and the Internet.

### Acting 1 & 2 (Performing Arts only)

These foundational courses are meant to introduce beginner to intermediate acting students to the various acting teachers and their methods. Students will work on character and script analysis as it pertains to character development, movement, vocal production, and believability.

### Theatre/Theatre History 1

Students will be introduced to the origins of theatre from prehistory to the Medieval Era. They will identify the contributions of several societies to story, actor, technical theatre, and literature.

### Theatre/Theatre History 2

Prerequisite: Theatre/Theatre History 1 – We will continue our journey through time by continuing to explore theatre and its development through contemporary times.

### Orchestra

Will offer music instruction in the following instruments: Violin, Viola, Cello, and String Bass. Students interested in this course would be instructed in symphonic music as it relates to string instruments. This course is not available for students wishing to play guitar, piano, or a wind instrument.

### Band

Will offer music instruction in Wind and Percussion instruments which include: Piccolo, Flute, Oboe, Bassoon, Clarinet, Saxophone, French Horn, Trumpet, Trombone, Baritone, Tuba, and Percussion

instruments. This is structured on a symphonic music curriculum. This course is not available for students who wish to play guitar, or other string instruments.

## **Class Descriptions 6<sup>TH</sup> – 8<sup>TH</sup>**

### **M/J Broadcast and Communication**

This course is designed to prepare students to explore careers in the field of television. Students will learn the history of Broadcast Journalism and will gain the essential skills to write for broadcast news. Students will also learn the technical aspects of the Broadcasting industry.

### **M/J Exploration of Production Technology**

The purpose of this course is to enable students to develop basic knowledge of the functions, capabilities, applications, and social implications of the Internet as well as knowledge and skills in computer applications. Students will learn about the Internet and World Wide Web, input and output devices, principles, concepts, and processes of desktop computer applications, ethical uses of computers, touch keyboarding, and telecommunications concepts.

### **6<sup>th</sup> Grade Intro to Technology (Semester Course)**

Course Description: The purpose of this course is to introduce the student to technology and familiarize them with every portion of the course to build up concepts for further enhancement. It is also designed to enable students to obtain the basic skills and foundations required for today's business environments. Emphasis is placed on social and ethical implications of computer usage; developing proficiency with touch keyboarding; fundamental computer applications using spreadsheets, presentation applications, and the integration of these programs using software that meets industry standards.

### **7<sup>th</sup> / 8<sup>th</sup> Exploring Technology / Career Exploratory Wheel (Semester Course)**

#### **7<sup>th</sup> / 8<sup>th</sup> Exploration Of Production Technology**

The purpose of this course is to guide students in making a career decision. Strategies used focus on educational achievement, personal/social development, career, and community awareness which support students' success.

Students will get the opportunity to identify their interests, skills, and work values to begin exploring potential college majors and careers. In addition to learning fundamental computer applications using spreadsheets, presentation applications, and the integration of these programs, students will also be learning important transferable employability skills such as leadership, communication skills, ethics, teamwork, and responsibility. This course will enable students to obtain the basic skills and foundations required for today's business environments.

## **DORAL ACADEMY OF TECHNOLOGY** **(6<sup>TH</sup>- 8<sup>TH</sup> GRADE ONLY)**

### **Intro to Science and Technology – 6<sup>th</sup> Grade**

The curriculum is built to identify science, technology, engineering and mathematics (STEM) activities to improve student performance and outcomes in the form of competitions with a special emphasis on **engineering design concepts**.

Upon completion of the course the student will be able to:

- Recognize the need for, and demonstrate the ability to, engage in life-long learning
- Understand how the activities relate to the math and science being taught in the classroom
- Describe various methods used to manage and schedule projects
- Participate in and/or conduct design reviews
- Collect, analyze and interpret data
- Function on multi-disciplinary teams
- Allowing students to make connections between his/her learning and a world of opportunities

### **Robotics – 7<sup>th</sup> Grade**

The curriculum is built around the fundamental understanding of the systems that make up robots and the development of workplace competencies. The cornerstone of the class involves solving engineering design problems.

Upon completion of the course the student will be able to:

- Identify, formulate solutions for, and solve engineering technology problems using engineering design processes
- Apply knowledge of mathematics, science and technology to solve robotic engineering technology problems
- Function on multi-disciplinary teams
- Communicate effectively using various forms of communication
- Recognize the need for, and demonstrate the ability to, engage in life-long learning
- Describe various methods used to manage and schedule projects
- Participate in and/or conduct design reviews
- Collect, analyze and interpret data

### **Future City – 8<sup>th</sup> Grade**

This flexible, cross-curricular educational program gives students an opportunity to do the things that engineers do—identify problems; brainstorm ideas; design solutions; test, retest and build; and share their results. This process is called the engineering design process. With this at its center, Future City is an engaging way to build students' 21st century skills.

Upon completion of the course the student will be able to:

- Apply math and science concepts to real-world issues
- Develop writing, public speaking, problem solving, and time management skills
- Research and propose solutions to engineering challenges
- Discover different types of engineering and explore careers options
- Learn how their communities work and become better citizens
- Develop strong teamwork skills