

ART I

This yearlong course provides students the opportunity to analyze and explore the basic art elements and principles of design through the use of two- and three-dimensional projects. Students learn the various techniques and uses of media, materials, and equipment. They gain a broad understanding of art historical references within a variety of cultures in order to give increased depth to their own creative expression. Students respond to their own artwork and the artwork of others through writing and discussion.

ART II

This yearlong course provides for further continuity, exploration, and amplification of the basic art elements and principles of design through multiple series of pencil value study drawings, color pencil compositions, oil pastel compositions, mixed-media compositions, printmaking, pointillist-impressionist tempera paintings, and two miniature watercolor paintings. Emphasis on techniques, use of media, materials, and tools continue to be explored. Students enhance and deepen the understanding of their own creative expressions through historical references within a variety of cultures. Students consider why people make art and identify an artist's intent in deriving meaning.

ART III

This yearlong course offers both advanced individual studies involving major projects and an in-depth, advanced exploration of the art elements and design principles through a variety of media, styles and the development of new and innovative techniques, which include painting, drawing, scratchboard, and self-portraits. Comparative studies through historical/ cultural references enhance the students' creative expression. Students analyze and interpret their own and other's art work in order to derive meaning.

COMPUTER APPLICATIONS

Computer Applications is an elective course offered to students in grades 9 – 12. Students gain understanding of how to operate a computer while learning the Microsoft Office suite (Word, Excel, Publisher, Power Point, and Movie Maker) in a small business application. Students learn the fundamentals of typing skills so they can type with adequate speed and precision using a standard QWERTY keyboard. In addition to MS Office, students learn how to use other software to edit and record video and audio. The students also learn and practice presentation skills useful in their other high school courses.

NASTRUT/CUMPUTER REFURBISHING

Native American Students Recycling Used Technology (naStRUT) is an elective course offered to students in grades 9 – 12. Algebra I recommended but not required. This course introduces students to the complete inner workings of the computer in a safe and hands-on manner using both lab and computer lab simulations. Students study how the microprocessor is created

using Semiconductor Manufacturing Technology (SMT) and Microelectronic Mechanical Systems (MEMS). In addition, they study the workings of drives and other components of the entire ensemble that is the modern computer. Students learn basic electronics and direct current (DC) theory as they relate to computers and associated peripherals, as well as Boolean algebra for creating logical devices. Students also have the opportunity to build and program an autonomous LEGO robot and/or an Arduino platform based robot to compete in the annual statewide robotics competition against other high schools in the state and surrounding countries.

CULINARY ARTS

Students are introduced to the fundamental concepts of food preparation in the classroom and laboratory with a focus on Native American traditions, aesthetics, and nutritional needs. Issues such as sanitation, sustainability, food sovereignty, environment, economics, and healthy lifestyle choices are stressed throughout. Students create and prepare healthy recipes, which are published in an annual printed cookbook. Campus events and holidays are opportunities for students to cook on a large scale and showcase their skills and products. Fresh, local, organic foods are used as much as possible throughout the year. Guest chefs and other professional presenters are frequent guest instructors.

DIGITAL ARCHITECTURE

This course focuses on architectural design and technical drawing using computer aided design software (AutoCAD). Students will learn to create residential working drawings such as floorplans and elevations. They will learn to use Adobe Illustrator in combination with AutoCAD. In addition to digital work, some traditional techniques will be included. The creation of concept sketches, presentation drawings, and three dimensional models will be done by hand.

GRAPHIC DESIGN

This course focuses on skills needed to structure and organize complex visual communications in both traditional and digital environments. The emphasis will be upon conceptual development, structural organization of information, and interplay of form and verbal content to effectively communicate ideas. Native American design will be emphasized. Students will learn to think critically, make aesthetic judgments, and become familiar with a variety of tools and techniques used to produce professional work in the fields of graphic design, computer art, and illustration. Basic principles and elements of graphic design, typography, and color theory will be covered. Software required for the course includes AutoCAD, Adobe Illustrator, and Adobe Photoshop.

HEALTH

This course introduces students to a holistic wellness perspective based on five key areas of lifetime health related topics: 1) physical health; 2) mental/emotional health; 3) social health; 4) community health; and 5) sexuality.

LIBRARY SCIENCE

Library Science is an elective course open for 10th, 11th, and 12th grade students. Library science aides acquire 21st Century information literacy and job skills while participating in a service learning environment in which they maintain Library Media Center (LMC) resources and help patrons locate and use LMC materials. Because the LMC is a working library that serves all SFIS staff and students, class size is limited to four students.

BAND I

This is an entry-level beginning course for students who want to learn how to play a band instrument, learn how to read music, and perform in a band. Band I is an ensemble of woodwind, brass, and percussion instruments that focuses on the development of comprehensive musicianship through performance experience. Students play music from the standard literature of various types and degrees of difficulty. They discuss and work on performance practices and problems involved in performing. This course also incorporates elements of music theory and music history and their application in various genres.

The class is designed to encourage students to improve their individual playing technique, as well as the ensemble. Performance etiquette is an essential element of the course. Students perform a minimum of three concerts during the school year, including the adjudicated New Mexico Music Educators Association (NMMEA), which uses the Music Performance Assessment (MPA).

