



# Navajo Preparatory School SY 2017-2018



## Course Description Handbook

### ***Group 1: Language A***

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#### **English I (Year Long)**

**Freshman**

This course is an introduction to the study of literature in context. Written and oral responses to literary types will utilize critical thinking skills with an emphasis on the fundamentals of the writing process. Students will study literary genres and terms, proofreading and grammar, vocabulary enrichment, and research strategies. The traditions of Diné philosophy will be examined as they explore concepts, ideas, and issues.

#### **English II (Year Long)**

**Sophomore**

English II represents an in-depth study of world literature. Written and oral responses to the literature studied will exercise all levels of critical thinking skills to recognize and approach complex problems. Major topics of study include all phases of the writing process, analysis involving literary genres and terms, precise grammar, vocabulary skills, research skills, and the use of electronic technology to communicate. Students will apply knowledge in the comparison of works from different cultures, regions, periods, and genres. All works will be examined in the context of traditional Diné values and philosophy.

#### **IB Language & Literature SL/HL I (Year Long)**

**Junior**

The language A: language and literature course introduces aspects of the IB Diploma Programme with the critical study and interpretation of written and spoken texts from a wide range of literary and non-literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. The course is organized to explore the language in question through its cultural development and use, its media forms and functions, and its literature. The exploration will assist students in formulating a unified vision of language, literature, rhetoric, and composition while they develop their own writing and speaking skills.

Language theory, rhetoric, and oral traditions will be emphasized. Research projects will be designed to consider resources far beyond traditional print media. Research projects will be designed to consider resources far beyond traditional print media. This course is designed to build skills with understanding and analyzing how people learn language and how it is used to acquire information, to persuade, and to perpetuate culture and tradition. All works will be examined in the context of traditional Diné values and philosophy.



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## Course Description Handbook

### **IB Language & Literature SL/HL II (Year Long)**

**Senior**

The content and speed of the course will be rigorous in order to fine tune skills in critical thinking, grammar, communication, research and writing. Topics include various genres of literature with an emphasis on British and other World Literature. Students will apply knowledge in the comparison of works from different cultures, regions, periods, and genres. International translated works, Shakespeare, and other forms of literature will also be integrated into the curriculum. Students will develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy. All works will be examined in the context of traditional Diné values and philosophy.

## ***Group 2: Language Acquisition***

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### **Spanish I (Year Long)**

**Freshman & Sophomore**

Students will apply listening, speaking, singing and writing to converse in Spanish and read simple books. They will learn about the Hispanic cultures and be exposed by video and Internet to Spanish speaking countries. In accordance with the learner profile of the Programme, they will be encouraged to have an international mind to open their eyes to the world and to be motivated to learn more about our different cultures.

### **Spanish II (Year Long)**

**Freshman & Sophomore**

Spanish II is a course for students that took the Spanish I class. This course includes more grammatical structures and new verb tenses. Students will have the opportunity to keep applying the listening, speaking, reading, writing, and conversational skills, as well as singing. In addition, students will research and explore Spanish countries and subsequent Hispanic culture through videos and internet. In accordance with the Learner Profile of the IB Diploma Programme, students will be encouraged to develop a stronger sense of international mindedness and the motivation to learn more about cultures other than their own.

### **IB Spanish Ab Initio SL I & II (2 Year Course)**

**Junior & Senior**

IB Spanish Ab Initio Standard Level (SL) is a language acquisition course. Students will study the Spanish language along with cultural contexts. Students will focus on Spain and Latin America countries; keeping in mind the IB Learner Profile attributes to develop international mindedness. The instructor will select several themes as determined by the IB Diploma Programme. ***Prerequisite: Completion of Spanish I & Spanish II, and/or Permission from instructor.***



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### Navajo I (Year Long)

Freshman

This course is primarily designed to provide the basic foundations of the Navajo language. Topics cover the development of all four language skills, with an emphasis on listening and speaking. Topics include phonemes, morphemes, syntax-word order and placement, gender, diacritical marks, punctuation, mechanics, word functions, intonation, and pronunciation. Students will be highly encouraged to write dialogues, engage in beginning conversation, write short sentences in Navajo, and short paragraphs.

