



# COLEGIO MAYA



Elementary School

Learning Program

2020-2021



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## INTRODUCTION

This document provides an overview of the Colegio Maya Elementary School learning program for students Pre-Kindergarten to Grade 5. It aligns with the Middle School and High School guides creating an articulated PK-12 learning experience for our students and for those who are interested in attending Colegio Maya.

## KEY CONTACTS:

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# COLEGIO MAYA LEARNING ECOSYSTEM

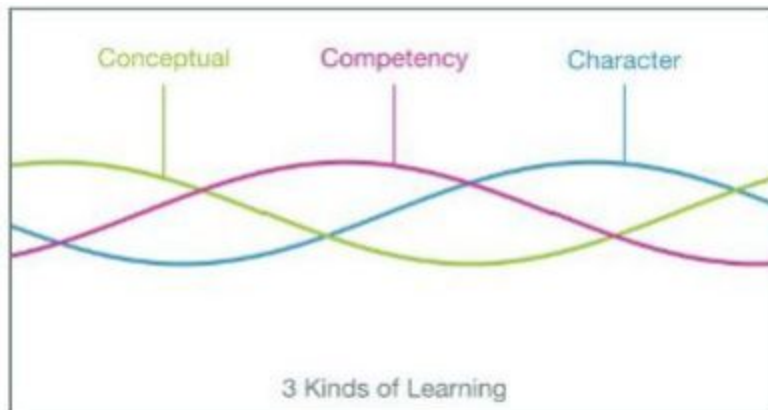
Colegio Maya is a member of the [Common Ground Collaborative](#) and uses this framework to define the learning ecosystem.

To achieve the deep, meaningful learning demanded by our philosophy, all learning experiences are based on the four Ds and the three Cs. The four Ds are the framework around which the curriculum is designed and constructed:



<b>DEFINING</b> Learning What is learning and how do we do it?	<b>DESIGNING</b> Learning What's worth learning and how do the pieces fit?	<b>DELIVERING</b> Learning How do we teach for learning and create learning cultures?	<b>DEMONSTRATING</b> Learning How do we know what we've learned and let others know?
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The three Cs are the concepts, competencies, and character traits that we aim to develop in students through the experiences we provide them both inside and outside the classroom.



## **Conceptual, Competency and Character Learning**

**Conceptual Thinking:** they are experts in working with significant ideas.

Specifically, they are able to:

- *Identify issues*
- *Frame conceptual questions*
- *Gather and analyse information*
- *Form hypotheses*
- *Test and modify these hypotheses in a range of contexts*

**Critical Competencies:** they are experts in the application of the key skills necessary for success.

Specifically, they are able to:

- **Self Manage** - *(direct their own guided inquiry processes, be organized)*
- **Collaborate** - *(collaborate effectively and efficiently in diverse contexts)*
- **Communicate** - *(use language fluently and precisely for a range of purposes within a range of contexts, reading, writing, speaking, connecting)*
- **Think Critically** - *(research, inquiry, questioning, problem solving)*
- **Be Creative** - *(innovate, tackle complexity, curiosity, imagination)*

### **Character and Social/Emotional Learning:**

Students will demonstrate that they are:

- **Principled** *(Integrity, Honesty, Trust)*
- **Resilient** *(Perseverance)*
- **Reflective** *(Self Awareness)*
- **Caring** *(Empathy, Service)*

For a full overview of our learning ecosystem please [see here](#):

## **ELEMENTARY SCHOOL PHILOSOPHY**

Colegio Maya Elementary aims to make learning relevant and meaningful to students by adopting an inquiry-based, integrated curriculum, which focuses on the whole child as a learner. We promote cross-cultural understanding and differentiate instruction to meet students' varying needs, abilities and learning styles. Literacy, numeracy, and inquiry (science and social studies) are curricular areas taught in homeroom classrooms. Students also receive instruction in the areas of art, media literacy (library), music, physical education, technology, and Spanish (grades 1-5).

