

# Course Catalogue

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# Scheduling Policies

Howard Middle School creates student schedules with careful consideration to each student's academic level, abilities, and areas of interest. In order to provide consistency for parents, students, and teachers, schedule changes will be kept to a minimum. Schedule changes are only considered if the change is due to an error with placement in a core class, or with an error in leveling for an arts class. Schedule changes will not be made based on preference of specific teachers, desire to be with a classmate, or other non-academic rationale. Before making a request, please review the information below to assure that you fully understand the schedule change policy.

**Requesting a schedule change:** In the rare event that a schedule change is needed, a schedule change request form **must** be submitted to the Guidance Department. No request may be made through personal meetings, phone calls, or emails. Once the proper forms and documentation are provided to Guidance, the student's records will be reviewed and a decision will be made regarding the request.

**Reason for changes:**

- Student is missing a core class.
- Student was inappropriately placed based on grade level.
- Student was inappropriately placed based on skill level.
- Student has documented evidence supporting a course change.

**1 Week Rule for Electives:** Parents and students are responsible for carefully reviewing the elective courses and selecting the most appropriate courses based on their student's interests and skill level. Auditions and teacher recommendation are also used as a primary means of course placement. The Guidance Department will do their best to place students in their top elective choices; however, space is limited in each elective. If a parent or student feels they were placed in the wrong elective based on their skill level, they have the first week of the school year to request a change. Parents will complete a schedule change form and submit it to the Guidance Department. Once the form is submitted, the Guidance Department will review it and decide if a schedule change is possible. Not all schedule change requests will be approved. Following the first week of school, **no** changes will be made to the student's elective schedule.

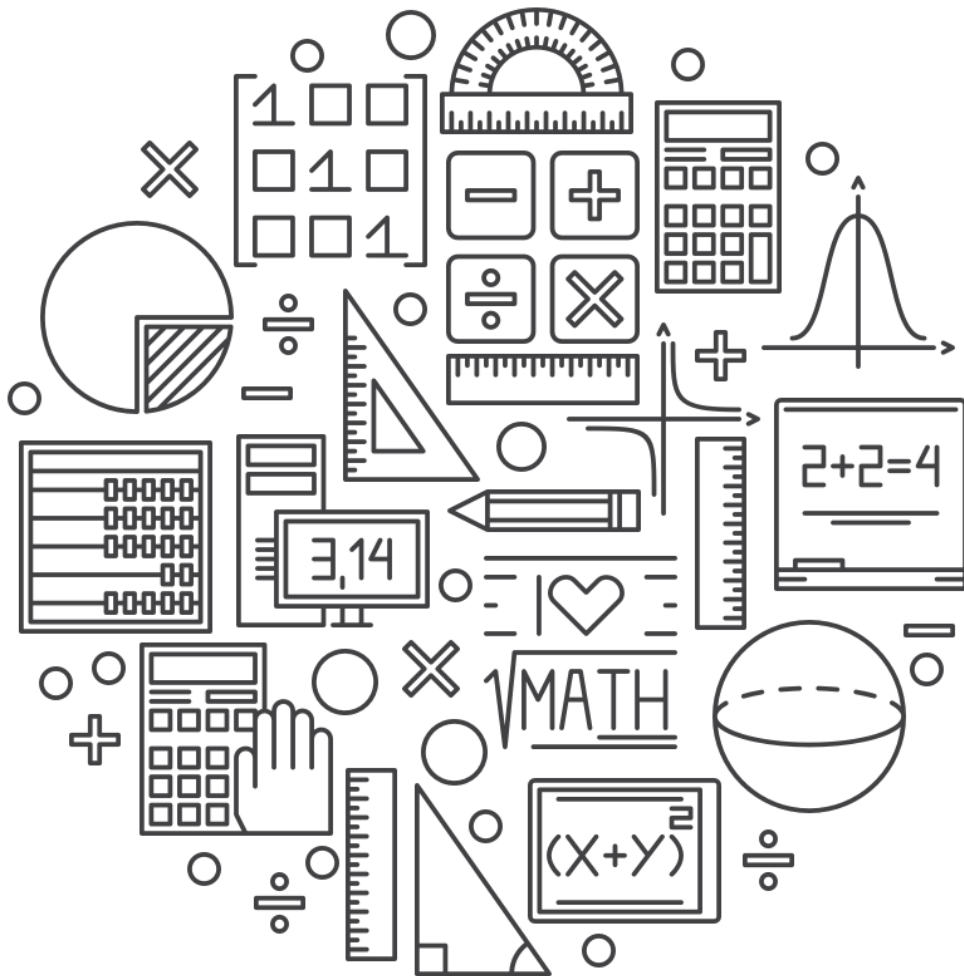
**Math Placement Concerns:** The OCPS math progression was changed for the 2019-20 school year. If you have a concern regarding your child's math placement, please review the math progression prior to submitting a schedule concern form. We are unable to make math course placements that do not align with the district progression.