### Navajo II (Year Long)

Freshman, Sophomore & Junior

Diné Bizaad Bo'hoo'aah II is a course that helps the learner understand how language works. Critical elements of Diné language systems will be explained and used in class. Primary focus of this class will be on developing proficiency in reading, writing, and conversational Navajo. Students will also complete oral assessments and begin exploring literary genres. This leads to an understanding of Diné Bizaad/Culture including traditions, value systems, and individual perspectives. **Prerequisite: Completion of Navajo I, and/or Permission from instructor.**

### IB Navajo Language and Literature SL I & II (2 Year Course)

Junior & Senior

IB Navajo is a language and literature course that will be divided into four parts with assessments for each: 1) Works in Translation, 2) Detailed Study, 3) Literary Genres, 4) Options. Objectives of this course will focus on students being able to study eight works of literary study, translate literary works, provide a variety of interpretations and critical perspectives, conduct comparative study of a literary genre, and conduct an oral presentation. All work will be completed in the Navajo and English language respectively. **Prerequisite: Completion of Navajo I and Navajo II, and/or Permission from instructor.**

### Japanese I (Year Long)

Sophomore, Junior & Senior

Students will have an opportunity to learn how to speak Japanese. Course objectives are to carry a simple conversation, learn how to write, appreciate Japanese arts, foods, calligraphy, and history. Students will gain international mindedness and develop qualities in the IB Learner Profile.



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## Course Description Handbook

### ***Group 3: Individuals & Society***

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#### **New Mexico/Arizona History (Semester)**

**Freshman**

This course provides students with historical perspectives of southwest history, emphasizing New Mexico and Arizona and designed to cover the early southwestern indigenous inhabitants to modern day. New Mexico and Arizona history will be taught in conjunction with each other for comparative analysis. Major topics will allow students to learn, study, and analyze each state's geography, history, government, and current events. This course will actively engage students to question and define their roles in current issues that affect the Navajo Nation, New Mexico, and Arizona.

#### **World History and Geography (Year Long)**

**Sophomore**

This course is a survey class that introduces students to the world's history and the earth's geography. The class encompasses the major topical units of culture, geography, laws, economy and political systems. Students gain a sense of the world's development through time. The course will cover material from the early humans to present day world relationships. Students will compare and contrast the history and culture of the Diné Nation to that of cultures around the world. Integrated into the course will be the study of geography and the transformations the world has gone through due to changing environmental, religious and political conditions.



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## Course Description Handbook

### **IB US History SL/HL I & II (2 Year Course)**

**Junior & Senior**

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present. The IB Diploma Programme history course aims to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. It also helps students to gain a better understanding of the present through critical reflection upon the past. It is hoped that many students who follow the course will become fascinated with the discipline, developing a lasting interest in it whether or not they continue to study it formally. The course provides both structure and flexibility, fostering an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social. It invites comparisons between, but not judgments of, different cultures, political systems and national traditions. History is available at both Standard Level (SL) and Higher Level (HL).

#### ***Prerequisite:***

***IB US History I: Must be junior standing, no other prerequisites needed***

***IB US History 2: Need to have IB US History 1, in addition, to be a DP candidate, they must pass IB US History 1 with no grade lower than a B, if they are a certificate student or taking as an elective, teacher reserves right to approve/deny this.***

### **US Government/Economics (Year Long)**

**Sophomore & Junior**

This course will focus one semester of each subject. In Government major topics include the governmental branches, U.S. Constitution, Bill of Rights, election process, and state government. Economics focuses on basic principles, systems, trade, entrepreneurship, and consumer issues. Navajo culture and philosophy will be incorporated through comparisons and many units apply to reservation life.

### **Navajo History/Government (Semester Long)**

**Sophomore, Junior, Senior**

This course studies the fascinating and rich history of the Navajo people and nation. Major topics range from migration and confrontations, through treaties, economies, the arts, and tribal government. Current events that effect the reservation will be included. Navajo culture and philosophy will be discussed and their effect on the history of and importance to the people.