BAND II

Band II is an ensemble of woodwind, brass, and percussion instruments that focuses on the development of comprehensive musicianship through performance experience. Students play music from the standard literature of various types and increasing degrees of difficulty. They discuss and work on performance practices and problems involved in performing. This course also incorporates elements of music theory and music history and their application in various genres.

The class is designed to encourage students to improve their individual playing technique, as well as the ensemble. Performance etiquette is an essential element of the course. Students perform a minimum of three concerts during the school year, including the adjudicated New Mexico Music Educators Association (NMMEA) Music Performance Assessment (MPA).

CHORUS

Chorus is an ensemble of male and female voices that focuses on the development of comprehensive musicianship through performance experience. Students sing music from the standard literature of various types and degrees of difficulty. They discuss and work on performance practices and problems involved in performing. Elements of music theory and music history are incorporated and applied in various genres. The class is designed to

encourage students to improve their individual vocal technique as well as the ensemble. Performance etiquette is an essential element of the course, and performance in a minimum of three concerts during the school year, including the adjudicated New Mexico Music Educators Association (NMMEA) Music Performance Assessment (MPA), is required.

GUITAR

Students learn the basic design and parts of the guitar and the evolution of the instrument throughout history. They master notes on the individual strings and construction of various chords. Students play music from the standard literature of various types and degrees of difficulty. They discuss and work on performance practices and problems involved in performing. Elements of music theory and music history are incorporated and applied in various genres. The class is designed to encourage students to improve their individual playing technique as well as the ensemble. Performance etiquette is an essential element of the course, and performance in a minimum of three concerts during the school year, including the adjudicated New Mexico Music Educators Association (NMMEA) Music Performance Assessment (MPA), is required.

MUSIC APPRECIATION

Students develop their ability to appreciate the art of music in this one-semester course. Students are introduced to:

1. The fundamentals of music;
2. The four families of musical instruments;
3. The basics of music theory;
4. An overview of musical history: Western, Medieval, Renaissance, Baroque, Classical, Romantic, Modern and Post-Modern, American Popular, Traditional Native American; and
5. An introduction to music technology.

PHYSICAL EDUCATION

This course is structured to provide high school students with knowledge and skills for participation in a variety of physical activities. Students explore individual and team sports activities, which include good health practices, exercise, flexibility, and aerobic conditioning. Students have:

1. An opportunity to learn and perform authentic and culturally sensitive skills and values that will be the basis for lifelong fitness, recreation and well-being;
2. Regular and enjoyable physical activity; and
3. Information that can result in healthier, happier and safer individuals, families and communities.

SILVER I

Students will:

1. Learn the basics of jewelry and metal craft fabrication through instructions and hands-on demonstrations resulting in the completion of projects;
2. Apply basic sawing, soldering, stone setting, finishing, and various methods/techniques to create jewelry people can wear;
3. Be able to identify and use all hand tools and machinery correctly and safely;
4. Work together in groups and independently, sharing ideas and designs;
5. Develop skills in patience and craftsmanship;
6. Learn the history of Native American silversmithing through Internet research and classroom instruction;
7. Create jewelry people can wear by using basic jewelry techniques through an understanding of Native American silversmithing; and
8. Students will understand correct terminology/vocabulary related to jewelry making.

SILVER II AND III

Students will:

1. Be able to use and identify all machinery, hand tools, torches and other jewelry making equipment;
2. Develop skills in patience and craftsmanship;
3. Enhance the use of intricate techniques, processes and skills already learned in the beginning silversmithing class;
4. Develop skills in designing, necessary for individual jewelry fabrication;
5. Create personal work that expresses the individuality of the artist;
6. Share and display projects at a variety of shows: on campus, at the Heard Museum Art show, other museums, and/or Indian Market; and
7. Use correct terminology/vocabulary related to jewelry making when presenting their work.

SPANISH I

Students attain basic proficiency in using and understanding Spanish at the beginning level in listening, speaking, reading, and writing. Students also learn about Spanish-speaking cultures, customs, and traditions. Simple visual materials are utilized to prompt students to verbally relate their own experiences. Students answer questions in Spanish that require them to speak about their daily lives, express their opinions, and supply information. They acquire a basic knowledge of beginning Spanish from discussion and class participation. Students organize and write short essays by translating from English to Spanish and Spanish to English through simple writing assignments based on the SFIS Ten Elements. In these ways, students also build proficiency in the SFIS Ideal Graduate skills.

SPANISH II

Students learn intermediate level, modern Spanish vocabulary and all structural parts of the Spanish language. Students also study the geography, history, literature and rich cultures of the vast Spanish-speaking world, including Spain, the Caribbean, New México, México, Central America and South America. Understanding these parts of the Spanish language and culture are necessary to communicate and function in today's ever-changing Spanish-speaking world. Students write essays of 200 to 350 words comparing and contrasting Spanish and Native American approaches to topics related to the SFIS Ten Elements: governance, land/cultural preservation, language, law/jurisprudence, environment, health, family, economic and community development, art, and education. Essays are written in English and translated into Spanish. In these ways, students also build their proficiency in the SFIS Ideal Graduate skills.