We believe that children take responsibility for their learning when they understand what it means to learn, to be reflective, and to set and reach personal learning goals. Knowing that children have their own unique learning styles, lessons are structured to meet the needs of all learners in the classroom with ongoing assessment strategies and timely feedback to support continuous learning.

To promote rigor and engagement, students engage in projects with real purpose and demonstrate their learning in authentic contexts. Their voices shape their demonstrations of learning. Because missteps occur in every learning journey, failure is treated as part of the learning process; teachers coordinate to provide students multiple opportunities to demonstrate their learning. Learning portfolios are an indispensable tool that both drive student reflection and demonstrate student growth not only within an academic year, but throughout their elementary school journey.

The Elementary School experience includes learning opportunities for students in and beyond the classroom through service and co-curricular activities. We offer an environment that is both dynamic and nurturing. Decisions about teaching and learning are based on practices that are developmentally appropriate for a given age. Colegio Maya is a community of learners who work together to develop our skills and explore the world around us. Parental involvement is considered an essential aspect of building a strong connection between home and school.

These elements combine to provide students with a strong sense of their own identity and the ability to take ownership of their own learning and interests. Our program encourages students to identify their own strengths and challenges, providing them space and support to grow from both failure and success. Students leave elementary school prepared for the next steps of their educational journeys.

## **SERVICE LEARNING**

Service Learning is an integral part of our curriculum and provides opportunities for students to develop their skills, talents, and interests in real-world, hands-on contexts. Students are encouraged to look through a sustainability systemic lens, using Compass Education tools with the goal of creating positive change. Through the five steps of service learning (investigation; preparation; action; reflection and demonstration) students come to understand that the positive impact they can have on the world is directly related to ‘glocal’ (global-local) issues. What students learn in the classroom, combined with their prior knowledge and understanding of the world around them, coupled with their skills, talents, and interests is how they are encouraged to pick a project in which they can have sustainable, long lasting, positive impact.

## **TECHNOLOGY**

In Elementary, technology is part of the core class structure and has the flexibility to be integrated into inquiry units and a variety of class projects. Collaboration between classroom teachers and our Tech Integrationist ensures our students are learning about and practicing digital literacy.

Students from Grades 3 thru 5 utilize Chromebooks in a 1:1 like setting in order to conduct research, create documents, and augment their learning. Students from PreK-Grade 2 work in the designated computer lab as well as use iPads within their classrooms. The elementary school has a range of online subscriptions that students use ranging from Newsela to BrainPop. In addition, students learn about coding, video production, and enjoy our robotics classes.

### **Digital Citizenship**

Digital citizenship and accountability form the cornerstones of students’ technology experiences. Students “understand the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world” ([ISTE Standard](#)). Colegio Maya has recently adopted the Google program “[Be Internet Awesome](#)” and we use [Common Sense Media resources](#) to help them become responsible digital citizens. Students from Grade 1 thru Grade 5 are required to fill out a Responsible Use Agreement.