### **Navajo Culture (Year Long)**

**Senior**

This course will introduce the basic values of Diné society, past and present. Major topics include the clan system, the philosophy of duality, rites and passages and the Navajo creation story, Navajo ceremonies, sacred places, and Diné astronomy. Students will question and define their own identities as a way to develop strong self-esteem as they prepare for post-secondary education. Offered in collaboration as dual credit with San Juan College (ANTH 111).



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## Course Description Handbook

### **Foundations of Diné Teachings (Semester Long)**

**Freshman, Sophomore, Junior**

Foundations of Diné Teachings will help students learn about k'é teachings, Beauty Way Teachings, Protection Way Teachings and teachings from oral Diné history. Topics will include Diné values, character traits, connecting traditional knowledge with present day life.

### **Diné Philosophy (Year Long)**

**Sophomore, Junior, Senior**

Students will learn important philosophical terms, examine the significant philosophical viewpoints of Diné, and compare/contrast Diné philosophy with other philosophical perspectives. Students will focus primarily on the epistemology and indigenous thought of Diné. Other topics that will be explored are philosophy of science, ethics, and religion.

### **Latin America History and Culture**

**Sophomore, Junior, Senior**

This course will introduce the students to the knowledge of the history and culture of the countries of Latin America. The class will focus on Mexico, Central America (Nicaragua y Guatemala), South America (Peru, Colombia and Venezuela). This course gives the students the opportunity to learn and explore the historical and cultural richness of these countries, covering from the Colombian era to the modern times. In this study the situation of ethnic groups, the language, religion, folklore, and art of these Latin American regions will be studied.

### **Theory of Knowledge (Year Long)**

**Junior & Senior**

This course develops a coherent approach to learning that unifies the academic disciplines. By focusing on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construct. Knowledge of Learning touches every discipline and the way people think and use critical thinking skills in art, math, science, historical research, sociology, ethics, and reasoning. Navajo philosophy and culture will be infused through examples, discussions topics, and jumping off points before students are expected to think globally. Students will start with a global thought and then bring the ideas closer to home through a Navajo example.

***Prerequisite: Required for all IB Diploma Candidates.***

### **Junior (Spring Semester)/ Senior Seminar (Fall Semester)**

**Junior & Senior**

This course is specifically designed for Junior and Senior students in order to prepare them for college/career planning, research, writing and the skills necessary for post-secondary success. Students will engage in higher level writing, with a focus on MLA format, research writing skills, and brainstorming strategies. Preparation for the Atsa Exhibition (long term CAS Project and the Extended Essay) will be a component along with development and practice of ACT test taking skills, personal essay writing, resume development, persuasive speech giving, and service learning. In addition, students will receive guidance with college exploration, applications and scholarships.



# Navajo Preparatory School SY 2017-2018



## Course Description Handbook

### **Group 4: Sciences**

#### **Principles of Chemistry & Physics (Year Long)**

**Freshman**

Principles of Physics and Chemistry is a freshman science class which lays the foundation for other science classes, including Chemistry and Biology. Two general areas will be included within the class: physics, which studies different forms of energy and their relationships to each other, and chemistry, which studies the general properties of matter which makes up the world we live in and how different forms of matter may interact with one another. A small section of the course will cover Earth and Space Science in relationship to the physical sciences. This course stresses inquiry, analysis and problem solving. Lab work will stress safe and proper techniques, critical thinking, observation, and data collection and analysis. Research questions and investigations compliment the Navajo philosophies and culture.

#### **Biology I (Year Long)**

**Freshman & Sophomore**

This course is designed to take the student through a general study of living matter. Through scientific inquiry, students will become acquainted with the diversity of life and the interrelationship between biotic and abiotic factors. Topics include biochemistry, cell structure and function, photosynthesis, cellular respiration, cell replication, and structure and function of DNA. This course stresses inquiry, analysis and problem solving. Research questions and investigations compliment the Navajo philosophies and culture. **Prerequisite: One year of High School Science**

#### **IB Biology SL/HL I & II (2 Year Course)**

**Junior & Senior**

Through studying biology, students will become aware of how scientists work and communicate with each other. In this course there is an emphasis on a practical approach through experimental work that mirrors the work of real scientists by encouraging collaboration between students. The biology course is organized by topics, SL students study six topics and two out of a choice of seven optional topics. **Prerequisite: Biology I and/or Permission from instructor.**

