

## Santa Fe School for the Arts & Sciences

### Update April 8, 2010

Congratulations to Elliot Hield, our 8th grade student who won our school Geography Bee a few months ago. Elliot took the very challenging qualifying exam (a 60 minute timed test of 70 questions that covered topics such as physical, cultural and political geography) for the state Geo Bee and has qualified to participate in the State Bee on April 9th! Good Luck Elliot!

Congratulations to our Film students! We have had some recent surprising news.

First of all, our student film 'Invisible' (completed last spring), has been chosen to by the prestigious Newport Beach Film Festival as an official entry for the Youth Film Competition! There were 150 youth films entered from all over the world and only 15 were chosen for the Youth Film Competition! Two of our alumni are flying out for the festival, Corrina Leatherwood and Gioia Berlin and will receive free filmmaker passes and other goodies. Congrats to the entire film crew of Invisible!

Our current afterschool film students recently completed a film for a WGBH Lab film competition. This competition asked students to create a 2 minute film about tolerance or discrimination, inspired by the memory of Anne Frank. Our student film, Just Like Me, has been chosen as one of the winners of this national contest. **On Sunday, April 11th, PBS will be airing a new version of The Diary of Anne Frank. At the end of the film, they will show a montage of the winning films and this montage will include our winning student film.** To see this film in its entirety, just visit this link:

<http://www.thewgbhlab.org/open-call/masterpiece/just-you-0>

Congratulations to our students who were accepted to the new arts high school, the New Mexico School for the Arts. Each student completed a rigorous application process including auditions or portfolio reviews. The students from our current 8th grade who were accepted include; Tatjana Nunez del Prado (music/voice), Lucas Weiss (music/voice), Sarah Weber Colvin (theater), Emily Baca (dance), Elliot Hield (music/piano), Liam O'Brien(theater), Brenna O'Brien(theater), Cayenne Adler(music/violin), Ansley DeDomenico (visual arts) Bryon Martinez (visual arts).

The following alumni were also accepted; Diego Suarez (visual arts), Kamon Tari (visual arts), Sonja Houpt (visual arts), Elle Jansen(dance), Josh Zimber(visual arts), Gioia Berlin(theater), Kiera O'Brien(theater), Jordan Martinez (music/guitar), Jesse Koehler(theater), Malia Byrne (dance), Gabe Lenetsky (theater) and Chance Willey (theater).

We are very excited and happy for all of our talented students!

Congratulations to Sam Connan (an SFSAS 6th grade student)! Sam was accepted to the Interlochen Center for the Arts summer Vocal Arts program. There were thousands of applicants from more than 50 countries vying for spots in this wonderful program.

**The Santa Fe School for the Arts & Sciences Community raised \$10,417 for Haiti!!**

Thank you so much to everyone who donated to the matching fund, made or purchased Haiti hot lunches and made or bought Hearts for Haiti cards!

We also collected almost 100 pairs of shoes!

\$8,875 was raised for our school scholarship fund and will be matched with a check to Hope for Haiti Now. Our generous matching grant donor was thrilled to be able to help the school and Haiti in this way.

\$1,542 was also raised and will be sent to Free the Children for their work in Haiti.

**Thank you again to our caring school community!**

**Shoes for Soles for Souls!**



**Parents serving up a Hot Lunch for Haiti!**



The two 3rd grade students who came up with the idea of hot lunches for Haiti, Camille Bajema and Berke Kidane. Here they are holding a check for \$1,542 for Free the Children, for children in Haiti.



## Curriculum Updates

### Middle School Math

Algebra classes continue to be fun and energetic. The kids are enthusiastic and take significant responsibility for their learning. When they are confused, they will independently watch a video on my website, ask a friend, or call me. This is evidence of how much they care about their learning. **7th graders** have been busy learning exponential rules, square roots/radicals, complex factoring of quadratic equations, and several new types of word problems. We are now in the more advanced areas of Algebra, and many have told me it is their favorite part. **8th graders** have learned all methods for factoring quadratic equations, including completing the square and using the quadratic formula. They have also been studying deeper aspects of radical expressions and functions, and more word problems. They will be moving into exponential equations next week and then a short section on probability. Both classes have done a remarkable job at keeping up with the challenging pace and maintaining a positive attitude in class. This trimester there is a large focus on review so that they will remember these concepts next year and beyond. I am very proud of each and every student!

### **Middle School Science**

April brought the middle school science classes back to the Santa Fe River for field work and water quality monitoring. After wrapping up the atom model project and with it the unit on elements, compounds, and the periodic table, both the seventh and eighth grade classes have begun a unit on graphing that will require interpretation and analysis of data students collect at the river, as well as data they research online. With this recent research, students have begun to connect what they are learning in science to what they are studying during Humanities and Expedition about the Middle East.