## COLEGIO MAYA EARLY CHILDHOOD PROGRAM

### Literacy and Oral Language Conceptual and Competency Learning:

<b>Pre-Kindergarten Reading</b>		
<b>Foundational Skills</b>	<b>Reading Literature</b>	<b>Reading of Informational Texts</b>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of the organization and basic features of print</li> <li>- Follow words from left to right, top to bottom, and page by page</li> <li>- Recognize that spoken words are represented in written language by specific sequences of letters</li> <li>- Understand that words are separated by spaces in print</li> <li>- Recognize and name some upper and lowercase letters of the alphabet, especially those in own name</li> <li>- Recognize that letters are grouped to form words</li> <li>- Differentiate letters from numerals</li> <li>- Demonstrate an emerging understanding of spoken words, syllables and sound</li> <li>- Engage in language play (e.g., alliterative language, rhyming, sound patterns)</li> <li>- Recognize and match words that rhyme</li> <li>- Demonstrate awareness of relationship between sounds and letters</li> <li>- With support and prompting, isolate and pronounce the initial sounds in words</li> <li>- Display emergent reading behaviors with purpose and understanding (e.g., pretend reading)</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- With prompting and support, ask and answer about detail(s) in a text</li> <li>- With prompting and support, retell familiar stories</li> <li>- With prompting and support, ask and answer questions about characters and major events in a story</li> <li>- Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary)</li> <li>- Students interact with a variety of common types of texts (e.g., storybooks, poems, songs)</li> <li>- With prompting and support, can describe the role of an author and illustrator</li> <li>- With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story</li> <li>- With prompting and support, students will compare and contrast two stories relating to the same topic</li> <li>- Actively engage in group reading activities with purpose and understanding</li> <li>- With prompting and support, make connections between self, text, and the world around them (text, media, social interaction)</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- With prompting and support, ask and answer questions about details in a text</li> <li>- With prompting and support, retell detail(s) in a text</li> <li>- With prompting and support, describe the connection between two events or pieces of information in a text</li> <li>- Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary)</li> <li>- Identify the front cover, back cover; displays correct orientation of book, page turning skills</li> <li>- With prompting and support, can describe the role of an author and illustrator</li> <li>- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts)</li> <li>- With prompting and support, actively engage in group reading activities with purpose and understanding</li> </ul>



<b>Pre-Kindergarten Writing</b>			
<b>Texts, Types and Purpose</b>	<b>Production and Distribution</b>	<b>Presentation of Knowledge and Ideas</b>	<b>Responding to Literature</b>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like.... because...)</li> <li>- With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</li> <li>- With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed</li> <li>- With guidance and support, explore a variety of digital tools to produce and publish writing; collaborate with peers</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail</li> <li>- Add drawings or other visual displays to descriptions as desired to provide additional detail</li> <li>- Demonstrate an emergent ability to express thoughts, feelings and ideas</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed</li> </ul>

**Kindergarten: Reading**

Foundational Skills	Reading Literature	Reading of Informational Texts
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of the organization and basic features of print</li> <li>- Follow words from left to right, top to bottom, and page by page</li> <li>- Recognize that spoken words are represented in written language by specific sequences of letters</li> <li>- Understand that words are separated by spaces in print</li> <li>- Recognize and name all upper and lowercase letters of the alphabet</li> <li>- Understanding of spoken words, syllables, and sounds (phonemes)</li> <li>- Recognize and produce rhyming words</li> <li>- Count, pronounce, blend, and segment syllables in spoken words</li> <li>- Blend and segment onsets and rimes of single-syllable spoken words</li> <li>- Name beginning, middle and ending sounds in cvc (consonant/vowel/consonant) words</li> <li>- Add or substitute sounds in simple words to make new words</li> <li>- Know and apply grade-level phonics and word analysis skills in decoding words</li> <li>- Demonstrate basic knowledge of letter-sound correspondence</li> <li>- Associate long and short vowel sounds with common spellings</li> <li>- Read common high-frequency</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Ask and answer questions about key details in a text, with prompting and support</li> <li>- Retell familiar stories, including key details, with prompting and support</li> <li>- Identify characters, settings, and major events in a story, with prompting and support</li> <li>- Ask and answer questions about unknown words in a text</li> <li>- Recognize common types of text (storybooks, poems, etc.)</li> <li>- Name the author and illustrator of a story and define the role of each in telling the story, with prompting and support</li> <li>- Describe the relationship between illustrations and the sequence in which they appear, with prompting and support</li> <li>- Actively engage in group reading activities with purpose and understanding</li> <li>- Compare and contrast the adventures and experiences of characters in familiar stories, with prompting and support</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Ask and answer questions about key details in a text, with prompting and support</li> <li>- Identify the main topic and retell key details of a text, with prompting and support</li> <li>- Describe the connection between two individuals, events, ideas, or pieces of information in a text, with prompting and support</li> <li>- Ask and answer questions about unknown words in a text, with prompting and support</li> <li>- Identify the front cover, back cover, and title page of a book</li> <li>- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text</li> <li>- Describe the relationship between illustrations and the text in which they appear (ex. - what person, place, thing or idea in the text an illustration depicts), with prompting and support</li> <li>- Identify the reasons an author gives to support points in a text, with prompting and support</li> <li>- Identify basic similarities and differences between two texts on the same topic (ex. - in illustrations, descriptions or procedures), with prompting and support</li> <li>- Actively engage in group reading activities with purpose</li> </ul>