**Howard Middle School will not change student schedules for any of the following reasons:**

- Friends are in another class
- Teacher preference
- Lunch period preference
- Elective preference (counselors try to ensure electives are chosen from ranking of top 5 choices)

# Academic Courses

## Mathematics

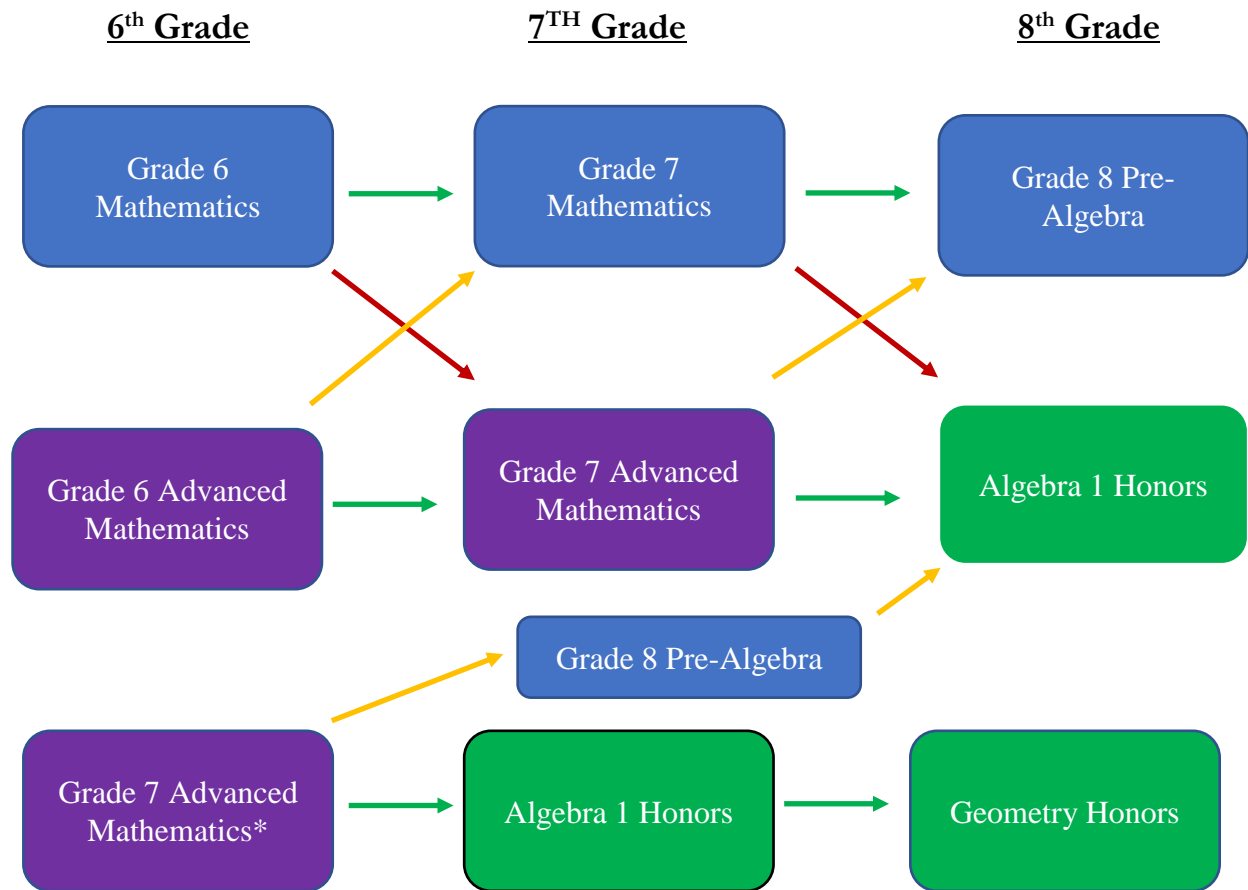


# Math Progression

Courses in blue are grade level middle school courses. Students will learn one year of content and begin high school courses in 9<sup>th</sup> grade.

Courses in purple are advanced middle school courses. Students will learn about 1.5 years of content and begin high school courses in 7<sup>th</sup> or 8<sup>th</sup> grade.

Courses in green are high school courses. Students begin high school courses in 7<sup>th</sup> or 8<sup>th</sup> grade. Which means they may need to take courses through OCVS to avoid content gaps.