### **Middle School Humanities**

The Middle School Humanities classes finished their mini unit on WW2 and the Holocaust and have been doing extensive reading and researching of current and historical events in the Middle East. They have begun writing realistic narrative stories and poems based on their findings and working on maps and final projects.

Seven United World College students from Jordan, Yemen, Israel, Palestine, Bahrain and Lebanon visited our school on Tuesday and spent close to 2 hours in a fascinating question and answer session with our middle school students. Our students have been learning to see this complex conflict from all sides, especially from the viewpoint of the young people who live in the middle east. Our students have learned a great deal about this issue and thoroughly impressed our visitors. Next week, we will have the chance to meet with a Holocaust survivor who is driving up from Albuquerque to meet with our students. It is such an honor to work with our students who are so driven to learn and understand the world and who care so much about social justice.

### **Middle School Language Arts**

We recently finished a unit on Latin and Greek roots to help us with our spelling and expanding our vocabularies. We continue to review and practice writing skills. Poetry is our current exciting focus! After reading several poems by a variety of poets, we watched examples of Spoken Word poetry (check out the links below!) and created spoken word poems from the perspective of either Palestinian or Israeli children. The 8th grade have started to read *The*

*Sunflower* by Simon Wiesenthal as they contemplate the ideas of forgiveness and reconciliation.

<http://www.youtube.com/watch?v=WNFf7nMIGnE>

[http://kenyonsalo.wordpress.com/2008/06/05/like\\_youknow-taylor-mali-showing-us-how-to-speak-with-authority/](http://kenyonsalo.wordpress.com/2008/06/05/like_youknow-taylor-mali-showing-us-how-to-speak-with-authority/)

## **BADGER CLASS**

The Badgers have entered a microscopic world. Most students knew about the Animal and Plant Kingdoms, but the Kingdoms of Monera, Protista and Fungi were foreign to most. With the use of the microscope and some visits to local ponds, the students were able to access micro worlds where tiny plants swim amongst microscopic creatures that rotate, morph, eat, swim and walk.

Some of the Protozoa, Algae, Bacteria and micro-animals that students have actually found and observed include: Diaptomus, Triops, Cyclops, Ameba, Volvox, Difflugia, Paramecium, Stentor, Gloeotrichia, Spirogyra, Euglena, Microsystis, Tetrahymena, Water Bear, Nematodes and more.

Through this expedition, students are learning cell anatomy, the use and history of the microscope, classification of living things and in depth knowledge of the creatures and plants in the Kingdoms of Protista and Monera. Students are also writing stories which take place in micro worlds.





**Badger students collecting water samples, writing in science journals and examining microscopic organisms in their microscopes.**

## **UNICORNS**

The Unicorns recently completed their expedition “My World.” Each student wrote a story which will be included in our class book “Our Family Stories.”

Ian discovered a mysterious bone in our kiva sand box, which kicked off the Unicorns’ Tyrannosaurus Rex expedition. The Unicorns are now paleontologists, carrying brushes and shovels, and are continuing their excavations. We have learned mathematical concepts of measurement by measuring how big a T-rex would be if it was in our classroom, in addition to learning how the T-rex created balance with its long tail on one end, and its large head on the other. The children used blocks to discover how that might have worked. We learned how the T-rex had curved teeth with jagged edges like a blade and the students made teeth out of paper. The teeth were put on a T-rex the children wear to “become” a T-rex.

With support from their big buddies, the Unicorns practiced counting the money they collected for Heifer International by selling art and eggs. The kindergarteners practiced identifying the names of the coins. They have raised \$79.12 so far.'

The Unicorn class recently celebrated learning the entire alphabet with an

alphabet party and homemade pretzel letters.



Ian, the paleontologist, examining a bone he discovered



Ben, a 7th grader, doing his community service with the Unicorns



Watch out for those teeth!

## **STARGAZERS**

Last month the Stargazers enjoyed a mini expedition exploring maps. They learned about the four cardinal directions, how to use a compass and locate the mountains we visited to collect rocks in the fall. The second graders learned to measure distances using the scale on a map. Working in pairs, the Stargazers made 3-dimensional maps of Santa Fe and the surrounding mountain ranges with salt dough.

The children are fully engaged in writing and illustrating their original picture books. They completed all the revisions of their text and chose which font they want to use in their final design. They are now working on drawing illustrations during Language Arts and Fine Art.