words by sight - Distinguish between similarly spelled words by identifying the sounds of the letters that differ - Read emergent-reader text with purpose and understanding		and understanding
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**Kindergarten: Writing**

<b>Building a Community of Writers</b>	<b>Narrative: Writing for Readers</b>	<b>Information: Writing to Teach Others</b>	<b>Persuasive: Using Words to Make a Change</b>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic</li> <li>-With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed</li> <li>-Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened</li> <li>-With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened</li> <li>-Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure</li> <li>-With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic</li> <li>-With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed</li> <li>-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</li> <li>-With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...)</li> <li>- Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic</li> <li>- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed</li> </ul>

<p>in collaboration with peers</p> <p>-Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)</p> <p>-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</p> <p>-Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</p> <p>-Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure</p>	<p>-With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers</p> <p>-Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)</p> <p>-With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed</p> <p>-With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed</p>	<p>with peers</p> <p>-Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened</p> <p>-Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</p> <p>-Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure</p> <p>-Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions)</p>	<p>- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers</p> <p>- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</p> <p>- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure</p> <p>- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</p>
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**Writing Conventions:**

Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize the first word in a sentence and the pronoun I
- Recognize and name end punctuation
- Write a letter or letters for most consonant and short-vowel sounds (phonemes)
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships

**Numeracy Conceptual and Competency Learning:**

Pre-Kindergarten Mathematics
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Count to 20.</li> <li>- Represent a number of objects with a written numeral 0 – 5 (with 0 representing a count of no objects).</li> <li>- Identify and describe shapes (squares, circles, triangles, rectangles).</li> <li>- Analyze, compare, and sort objects.</li> <li>- Know number names and the count sequence.</li> <li>- Count to tell the number of objects.</li> <li>- Compare numbers.</li> <li>- Duplicate and extend (e.g., what comes next?) simple patterns using concrete objects.</li> <li>- Sort objects into categories; count the numbers of objects in each category (limit category counts to be less than or equal to 10).</li> <li>- Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).</li> <li>- Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to.</li> <li>- Correctly name shapes regardless of size.</li> <li>- Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).</li> <li>- Identify “first” and “last” related to order or position.</li> </ul>

Kindergarten Mathematics	
Semester 1	Semester 2
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Count to 20 by ones</li> <li>- Count forward to 10 starting with numbers other than 1</li> <li>- Write numerals 0-10 (reversals are ok)</li> <li>- Count sets of objects accurately in the range of 1-10</li> <li>- Tell the number of objects counted in the range of 1-10</li> <li>- Tell “how many” objects in the range of 1-10 without moving the objects</li> <li>- Compare sets of objects in the range of 1-10, and tell which set had more and less</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Count to 60 by ones</li> <li>- Count to 100 by tens</li> <li>- Write numerals 0-20 <i>Reversals of individual numerals are OK, but not reversals of digits. Ex. Writing the number 5 backward is OK, but not to write 13 as 31</i></li> <li>- Understand that each number means 1 more than the one before it</li> <li>- Compare sets of objects in the range of 1-10, and tells which set has more and which has less</li> </ul>