Indicates there are no content gaps when taking this course after the prior course.



Indicates there is foundational math content students will not learn when taking this course after the prior course (OCVS recommended).



Indicates options for students if the initial pathway is accelerating too quickly.

\*Students must score a level 5 on the 5<sup>th</sup> grade math FSA to take this course as a 6<sup>th</sup> grader.

# Course Descriptions

**M/J Grade 6 Mathematics 1205010** In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

**M/J Grade 6 Mathematics Advanced 1205020** In this Grade 6 Advanced Mathematics course, instructional time should focus on six critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) developing understanding of statistical thinking; (5) developing understanding of and applying proportional relationships; and (6) developing understanding of operations with rational numbers and working with expressions and linear equations.

**M/J Grade 7 Mathematics 1205040** In Grade 7, instructional time should focus on four critical area: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two-and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

**M/J Grade 7 Mathematics Advanced 1205050** In this Grade 7 Advanced Mathematics course, instructional time should focus on five critical area: (1) solving problems involving scale drawings and informal geometric constructions, and working with two-and three-dimensional shapes to solve problems involving area, surface area, and volume; (2) drawing inferences about populations based on samples; (3) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (4) grasping the concept of a function and using functions to describe quantitative relationships; and (5) analyzing two-and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

**M/J Grade 8 Pre-Algebra 1205070** In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two-and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

# High School Credit Math Course Descriptions

Grades for these courses will impact a student's high school GPA

**Algebra 1 Honors (High School Credit) 1200320** The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Geometry Honors (High School Credit) 1206320** The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.





## ELA Course Descriptions

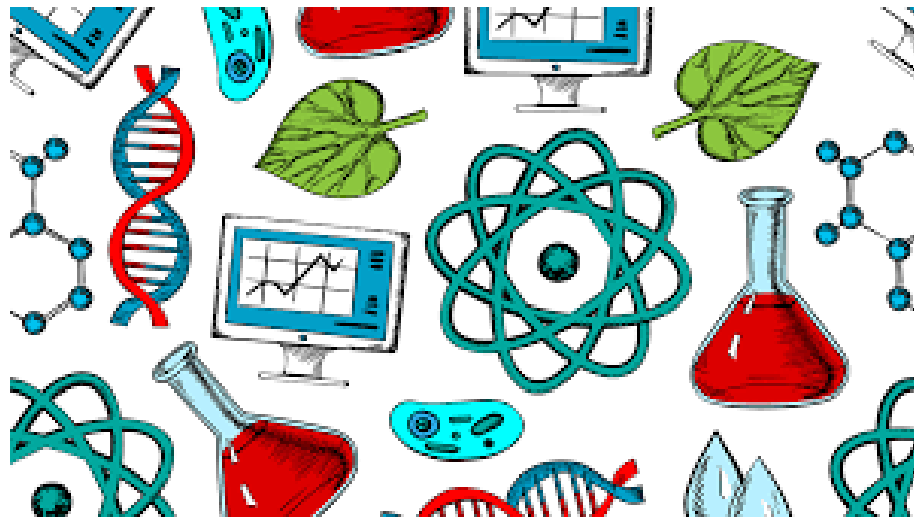
As part of our emphasis on high-level academic achievement at Howard, all students will be enrolled in advanced coursework for ELA. It should be noted that the standards to be taught and state exams are the same for regular and advanced ELA courses.

**M/J Language Arts 1 Advanced 1001020** The purpose of this course is to provide grade 6 students, using texts of appropriate complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

**M/J Language Arts 2 Advanced 1001050** The purpose of this course is to provide grade 7 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

**M/J Language Arts 3 Advanced 1001080** The purpose of this course is to provide grade 8 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