Both the first and second graders spent a few weeks exploring geometry. The younger students learned about shapes and symmetry, and the older reviewed these and learned to define shapes by looking at their properties: line segments, angles, vertices etc. Both groups learned to name 3-Dimensional shapes too; the first grade built their own models using straws and pipe cleaners and the second graders built giant shapes with long bands of elastic. The second graders are now exploring multiplication and division word problems and the first graders are working with fractions.

The Stargazers are also exploring the different ways in which stories have been told around the world and in the past. We had a professional storyteller come and share stories she learned in Africa and we went to the Folk Art Museum to investigate the ancient art of *Wayans Kulit and Gamelon*, Indonesian shadow puppetry and music. Jerry shared a story he had learned growing up in Santa Domingo Pueblo, in both Keres and English. Michael's father visited us with his musician friends and sang children's ballads from Ireland during the week of St. Patrick's Day. We have also heard traditional stories from Quito, Uruguay told by Ivan, Amara's father. John's father, Daniel, grew up in France and he shared two picture books with us in French: *Where the Wild Things Are* and *The Cat in the Hat*. We are fortunate to have such a multicultural group of families and will have more storytellers from around the world visit in the next few weeks.



**Ivan Ordonez (Amara's father) sharing a story with the Stargazers**



**Stargazers playing with real Indonesian shadow puppets at the Folk Art Museum**



**Playing gamelon instruments!**



**John's father reading in french!**



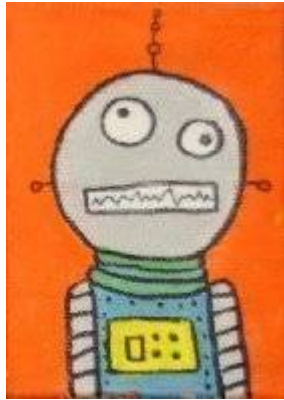
**Michael's dad brings the music of Ireland to the Stargazer class!**

## **FINE ART**

**Stargazer** - The Stargazers are hard at work on illustrating their books for their story expedition. They have worked through several drafts and are now working on their final illustrations. Each student is following a rubric and including several elements in their illustrations, including a horizon line, showing what the characters are wearing and doing, and illustrating the words they wrote for their story.

**Centaur** - The Centaurs recently finished their Still Life unit. The students completed several still life and live model drawings, and worked on allowing their pens to follow their eyes and drawing what they see. When each student completed at least one contour drawing they were happy with, they colored it using colored pencils and created a beautiful final piece of art work. Each student worked incredibly hard on these and should be very proud! Their final still life piece will be on display in Willow Hall soon!

**Badger** - The Badgers finished up their self-portraits which are on display in the Da Vinci room. Please come look! When they were finished with their portraits, they each created a mini robot portrait using acrylic paints on canvas. They looked at color, shape, and line when deciding how to show character in their robot illustration. The Badgers are currently working on illustrations of what they see through a microscope. Each student has found something interesting to look at through the microscope, study, and draw as an illustration. They are currently working on drafts. A final watercolor illustration will be completed within the next few weeks.



**7th Grade** - The 7th graders recently finished their still life, and live model contour drawing unit. Each student worked with one of their best still life or model drawings and completed a final colored pencil art piece, which are on display in the Da Vinci room. Please come look! The students are currently working on their "Half and Half" self portraits. In this project, a black and white portrait of each student was taken, cut it in half, and the students are required to draw the other half of their face. They have worked through a draft and one class critique, and are now working on their final drawings.

**8th Grade** - The 8th graders have been very busy! They finished up their Romare Bearden-inspired collage project, and a contour line project where they had to draw their shoe (their shoes are on display in the Da Vinci room). Currently, the students are working on a one point perspective drawing of a city block. They are working on drafts and a final watercolor perspective drawing will be completed within the next few weeks.

## Digital Arts

The middle school digital students are currently working on creating the Playbill for South Side Story. They have done research into the time period, and are creating "ads" to be placed throughout the Playbill. When creating these ads the students are learning how to size their images, chose proper fonts, and how to compose an ad. Some students are also working on the cover, and several of the other pages throughout the Playbill.

We hope many parents will place ads in the playbill!

## American Sign Language

Stargazer and Centaurs: We are continuing to work on basic ASL skills such as how to introduce yourself, telling people which school you go to, the ABCs, basic vocabulary, and Deaf awareness and cultural knowledge. We have learned several signs such as animal names, colors, food names and how to sign if you like or dislike a food, and how to describe someones clothes. We are continuing to play games, interact with each other, and create skits using American Sign Language.