#### **Chemistry (Year Long)**

**Freshman & Sophomore**

This course is a standards-based study of fundamental chemical concepts, such as atomic theory and its relation to chemical behavior, chemical bonding, the mole and stoichiometry, molecular kinetics, energy relationships, solution dynamics, acids-bases, equilibrium, organic and biological chemistry, and nuclear interactions. Emphasis is placed on the utilization of mathematical, analytical, data acquisition, and communication skills as well as interdisciplinary approaches to discovery. Concepts and skills are reinforced by a strong emphasis on hands-on laboratory experiences and the integration of other branches of science. Applications to society, individuals, and the utilization of technology are included. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context. **Prerequisite for Freshman Students: Admissions Score of 85% and better and/or Grade of B or better in 8<sup>th</sup> Grade Science Class.**



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## Course Description Handbook

### **IB Chemistry SL I & II (2 Year Course)**

**Junior & Senior**

The IB Diploma Programme chemistry standard level course combines academic study with the acquisition of practical and investigational skills through the experimental approach. Students learn the chemical principles that underpin both the physical environment and biological systems through the study of quantitative chemistry, periodicity, kinetics and other subjects. The chemistry course covers the essential principles of the subject and, through selection of options, allows teachers some flexibility to tailor the course to meet the needs of their students. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context. **Prerequisite: Chemistry I and and/or Permission from instructor.**

### **IB Environmental Systems & Society SL I & II (2 Year Course)**

**Junior & Senior**

This course is a rigorous introductory college course in environmental science. Topics of study integrate geology, biology, environmental studies, environmental science, chemistry, math, oceanography, human populations dynamics, geography, and political and economic approaches. Environmental science provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the Diné natural world. Students will identify and analyze environmental problems both natural and human made, evaluate the relative risks associated with these problems, examine alternative solutions for resolving and/or preventing them, and develop their own perspective.

### **Introduction to Computers (Semester)**

**Freshman**

This course is designed for students to learn the skills necessary to create, edit, and format documents and develop research skills. This course also enables students to create computer generated product and solutions using technology. Major topics include: Office 2016 (Word, Excel, Power Point), keyboarding skills, research skills, computer generated products/solutions using technology, Web 2.0 tools, and Internet safety. Students will use keyboarding to type the Navajo Language and use graphics and diagrams to illustrate clanship.

### **Computer Programming (Year Long)**

**Sophomore**

This course offers a multidisciplinary approach to teaching the underlying principles of computation. In this course, students will be introduced to the creative aspects of programming, analyzing problems and artifacts, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns and computing/global impacts. This will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science and technology. **Prerequisite: Introduction to Computers**



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## Course Description Handbook

### **Computer Science I (Year Long)**

**Sophomore, Junior & Senior**

Computer Science Principles introduces students to the fundamental concepts of computer science and challenges them to explore how computing and technology impacts the world. Multidisciplinary in nature, the course teaches students to analyze problems, use creative thinking, and collaborate to investigate solutions to real-world issues using computing. Students will develop a thorough grasp of the computing foundations and concepts relevant to college and career.

### **Physical Education (Year Long)**

**Freshman**

This course gives the student the opportunity to improve their personal health and develop skills and knowledge that will encourage them to be physically active throughout their lifetime. The PE class will focus on team sports and individual activities. Students will be able to research and learn an activity to teach to their peers. Native American culturally relevant topics and sports will be integrated as appropriate.

### **Health Education (Semester)**

**Sophomore**

This course will focus on three major programs. The Safer Choices Program provides adolescents with the knowledge, skills, and understanding of making safer decisions and the consequences of those decisions when it comes to relationships and sexual intercourse. The Teenage Health Teaching Module (THTM) provides adolescents with the knowledge, skills, and understanding that will enable them to complete the developmental tasks necessary to move from adolescence to adulthood in ways that enhance health. Finally, the Diabetes Prevention Curriculum provides adolescents with the knowledge, skills, and understanding of diabetes prevention and builds a framework of diabetes education for Native Americans.