- Describe two-dimensional shapes (triangle, square, circle, rectangle, hexagon) by number of sides, number of corners, etc.
- Name two-dimensional shapes (triangle, square, circle, rectangle, hexagon) in the environment
- Sort two-dimensional shapes by attributes (ex. number of sides/corners, sides are of equal length or different lengths)
- Draw two-dimensional shapes (circle, square, triangle)
- Count to 40 by ones
- Count forward to 32 starting with numbers other than 1
- Write numerals 0-10 to represent a number of objects (possibly with some reversals)
- Count sets of objects accurately in the range of 1-20
- Tell the number of objects counted in the range of 1-20
- Tell "how many" objects in the range of 1-20 without moving the objects
- Compare sets of objects in the range of 1-10, and tells which set has more and which has less
- Understand length as something that can be measured
- Compare the lengths of two objects and describes the difference using words like *shorter* and *longer*
- Describe three-dimensional shapes (cube, cone, cylinder, sphere)
- Describe the location of objects using words like *above*, *below*, *beside*, *in front of*, *behind*, and *next to*
- Name three-dimensional shapes (cube, cone, cylinder, sphere) in the environment
- Tell whether shapes are two-dimensional (flat) or three-dimensional (solid)
- Sort three-dimensional shapes by attributes (round/square, rolls/doesn't roll, stacks/doesn't stack, and so on)
- Draw two-dimensional shapes (circle, square, triangle)

- Compare numbers in the range of 1-10, and tells which is more and less
- Show addition and subtraction using objects, fingers, drawings, or numbers
- Solve addition and subtraction story problems, and adds and subtracts within 10
- Finds the other number needed to make 10, for numbers 1-9
- Understand that teen numbers are 10 and some more
- Sort objects into groups, counts how many in each group, and puts the group in order from least to most
- Describe two- and three-dimensional shapes and objects
- Identify two- and three-dimensional shapes by name
- Sort two- and three-dimensional shapes in various ways
- Build and draws two- and three-dimensional shapes
- Count to 100 by ones
- Count to 100 by tens
- Show addition and subtraction using objects, fingers, drawings, numbers, or equations
- Solve addition and subtraction story problems, and add and subtracts within 10
- Find different pairs of numbers that combine to make that number, and records them, for any number to 10 (e.g.,  $8 = 5+3$ ,  $4+4$ ,  $6+2$ ,  $7+1$ , etc)
- Add and subtract quickly and easily to 5
- Understand that teen numbers are 10 and some more
- Understand weight as something that can be measured
- Compare the weight of two objects and describes the difference using words like *lighter* and *heavier*
- Put smaller shaped together to make larger shapes

# PROGRAM OF STUDY

## Grades 1-5

### LITERACY

Colegio Maya's Elementary Language Arts program centers on a balanced literacy approach. Colegio Maya selects from the Common Core and AERO standards for [English and Language Arts](#) to improve students' language skills in reading, writing, listening, and speaking. The skills mastered in language arts frequently support inquiry units in other disciplinary areas such as social studies and science. The curricular frameworks introduce students to the common literacy expectations that will provide students clear guidelines for research and communication in all disciplines. While these components will look different from grade to grade, we believe they are essential in developing a strong foundation of literacy competencies and conceptual understandings that lay the groundwork for children's continued success in their learning journey.

#### Reading

Students read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Reading skills are developed through:

**Reading Aloud:** Teachers read a variety of texts aloud to students

- Provides adult model of fluent reading
- Develops sense of story/text
- Develops vocabulary
- Encourages prediction, questioning, and inference skills
- Builds a community of readers
- Develops active listening

**Shared Reading:** Teachers and students read a shared text together

- Demonstrates awareness of text
- Develops a sense of story or content
- Promotes reading strategies
- Develops fluency and phrasing
- Increases comprehension
- Encourages politeness and respect

**Guided Reading:** Teachers introduces a text selection at the student's instructional level and provides small group instruction with students who have similar learning needs

- Promotes reading strategies
- Increases comprehension
- Encourages independent reading
- Expands belief in own ability