**Badgers** - The Badgers recently spent some time with deaf students at the NM School for the Deaf and were inspired to continue to improve their signing skills. They are currently learning to sign a song. As a class, they picked John Lennon's "Imagine," and have been doing an excellent job interpreting the lyrics into American Sign Language. In conjunction with the "Sign a Song" unit, the Badgers are continuing to build their vocabulary and cultural knowledge. We are continuing to work with the "Signing Naturally" workbook and corresponding video tape. We are now looking at ASL sentence types such as wh-word sentences, topic-comment sentences, and yes-no questions. Each of these sentence types has distinct grammatical inflections, which can be seen on the face. The Badgers are learning how to identify these sentence types.

## The Centaur Report

If you have visited the Centaur classroom lately you might have noticed a few unusual artifacts and tools around the room. We not only have 18 amazing global landmarks in our room, but we also have a full woodshop.

The Centaurs have been busy researching and building landmarks from around the world. Each student studied a landmark they were interested in learning more about. They created some awesome replicas and informational documents reporting on the remarkable stories that make each landmark unique. As part of their presentation, each student gave an oral report on the information they learned as well.

Our Centaur woodshop is part of the winter expedition and math workshop. As part of our expedition, we are installing several signs around campus to help direct people to each of our buildings. The students measured the distances from every signpost to the buildings to the exact inch. We are engraving this information onto wood signs that will be installed at six different locations around campus. Every student is participating in the engraving process, and they are very excited about the process. Keep an eye out for our signs as they pop up over the next few weeks.

In math workshop we are finishing up our multiplication and division unit and moving on to fractions and decimals. The Centaurs loved division. They were not only amazed at how easy it was after getting so proficient with multiplication, but they requested harder and more challenging division problems every day!

Please enjoy the photos below, and feel free to stop by and see what we're up to!



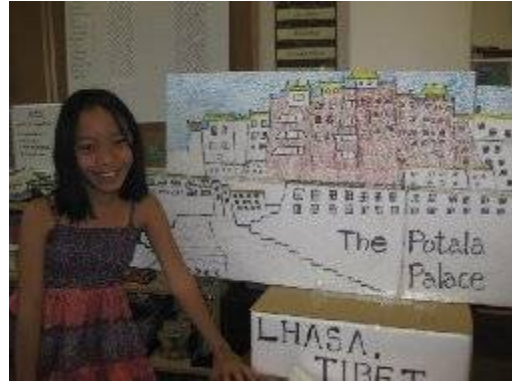
**Kareem and the Leaning Tower of Pisa**



**Kai and St. Basil's Cathedral**



**Landon and the Golden Gate Bridge**



**Chime and the Potala Palace**



**Elliott and the Sydney Opera House**



**Noah and the White House**



**Makai and the Eiffel Tower**



**Julianna and Stonehenge**

## **Spanish**

The Stargazer Spanish class is developing their conversational skills and their food vocabulary in preparation for an end-of-year trip to a restaurant where students will be expected to order their meal in Spanish. They have played

games, made sandwiches in class, practiced songs, and read *The Very Hungry Caterpillar* (by Eric Carle) to build their confidence and fluency in Spanish.

The Centaur Spanish class has been working on answering conversational questions in Spanish and on developing a variety of Spanish vocabulary. The class made 'emotions masks,' played games in Spanish, and practiced role playing activities during class. Looking toward the end of the year, the Centaurs are preparing to create labels and descriptions of everyday objects and to learn a song they can share with their Unicorn buddies.

The Badger Spanish class is very excited to be working on a play completely in Spanish. The play, *Ferdinand the Bull*, exposes the students to new vocabulary, conversation, and culture in Spanish, and the students are diving into their lines and parts. Each student has lines in the play, and everyone is learning what all the lines mean. I look forward to seeing the students master their parts and develop their Spanish accents.

The seventh grade Spanish class recently wrapped up a unit on travel which included making small "suitcases" full of the clothes they would bring with them to a particular country. This unit included a 'fashion show' activity in which students described the clothes they were wearing, a couple quizzes, and the suitcase project. The students are now working on a food unit that involves lots of role-playing where students get the opportunity to pretend they are in a restaurant and order in Spanish.

The eighth grade Spanish class spent the past few weeks studying a few Spanish speaking countries and transferring their research into Spanish booklets. Each student learned about the geography, politics, and culture of a particular country and developed a flip book and presentation to share with the class -- completely in Spanish! As we look toward the end of the year, the students are excited to return to one of their favorite topics from last year: food! This year, students will learn additional vocabulary for describing, ordering, and cooking foods from different cultures.