### **Formal Dance Studies (Semester)**

**Sophomore, Junior & Senior**

Students will explore dance as a vital, communicative and performing art, reflecting social values and cultural beliefs. Fundamental components of rhythm, dance movement, and technique. This course will introduce students to ballroom dance as a social/recreational or competitive activity, with the goal of leading to an active lifestyle. This course provides the basic skills and information necessary to develop and continue one's interest in ballroom dancing. Dance history and etiquette, cooperation with a partner, and learning the fundamentals of leading/following techniques are stressed from the beginning of the semester. Various dances will be introduced such as, Fox Trot, Waltz, Jitterbug/Swing, Polka, Tango, and other styles.



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## Course Description Handbook

### **Weight Training (Semester)**

**ALL**

This course provides students the opportunity to develop strong healthy bodies, flexibility, muscular strength and muscular endurance. Students will understand the importance of good form and safety when lifting weights. The class will aid in the development of athletic and sport specific sports skills for use now and in adult life as well as teach the Diné social values inherent in both competitive and cooperative activities.

### **CrossFit Training (Semester)**

**ALL**

This course is designed to assist students in discovering the value and benefits of intense physical activity to enhance competency in all physical tasks. The goal of this course is to introduce students to CrossFit. Students will optimize physical competence in each of the ten recognized fitness domains: cardiovascular and respiratory endurance, stamina, strength, flexibility, power, speed, coordination, agility, balance and accuracy. Students will be given a forum where they can push their own limits and celebrate their successes as well as the successes of their classmates. This course will increase work capacity across broad time and modal domains.

### **IB Sports, Exercise & Health Science SL I & II (2 Year Course)**

**Junior & Senior**

The sport, exercise and health science course is currently a standard level (SL) subject. This course incorporates the traditional disciplines of anatomy, physiology, bio-mechanics, psychology of sports and nutrition. Students will explore the concepts, theories, models, and techniques that underpin each subject area and through these develop their understanding of the scientific method. This collaborative and interdisciplinary exercise science provides an opportunity for students to explore scientific solutions to global questions.



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## Course Description Handbook

### ***Group 5: Mathematics***

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Students need to be placed in a mathematics course that reflects their previous course work and current knowledge base.

New students and incoming Freshmen should be placed in a course that is appropriate but challenging. To accommodate proper placement, the NWEA test should be used as a tool to assist in proper placement. The initial NWEA test should be administered during New Student Orientation before school begins.

#### **Algebra I (Year Long)**

**Freshman**

The purpose of this course is to increase student awareness of the importance of mathematics in the modern world. Students build an understanding of basic mathematics in the study of algebraic skills and problem solving. The topics include linear functions, equations and inequalities, quadratic functions and equations, and statistics. Realistic applications relating to Navajo philosophy and culture are presented within the content as classroom and individual investigations.

The course emphasizes reasoning, critical analysis, mathematical modeling, and gathering evidence; students are active participants in their learning. The problem-based nature of each lesson provides guided, purposeful work that supports deep conceptual understanding of the mathematical objective. The problem set structures students' work so that they see how an idea develops, how it is related to other ideas, and why a particular algorithm works. On a daily basis, students using CPM Core Connections employ problem solving strategies, question, investigate, analyze critically, gather and construct evidence, and communicate rigorous arguments to justify their thinking.

***Prerequisites – None (Entry level course) or NWEA score < 240***

#### **Algebra II (Year Long)**

**Freshman & Sophomore**

This course extends the study of functions to include: polynomial, rational, and radical functions.

The four critical areas are: (1) polynomial, rational, and radical relationships; (2) trigonometric functions; (3) modeling with functions and (4) inferences and conclusions from data. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.

***Prerequisite: Completion of Geometry course***



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### **Geometry (Year Long)**

### **Freshman & Sophomore**

The goal of this course is to analyze the properties and applications of common geometric figures with an emphasis on developing logical reasoning and critical thinking skills. Topics include reasoning and proof; parallel and perpendicular lines; similarity and congruence; trigonometry; transformations; and perimeter, area, and volume analysis. Students will be required to use a variety of rudimentary and technological tools as well as manipulatives, to discover and model the course content. Realistic applications relating to Navajo philosophy and culture are presented within the content as classroom and individual investigations.