**Independent Reading:** Students have extended time for independently reading texts at their appropriate level as well as exploring high interest texts that align with their passions

- Encourages strategic reading
- Increases comprehension
- Supports writing development
- Extends experiences with a variety of written texts
- Promotes reading for enjoyment and information
- Develops fluency
- Fosters self-confidence by reading familiar and new texts
- Provides opportunities to use mistakes as learning opportunities

## **Writing**

The fundamental aim of writing is to communicate, and the aim at Colegio Maya is for students to write with a specific and authentic purpose in mind. To this end, writing instruction aims to foster students' personal growth and their power to effect change in the world. In each grade level within elementary school, students will have the opportunity to write for three broad purposes: narrative, informational, and persuasive. Students will perform a variety of writing tasks, including, but not limited to, persuasive letters, personal narrative stories, scientific reports and analytical essays.

The primary curricular resource for the elementary school is the [Writing Workshop](#) framework out of Columbia University, Teachers College. In elementary school, students are guided by the writing process as they become increasingly independent. Writing is drafted, revised, and redrafted before being edited and finally published—where possible for an authentic audience. They are guided in this writing process by writing workshop mini-lessons, regular practice, peer feedback, teacher conferences, and self-assessment. Detailed rubrics as well as check-lists provide the framework for pinpointing areas of improvement within each student's writing.

## **Listening and Speaking**

Students should be able to acquire, evaluate and present increasingly complex information, ideas, and evidence through speaking and listening. Students have regular opportunities for collaboration, discussion and problem-solving in one-to-one, small-group and whole-class settings for a variety of purposes. It is important to note that although formal presentations are important, informal discussions that take place between students as they work in book clubs, peer evaluate a student's writing, or come to a consensus during a group activity also build essential communication skills.

### **Listening and speaking conceptual understandings include:**

- Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages.
- Listening skills are critical for learning and communicating.
- Effective listeners are able to interpret and evaluate increasingly complex messages.



- A speaker selects a form and an organizational pattern based on the audience and purpose.
- A speaker's choice of words and style set the tone and define the message.

### **Language Foundation Skills**

To ensure development of effective reading and writing, students must understand the conventions of language. Explicit teaching of the features of language enables students to describe how language works, to make meaning as they read, and to use language to make meaning as they write. The elementary program utilizes a number of curricular programs to do this including Words Their Way and Fountas and Pinnell.

## **NUMERACY**

Numeracy in the elementary school is aligned with the common core standards. At Maya, we utilize [Bridges in Mathematics](#) which focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. The curriculum is rigorous, coherent, engaging, and accessible to all learners. It blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.

Lessons expect students to think critically and work towards mastery through conceptual and practical representations and problem sets. During eighty to ninety minutes each day students solve problems using visual models and manipulatives, make and test conjectures while recording their thinking, and talk and move around the classroom as they actively engage in learning. Real world application and time for math games are also important elements of daily instruction.

Data is on regarding students progress is collected regularly, (using pre-assessments, formative and summative assessments, MAP tests and teacher observations). Data collected covers the range of math competencies: number systems; operations and algebraic thinking; geometry; statistics and probability. Teacher observations and interactions with the students provide evidence of the students' demonstration of transdisciplinary competencies such as self-management, critical thinking, the ability to work independently and to communicate effectively with teachers and other students, as well as key character traits essential for math success such as resilience and the ability to reflect thoughtfully on their own competency level, next steps, practices and habits.

# INQUIRY

## Philosophy

Colegio Maya's elementary students are empowered to be positive global citizens and 21st century learners who strive for understanding through critical thinking, cross-curricular connections, and undertaking effective community action. They are encouraged to make sense of the natural world, describe its complexity, explain its systems and events and find patterns that allow for predictions and understandings.

Inquiry Units make reference to, but are not dictated by the National Council for the Social Studies ([NCSS](#)) curricular themes and the Next Generation Science Standards ([NGSS](#)).