**Advanced Courses:** Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc.

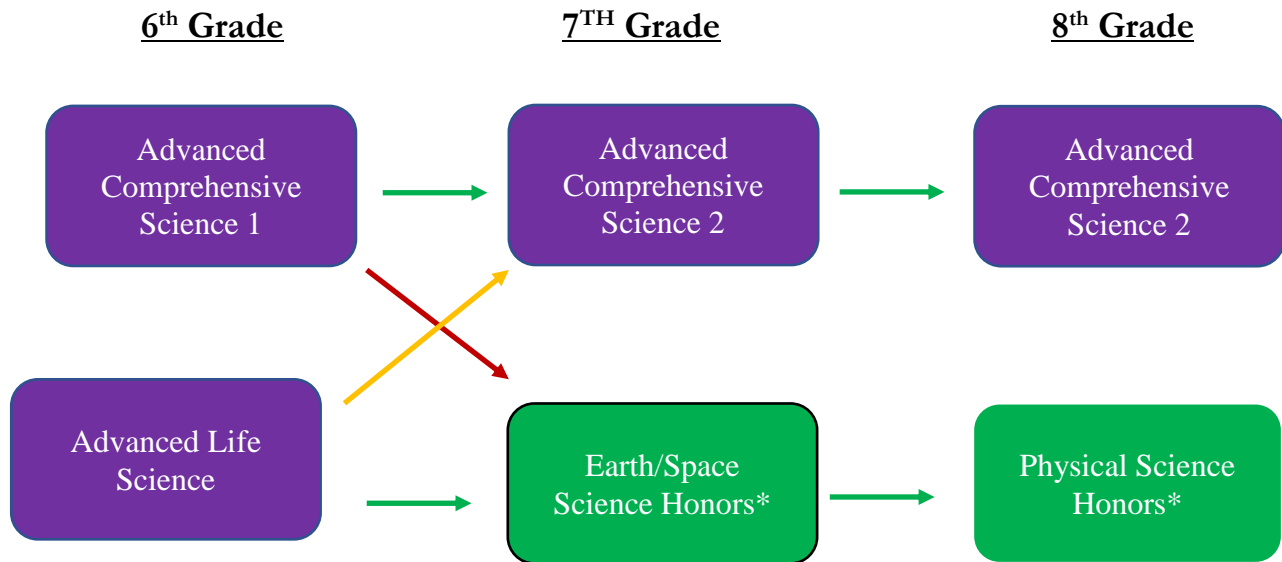


# Science

# Science Course Progression

Courses in purple are advanced middle school courses.

Courses in green are high school courses. Students can begin high school courses in 7<sup>th</sup> or 8<sup>th</sup> grade. Grades in these courses will impact a student's high school GPA.



Indicates there are no content gaps when taking this course after the prior course.



Indicates there is foundational content students will not learn when taking this course after the prior course.



Indicates options for students if the initial pathway is accelerating too quickly.

\*Placement in high school level courses is subject to approval by Howard Middle School. Students are encourage to only opt for high school courses if they are currently performing at or above grade level as defined by state, district, and school measures.

# Science Course Descriptions

## M/J Comprehensive Science 1, Advanced 2002050

The purpose of this course is to provide opportunities for students to study concepts of science through exploratory investigations, activities, and applications. Science content includes: earth structures, earth systems and patterns, organization and development of living organisms, energy transfer and transformations, motion of objects, forces and changes in motion. Scientific processes include: the role of theories, laws, hypotheses, and models; laboratory investigations, experimental procedures, problem solving, and the characteristics of scientific knowledge.

## M/J Comprehensive Science 2, Advanced 2002080

The purpose of this course is to provide opportunities for students to study concepts of science through exploratory investigations, activities, and applications. Science content includes: earth structures, diversity and evolution of living organisms, heredity and reproduction, interdependence, forms of energy and energy transformation. Scientific processes include: the role of theories, laws, hypotheses, and models; laboratory investigations, experimental procedures, problem solving, and the characteristics of scientific knowledge.

## M/J Comprehensive Science 3, Advanced 2002110

The purpose of this course is to provide opportunities to study the principles of physics and chemistry. The content should include, but not be limited to, the following: unifying concepts and processes of science; matter, waves and light, energy and heat, forces and motion. This course shall include laboratory investigations, which incorporate the use of measurement, problem solving, laboratory apparatus, safety procedures, and experimental procedures (e.g. designing, recording, conducting and analyzing an experiment). Besides, students will practice active and close reading of the text, writing opportunities, supporting answers based upon evidence from the text, and argumentation based on claims and evidence.

## M/J Life Science, Advanced 200020

**\*This course prepares students to take high school courses for science in 7<sup>th</sup> & 8<sup>th</sup> grade.**

**This course should only be taken if you intend to take high school credit sciences in middle school.**

The purpose of this course is to provide opportunities for students to study concepts of science through exploratory investigations, activities, and applications. Science content includes: earth structures, earth systems and patterns, organization and development of living organisms, energy transfer and transformations, motion of objects, forces and changes in motion. Scientific processes include: the role of theories, laws, hypotheses, and models; laboratory investigations, experimental procedures, problem solving, and the characteristics of scientific knowledge.

# High School Credit Science Courses

The final grade for these courses will impact a student's high school GPA.