***Prerequisite: Completion of Algebra I course with a B grade or Better (or NWEA score > 240 with approval)***

### **IB Mathematics Studies SL (2 Year Course)**

### **Junior & Senior**

This course is available at standard level (SL) only. It caters for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes.

The course concentrates on mathematics that can be applied to contexts related as far as possible to other subjects being studied, to common real-world occurrences and to topics that relate to home, work and leisure situations. The course includes project work, a feature unique within this group of courses: students must produce a project, a piece of written work based on personal research, guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical investigation in the context of another course being studied, a hobby or interest of their choice using skills learned before and during the course. This process allows students to ask their own questions about mathematics and to take responsibility for a part of their own course of studies in mathematics.

The students most likely to select this course are those whose main interests lie outside the field of mathematics, and for many students this course will be their final experience of being taught formal mathematics. All parts of the syllabus have therefore been carefully selected to ensure that an approach starting with first principles can be used. As a consequence, students can use their own inherent, logical thinking skills and do not need to rely on standard algorithms and remembered formulae. Students likely to need mathematics for the achievement of further qualifications should be advised to consider an alternative mathematics course.

***Prerequisite: Year 1 Prerequisite – Algebra I and Geometry and Junior status***

***\*Note: Failure requires completion of Integrated online course during summer.***

***Year 2 Prerequisite – Successful completion of Year 1***



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### IB Mathematics SL (2 Year Course)

### Junior & Senior

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration. The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on mathematical rigor. Students should wherever possible apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

The internally assessed component, the portfolio, offers students a framework for developing independence in their mathematical learning by engaging in mathematical investigation and mathematical modeling. Students are provided with opportunities to take a considered approach to these activities and to explore different ways of approaching a problem. The portfolio also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

Topics to be covered include: Algebra, Functions and equations, Circular functions and trigonometry, Vectors, Statistics and Probability, and Calculus. ***Prerequisite: Geometry and Algebra 2 and (Sophomore status for Year 1)***

***\*NOTE: Sophomores are not allowed to take the IB exam.***

## Group 6: The Arts

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### Foundations of Art (Semester)

### Freshman

This course will be a formal introduction to the arts in both traditional and digital media. The Principles and Elements of Design will be utilized as a baseline language along with a formal historical review of art. Coinciding with a review of the mainstream art, emphasis will be placed on Native American art parallel to the mainstream art timeline. Emphasis will be placed on the development of fundamental skills, i.e. (painting, drawing, traditional Native American art), and will expose the students to a wide variety of mediums in both analog (physical) and digital formats.



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### **Investigations in Art (Year Long)**

### **Sophomore**

Continuing on from the formal introduction of art, students will sharpen their skills in The Principles and Elements of Design, and begin to explore extended expressions in aesthetics, philosophy, and cultural applications in both two-dimensional and three-dimensional art. The art history timeline will be expanded, and students will be encouraged to develop a personal style paralleling a chosen genre. Native American foundations in utilitarian art and formal fine art expressions will be reviewed and developed. Analog (physical) production of art will be catalogued and saved for future development in the digital formats. Students will be encouraged to explore a broader expression in the arts. Students will begin developing the skills, and philosophy, and aesthetic base necessary to pursue an articulated individual artistic expression. Graphic design/industrial design, film/gaming industries, fine Art and Native American genre will be investigated.

### **Digital Arts I (Yearlong)**

### **Junior & Senior**

This course is designed to introduce students to multiple programs utilized in the graphics industry, film, and animation. Once again, art history, and Native American art history will be utilized, and adapted to the digital domain. A wide variety of digital programs in the two-dimensional and three-dimensional films will be explored. Industry standards such as those found in the Adobe suite, i.e. (Photoshop, Illustrator), and other film editing programs will be utilized depending on availability. Analog (physical) art will be utilized and photographs will be developed for digital formats. 3-D programs such as those found in Autodesk (Maya, ZBrush, REVIT (architectural) and others will be introduced. Emphasis will be put on developing a significant International Baccalaureate (IB) workbook and subjects complementing the Theory of Knowledge (TOK) will be explored through the study of visual and digital art. Throughout the course, Native American interpretations of the genres and skill sets will be encouraged. Students will apply design and layout principles to a variety of publications and uses them to develop creative and artistic projects (e.g., calendars, annual yearbook, newsletters).