## Elementary Units of Inquiry for 2020-21:

	SOCIAL STUDIES (& LITERACY)		SCIENCE (& LITERACY, DESIGN, TECHNOLOGY, MATH)	
ECC	<b>Building Our Community</b> <i>Individuals, and the groups to which they belong, share common elements and also have unique characteristics</i>		<b>Being a Scientist</b> <i>Scientists use evidence to answer questions about the world around them</i>	
G1	<b>Finding My Place In The World</b> <i>Personal identity is shaped by family, peers, culture, institutional influences, and places we have travelled</i>	<b>Communities &amp; Connectedness</b> <i>Goods and services in a community serve the needs of the population</i>	<b>Relationships in Ecosystems: Tropical Rainforests</b> <i>We are caretakers of our planet: people can make choices that reduce their impacts on the land, water, air and other living things</i>	<b>Waves: Light and Sound</b> <i>There is a relationship between sound and vibrating materials as well as between the availability of light and ability to see objects</i>
G2	<b>Global Citizenship</b> <i>As global citizens we have a responsibility to be aware of the struggles and triumphs happening around the world.</i>	<b>Inventions and Innovations</b> <i>Science and technology can have both positive and negative impacts on individuals, society and the globe</i>	<b>Environmental Interactions: The Role of Bugs in our World</b> <i>Bugs are an essential part of the natural environment but can also be pests.</i>	<b>Forces and Interactions (combined with literacy unit)</b> <i>Unbalanced forces acting on an object can change its speed or direction of motion</i>
G3	<b>Building Civilizations: Examining the Evidence</b> <i>Artefacts, such as stories, biographies, interviews, and original sources such as documents, letters and photographs, can be used to piece together a picture of the past</i>	<b>Food Production</b> <i>The consumer choices we make can affect our own health and the wellbeing of our local communities and wider world.</i>	<b>Structure and Properties of Matter</b> <i>Different kinds of matter exist and many of them can be either solid or liquid, depending on the temperature</i>	<b>Interdependent Relationships in Ecosystems: Adaptations</b> <i>Special features and adaptations give organisms an advantage when competing for essential resources.</i>

G4	<b>Media and Advertising</b> <i>Advertisements and commercials are designed to persuade their audience to do or believe something</i>	<b>Earth Systems and Natural Hazards</b> <i>Society often turns to science and technology to solve problems</i>	<b>World Religions</b> <i>By recognizing various cultural perspectives, and understanding diverse perspectives, we have the potential to foster more positive relationships and interactions with diverse people within Guatemala and around the world</i>	<b>Energy</b> <i>Energy is present whenever there are moving objects, sound, light or heat</i>	<b>Structure, Function and Information Processing: The Human Body</b> <i>The human body is a complex system which requires all the parts to work together.</i>
G5	<b>Civic Action</b> <i>Civic engagement and political protest have been used in a variety of ways throughout history to address societal issues</i>	<b>Microeconomics: Getting Down to Business</b> <i>A successful business makes a profit by providing goods or services that are needed by the community it serves</i>	<b>Space Systems</b> <i>The development of technologies have allowed humans to gather an increasing amount of evidence about Earth's motion and its place in Space</i>	<b>Matter and Energy in Organisms and Ecosystems</b> <i>An ecosystem is composed of interdependent living and nonliving parts and requires the elements to be in balance in order for life to thrive</i>	

## SPANISH

Colegio Maya recognizes that learning languages other than one's mother or heritage language provides wide-ranging benefits to the individual learner and to the school's interdisciplinary curriculum. Learning and critical thinking skills attained in other-language learning directly and positively impact learning throughout the disciplines and throughout life. In addition, it improves understanding of language in general, including one's own mother/heritage language.