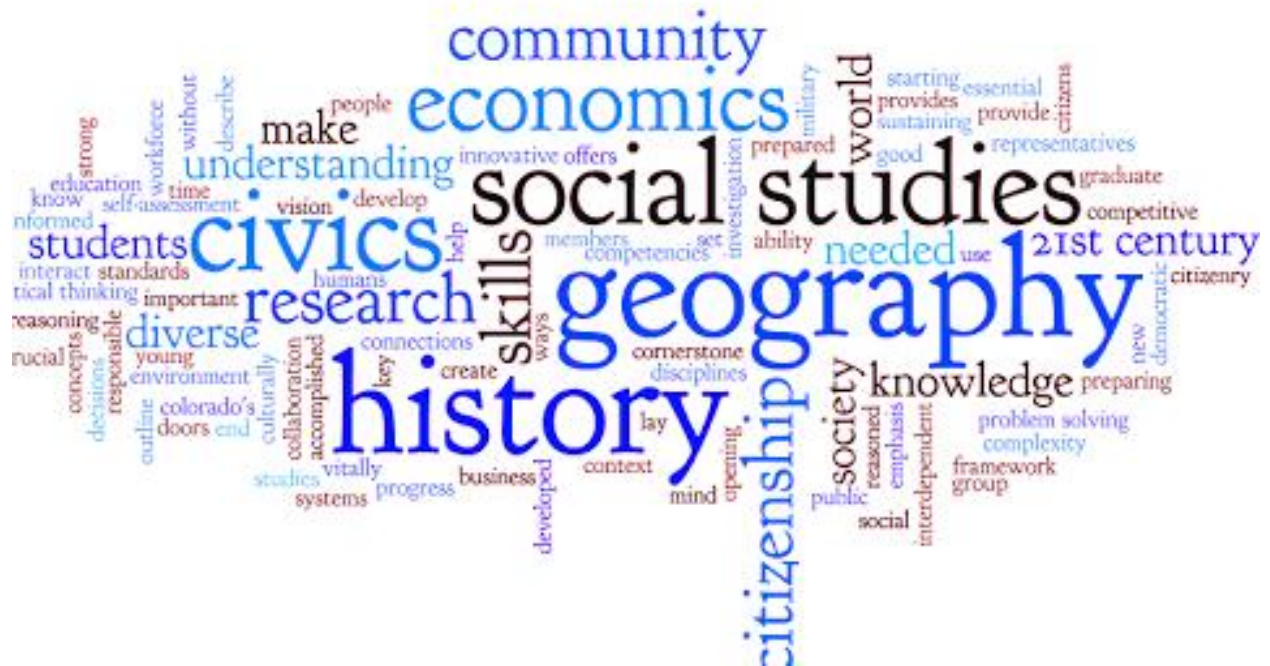
## Earth Space Science Honors (High School Credit) 20013209

This is a rigorous course focusing on high-school level science standards and will require students to be highly motivated, organized and capable of independent learning. Course topics include astronomy, plate tectonics, minerals, rocks and landforms, surface processes, oceans, weather and climate. This course will also include scientific investigations, which incorporate the use of measurement, laboratory apparatus, problem solving and experimental procedures (designing and performing valid experimental procedures, using mathematics and information for computational thinking to analyze data). This course provides extensive technical reading and writing opportunities in the form of multiple independent science research projects. This honors course is a high school course. Upon successful completion of this class, students will be awarded high school credit in Earth/Space Science.

## Physical Science Honors (High School Credit) 2003320

This is a rigorous course focusing on high-school level science standards and will require students to be highly motivated, organized and capable of independent learning. This is an inquiry approach course. The content of this course includes but not limited to, forces and motion, electricity, energy, and matter. The practice of science is embedded throughout the curriculum. This course awakens curiosity, independent thinking and learning in students as it uses a challenge-driven instructional strategy. Students will learn these principles through laboratory investigations to be able to respond to the given problem. Students will become proficient in using sophisticated lab instruments and technology to collect data. Written and oral communications are required of all students. This honors course is a high school course. Upon successful completion of this class, students will be awarded high school credit in Physical Science.

# Social Studies



6<sup>th</sup> Grade World History

7<sup>th</sup> Grade Civics

8<sup>th</sup> Grade U.S. History

# Course Descriptions

As part of our emphasis on high-level academic achievement at Howard, all students will be enrolled in advanced coursework for social studies. It should be noted that the standards to be taught and state exams are the same for regular and advanced social studies courses.

## M/J World History, Advanced 2109020

The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents

## M/J Civics, Advanced 2106020

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

## M/J United States History, Advanced 2100025

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.



## Performing Arts





# Band

## Beginning Band:

This course is open to students in grades 6 – 8 who wish to learn an instrument. No experience is necessary. Students will learn the basics of every instrument then choose their “Top 3” favorites. Students will audition or try-out each of these 3. With the band director’s help, we will choose the best instrument for each student. Students will also learn to read Treble & Bass Clefs and learn the basic fundamentals of music performance on their chosen instrument. Students will perform in a minimum of three concert performances per year.