***Prerequisite: Completion of a high-school-level computer class***



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### **IB Visual Arts SL/HL I & II (2 Year Course)**

**Junior & Senior**

The IB Diploma Programme visual arts course enables students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. The course is designed to enable students to study visual arts in higher education and also welcomes those students who seek life enrichment through visual arts.

Quality work in visual arts can be produced by students at both HL and SL. The aims and assessment objectives are the same for visual arts students at both HL and SL. Through a variety of teaching approaches, all students are encouraged to develop their creative and critical abilities and to enhance their knowledge, appreciation and enjoyment of visual arts.

The course content for HL and SL may be the same. However, due to the different amount of time available for each, students at HL have the opportunity to develop ideas and skills, and to produce a larger body of work, or work of greater depth. In order to reflect this, the assessment criteria are differentiated according to option and level. There need be no direct relationship between the number of works produced, the time spent on each, and the quality achieved: a high level of performance at either HL or SL can be achieved in both a large and small body of work. Students will display their works in the school/community on a regular basis. ***Prerequisite: Completion of Investigation of Art and/or Permission from Instructor.***

### **Advanced Film (Year Long)**

**Junior & Senior** The advanced film course emphasizes the importance of working individually and as a member of a group. Students are encouraged to develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film. The advanced film course can become a way for the student to celebrate and appreciate contemporary film, while learning about the history of cinematic production and its diverse expressions in many parts of the world.

### **Foundations of Music (Semester)**

**Freshman**

Students will explore world music and music history. Students will learn standard music notation, music history, and learn to critically analyze music. Major topics include classical music listening from the major time periods (Baroque, Classical, Romantic, 20<sup>th</sup> Century, 21<sup>st</sup> Century), and understanding standard music notation and terminology. Music of the Navajo culture will be included to incorporate the Diné philosophy and culture.

### **Piano/Guitar (Year Long)**

**ALL**

Students will learn to play Guitar or Piano to the best of their ability and progress from the level that they started the course. Students will demonstrate an understanding of standard music notation. All students will be required to participate in scheduled performances. Opportunities for music composition will also be offered.



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### **Band (Year Long)**

**ALL**

Students will continue instrumental instruction moving toward solo proficiency. Students will demonstrate an understanding of standard music notation and sight reading. All students will participate in solo and contest auditions annually. All students will be required to participate in scheduled performances. Opportunities for music composition will also be offered. Students will continue instrumental instruction in band instruments moving toward solo proficiency. Students will demonstrate an understanding of standard music notation and sight reading. All students will participate in solo and contest auditions annually. All students will be required to participate in scheduled performances. Opportunities for music composition will also be offered. ***Prerequisite: Minimum of three years of instrumental instruction or permission of the instructor.***

### **Explorations in Music (Semester)**

**ALL**

Students will begin or continue individualized instrumental or vocal instruction moving toward solo proficiency. Students will demonstrate an understanding of standard music notation and sight reading. All students will participate in solo and contest auditions annually. All students will be required to participate in scheduled performances. Opportunities for music composition will also be offered. All musical instruments are supported. All levels of proficiency from beginner to advanced are supported.

### **\*IB Music SL I & II (Year Long)**

**Juniors and Seniors**

Students will build a strong foundation for the further study of music at the university level or in music career pathways as well as an enriching course of study preparing for the IB music examinations. Students will develop knowledge and awareness of the history and evolution of music and will be able to identify, evaluate, and reflect upon the similarities and differences of any two musical works. To do this, they will need knowledge of the elements of music together with appropriate musical vocabulary. They will apply this knowledge to development of their individual musicianship as both performers and creators, with opportunities to perform, compose and arrange music. Students will compile a recorded portfolio from which IB submissions will be drawn. In addition, students will also explore broader issues of musical context, the role of music in the history of mankind, artistic standards, and the relationship of music to other disciplines (TOK). ***Prerequisite: Two years of music in high school or permission of the instructor.***