## Concert Band:

This course is open to students with one year of experience on an instrument. Students will build upon the fundamentals of performance that they learned in Beginning Band and will perform intermediate band literature. Students will perform in a minimum of three concert performances per year.

## Wind Ensemble:

This is the premier performing ensemble at Howard Middle School. This course is open to students with at least one year of experience on an instrument. Students are placed into this group based on audition, skill, and behavior. Students will learn advanced instrumental and ensemble techniques to perform more advanced band literature. Private lessons are highly recommended for each student in this ensemble. Students will perform in a minimum of five concert performances per year.

## Jazz Band:

This course is available to students with at least one year of playing experience and play Trumpet, Trombone, Alto/Tenor/Baritone Saxophone, Drum Set, Piano, Bass Guitar, and Electric Guitar (other instruments are possible to add). This can be their main instrument OR their secondary instrument. In this course, students will learn the fundamentals of Jazz performance including swing style and improvisation. **Must also take concert band or wind ensemble.**

# Orchestra

## Beginning Orchestra:

This course is open to students in grade 6-8 who have never played a stringed instrument before. Students may choose to play violin, viola, cello or bass. They will learn the fundamentals of string playing, note reading, rhythm, and musicianship. Students will perform in a minimum of three concerts per year. Orchestra in our magnet program is for the student looking for a string experience in a strong arts environment.

## Intermediate Orchestra:

This course is open to students in grade 6-8. At least one year of private or group instruction is required. Private lessons are highly recommended, but not required. Students will continue in their development of great technique, musicianship and music theory. Students will perform in a minimum of three concerts per year, as well as participate in the Music Performance Assessment as an orchestra. Director will place students in this group based on ability level.

## Advanced Orchestra:

This course is open to students in grade 6-8, entry is based on audition. At least one year of private or group instruction is required. Private lessons are highly recommended, but not required. Students will continue in their development of great technique, musicianship and music theory. Students will perform in a minimum of three to five concerts, including two collaboration concerts with Orlando Philharmonic string players and Edgewater High School.

## Chamber Orchestra:

This group is audition based, students are required to also enroll in Advanced Orchestra. We will cover different styles of playing such as popular, chamber and upper level string literature. Extra performances are scheduled during the school year such as the December, "What's Up Orlando," at Lake Eola and performance at the Magnet Open House. This group also collaborates with show choir for literature with choir and orchestra, and is for the string player looking for another opportunity to expand their string literature and playing abilities.

# Guitar

## Beginning Guitar:

Beginning Guitar class is focused around building and understanding of the guitar as well as music literacy and ensemble skills. Rather than focusing on one particular style of music, we focus on explaining how the instrument works. In doing so, we are free to learn all styles as well as give the students the ability to learn their own choice of music on their own time. The goal is to give students the tools needed to play the instrument the way they please for the rest of their musical lives.

## Concert Guitar Ensemble:

Concert guitar expands on the mindset of unraveling the mystery that is the guitar fretboard. Students will continue to pursue more complex ensemble work of all styles while deepening their musical literacy and ability to function in ensembles of all sizes.

## Chamber Guitar Ensemble:

Chamber guitar encompasses beginning and Concert content and also places students in leadership positions within ensembles while pushing the boundaries of musical literacy and facility with guitar mechanics.

## Honor Guitar Ensemble:

In addition to the fundamental education that all other classes receive, Honor guitar ensemble is the face of HMS Guitar. They represent the program in the community as well as on campus when called upon to do so.

# Chorus

## Beginning Treble Chorus:

This chorus is open to all students, regardless of previous experience. Anyone can learn to sing! Students will learn basic, healthy vocal technique, and they will also explore a wide range of music genres.

## Ranger Chorus:

For students with previous choral experience, this group is the premier ensemble at Howard Middle School. In this chorus, you will sing a wide range of music, including pop, jazz, world music, classical, and folk. There will be several field trips and performance opportunities throughout the school year!

## Show Choir:

This ensemble will be a small, select ensemble of students (24-36 students) that will learn and perform a wide variety of music, especially jazz, show, and popular music. Students will be expected to be proficient in pitch matching, melodic memory, and basic sight-reading. They will also be expected to learn and perform choreography as a member of this ensemble. Enrollment in this ensemble will be extremely limited, and auditions are required for placement. This will be a mixed (SATB) ensemble, so boys and girls in all grade levels are welcome to audition. This is an auditioned ensemble. Auditions will take place before the end of the school year.

## Tenor/ Bass Chorus (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grade):

This ensemble will sing a large quantity of music in many different styles, while exploring the middle school changing voice in a relaxed, pressure-free environment!

# Dance

## Beginning Dance:

The purpose of this course is to enable students to develop fundamental knowledge and skills in two or more dance styles, recognize choreographic processes, enhance aesthetic awareness, and make connections between dance and other subject areas.

## Intermediate Dance:

The purpose of this course is to enable students to continue to develop fundamental knowledge and skills in two or more dance styles, recognize choreographic processes, enhance aesthetic awareness, and make connections between dance and other subject areas. Additionally students will have a focus on improving performance and creative thinking skills.

## Advanced Dance:

The purpose of this course is to enable students to enhance fundamental knowledge and skills in two or more dance styles, recognize choreographic processes, enhance aesthetic awareness, and make connections between dance and other subject areas. Students will also work on performance & creative thinking skills through improvisation and choreography.

## Dance Troupe:

The Elite Performance Dance Troupe is an auditioned-based group of students who represent the Howard Middle School Dance Program through performance. The purpose behind the performance troupe is to prepare a group of dancers, who are “show ready”, to perform for various school and community events. This class is considered an extension of the dance elective, combining the skills and techniques learned in class, with the energy and stage presence of performance. The overall goal of the performance troupe is to build a solid routine repertoire to include full group and small group numbers, so as to best fit each performance opportunity as it arises. Auditions occur at the beginning of each school year and are open to all students who are enrolled in the dance elective.

# Theatre

## Theatre 1:

The purpose of this course is to enable students to participate in varied aspects of acting, with special attention to the fundamentals of voice production, stage movement, acting, and characterization.

## Theatre 2:

Students with previous theatre instruction will explore characterization, stagecraft and dramatic literature to increase the enjoyment and understanding of what is required to prepare plays for performance. Students will study the history of theatre and research Elizabethan theatre to understand the cultural and historical impact on the theatre arts made by Shakespeare and other playwrights of that time. Students will examine a variety of theatre styles and work to employ the basic elements of acting, directing and stage craft through class projects and student directed performances.

## Theatre 3:

Students continue to build skills and knowledge as they explore aspects of theatre. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and improve their theatre knowledge and skills. Students learn about and begin to use the basic elements of a variety of acting techniques.

## Musical Theatre 1:

This course allows students to learn about and participate in various aspects of Musical Theatre performance, audition techniques (both selection of appropriate material and actual performance,) character development, movement, and vocal technique. In addition, students will explore the effects of musicals throughout history on society, popular music, and culture.

## Musical Theatre 2

This course builds on the principles, historical information, and techniques begun in Musical Theatre One and expands upon them. Individual vocal and acting coaching and small group performances will have more focus, as well, as students develop and mature both as performers and as people.

\*This course will require teacher recommendation\*

## Technical Theatre 1

Students are introduced to the elements of technical theatre, which includes costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Also important is students' technical knowledge of safety procedures and demonstrated safe operations of theatre equipment, tools, and raw materials. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

## Technical Theatre 2

Students' work focuses on learning the elements of technical theatre, which includes costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Also important is students' technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

\*Must complete Technical Theatre 1 before taking this course\*

# Piano

## Beginning Piano:

Piano class is designed to teach the concepts and fundamentals needed to perform on the piano. It will increase musical understanding beyond just reading notes. For students who have previous experience performing on the piano, we also offer multiple levels of piano, offering instruction and repertoire based on performance level.

## Intermediate & Advanced Piano:

Instruction in Piano intermediate and advanced piano is often differentiated to meet the performance level of each individual student, including recital and performance material selection. All of our Piano students perform a minimum of three times per school year, often more, in formal and electronic events. We also have a competitive system of lesson and performance materials to help motivate our pianists to achieve and perform at a higher level. Come play piano with us!





# Visual Arts



## 2D Art

### Beginning Drawing & Painting (2D Art 1):

This is an introductory course where students will create art in various 2D and 3D media including drawing, painting, sculpture, printmaking, and digital art. Students will also learn about art history, art criticism, aesthetics, and art careers. This course is required for all new Visual Arts magnet majors.

### Intermediate & Advanced Drawing & Painting (2D Art 2 & 3):

Students will continue to develop art skills and techniques in 2D media including drawing, painting, and printmaking. Students will also learn about art history, art criticism, aesthetics, and art careers. Students will develop an art portfolio, participate in art competitions, and learn to exhibit artwork. This course incorporates hands on activities and consumption of art materials. (Prerequisite: Beginning Drawing & Painting) (May be repeated)

## 3D Art

### Beginning & Intermediate Ceramics & Sculpture (3D Art 1 & 2):

Students will continue to develop art skills and techniques in 3D media including ceramics and sculpture. Students will also learn about art history, art criticism, aesthetics, and art careers. Students will develop an art portfolio, participate in art competitions, and learn to exhibit artwork. This course incorporates hands on activities and consumption of art materials. (Prerequisite: Beginning Painting & Drawing) (May be repeated)

# Digital Arts

## Digital Art 1:

In Digital Art 1, students will be introduced, and refine, their use of concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, scanners, editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own Designs and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials. They will use these proficiencies to apply practical visual solutions for self-promotion, logo design, and other publications. Adobe CC is the core suite for these courses and as they progress, every program continues to be used. Students will begin building their understanding Digital Art and Design software and adding on: Adobe Photoshop (CORE), iMovie, Adobe InDesign

## Digital Art 2:

### ***Prerequisite Digital Art 1***

In Digital Art 2, students will be building on and refining, their use of concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, scanners, editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own Designs and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials. They will use these proficiencies to apply practical visual solutions for self-promotion, logo design, and other publications. Adobe CC is the core suite for these courses and as they progress, every program continues to be used. Students will be built from Digital Art and Design 1, their understanding Digital Art and Design software and adding on: Advanced Adobe Photoshop (CORE) & Beginning Adobe Illustrator (CORE)

## Digital Art 3:

### ***Prerequisite Digital Art 2***

In Digital Art 1, students will be building on and refining, their use of concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, scanners, editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own Designs and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials. They will use these proficiencies to apply practical visual solutions for self-promotion, logo design, and other publications. Adobe CC is the core suite for these courses and as they progress, every program continues to be used. Students will be built from Digital Art and Design 1, their understanding Digital Art and Design software and adding on: Advanced Adobe Photoshop (CORE) & Beginning Adobe Illustrator (CORE)

# Other Electives

## Advanced Academics

*Students must be identified as Gifted to enroll in this course.*

This course is designed to enable exceptional students to acquire and apply the skills and abilities needed to enhance academic achievement through experiences which provide enrichment, in-depth learning, and /or accelerated study of academic curriculum requirements. Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. The purpose of this course is to provide appropriately individualized curricula for students who are gifted. Students will be able to explore individual areas of interest and work towards their own goals, all based on Florida's Frameworks for K-12 Gifted Learners.

## Legal Studies

Available to 7<sup>th</sup> & 8<sup>th</sup> Graders

Can only be taken once

The social studies curriculum for this course consists of the following content area strands: Geography, Civics and Government. The primary content for this course pertains to the principles, functions, and organization of the American legal system. The content should include, but not be limited to, the purpose of law, the role of citizens, the impact of laws on the lives of citizens, civil and criminal laws, fundamental civil and criminal justice procedures, causes and effects of crime, consumer and family law, comparison of adult and juvenile justice systems, and career opportunities in the legal system. Students will study methods of historical inquiry and primary and secondary historical documents.

## Creative Writing

Available to 7<sup>th</sup> & 8<sup>th</sup> Graders

The purpose of this course is to enable students to learn and use writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

## Project Lead The Way (STEM):

Throughout each grade level in the engineering/STEM classes, students will dive head first into the engineering design process. Continually, working hands-on, the students will become an army of problem solvers. They will constantly be planning, building and rebuilding their designs.

### Introduction to Technology (6<sup>th</sup> Grade):

At the sixth grade level, students will be brought up to speed on environmental issues such as sustainability. Then they will use their newly developed engineering minds to help problem solve and make our world a better place.

### Exploring Engineering Technology (7<sup>th</sup> Grade):

For the seventh graders, they kick the year off learning how to design and draw like an engineer in their design and modeling class. They will learn a form of CAD. (Computer Aided Design) Essentially, they will learn how to draw their design and then go on to build it! For the second semester, they will be immersed in the world of automation and robotics. After becoming efficient in mechanics, within a few short weeks they will have built and programmed their first robot.

### Exploring Robotics Technology (8<sup>th</sup> Grade):

Eighth graders land themselves in the magic of electrons and flight and space. The year starts with them learning the ins and outs of circuitry and apply it to the function of a robot. The second half of the year, the students will learn all about flight and space. They will be immersed in the world of flying. Learning how to fly drones and flight simulators, students are taught the principles of flight and much of the engineering that goes into getting things into the air.

### Introduction to Engineering Design (High School Credit Course):

HMS also offers a very challenging but rewarding Introduction to Engineering Design course. In the class, select eighth graders learn in-depth methods to problem solve using the engineering design process. The students fine tune their skills working with Inventor, a special CAD software. By the end of the course the students can be industry certified in Inventor and have the chance at not only high school credit, but college credit as well. Enrollment in course must be approved by the teacher.