At Colegio Maya, the Spanish language is taught through two paths based on each student's experience. The first path is for students who are proficient or whose native language is Spanish. The second path is for students who are acquiring Spanish for the first time or who require additional support with the acquisition of the language. Spanish instructors will assess the entry point for each student who enters the program.

The primary objective of leveled instruction is to teach the language structure so that students may effectively use it in oral comprehension and expression, reading and writing, aligned with AERO World Language Standards. In this program, students learn to express their needs, opinions and wishes according to their age and academic grade level. The curriculum spiral design permits students to advance through each level as they achieve the prescribed learning goals. Once a student has mastered these learning goals, she/he is promoted to the next level. The time needed to advance from level to

level may vary according to individual progress. Advanced students will benefit from AERO Language Arts standards as well as [World Language Standards](#).

## **SPANISH I**

### **Course Description:**

This course provides students opportunities to develop competency in Spanish. Beginning Spanish is designed for students with little or no Spanish-speaking ability. They are introduced to authentic language resources so they can develop basic vocabulary and grammar skills. Students have the opportunity to expand their communication skills, including introduction to reading and writing. Oral communication and cultural awareness are emphasized so that the students can interact with Spanish speakers.

## **SPANISH II**

### **Course Description:**

The course reinforces and refines students' listening, speaking, reading and writing competencies. They are exposed to authentic resources and real life situations so that they can practice and refine their communication skills. Students are introduced to reading according to level and acquire a greater understanding and appreciation of the diversity in the Spanish-speaking world. Oral communication and cultural awareness are emphasized so that the students can interact with Spanish speakers.

## **SPANISH III**

### **Course Description:**

#### **Upper Elementary:**

The course reinforces and refines students' listening and speaking, reading and writing skills. They are exposed to authentic resources and real life situations so that they refine their communication skills. The program includes reading authentic materials and writing in response to such materials. Students are introduced to reading and analyzing literature and acquire a greater understanding and appreciation of the diversity in the Spanish-speaking world. Oral communication and cultural awareness are emphasized so that the students can interact with Spanish speakers.

## **SPANISH IV**

### **Course Description**

#### **Lower Elementary:**

These are literature based courses with emphasis in developing phonological awareness, and communication skills. Students work on decoding skills to eventually achieve reading fluency. Through guided instruction students are introduced to strategic-thinking, questioning, clarifying and problem solving strategies, to help them in the process to become independent readers and writers.

### **Upper Elementary:**

These are literature based courses with an emphasis on developing phonological awareness, fluency, and communication skills. Through guided instruction students practice and develop strategic-thinking, questioning, clarifying, and problem solving strategies to become independent readers and writers. Different units include a variety of literary pieces. These literature-based courses vary in difficulty according to grade level.

## **Elementary Physical Education and Health**

### **Philosophy**

The Colegio Maya Elementary school physical education program provides a variety of learning experiences by offering age-appropriate activities, as well as teaching children about health and wellness. The goal of the program is to reach each student's optimum physical, mental, emotional, and social development. The purpose of physical education is to teach the whole student, not just their body and movement. Exposing students to various physical activities, sports, and methods of fitness can better provide enjoyment of physical activity, as well as build social, psychomotor, and cognitive skills.

Physical literacy through elementary physical education at Colegio Maya. Physical literacy is when children have developed the skills, confidence, and love of movement to be physically active for life (SHAPE America). As physical literacy is considered very important in child development. Physical literacy has been identified by experts in physical education, sport, and even cognitive science as a key ingredient in raising healthy, happy, and successful children. It not only provides the foundation for children to enjoy physical activity and sports, but it also has far-reaching implications for their brain development, scholastic performance, and wellbeing in general.

Upon completion of studies at Colegio Maya, a student should embrace and practice through their lives the SHAPE America definitions for physical and health literacy:

- **Physical Literacy:** An individual's ability, confidence and desire to be physically active for life.
- **Health Literacy:** An individual's capacity to access information, resources and services necessary to maintaining and promoting health.

Building upon the curricular scope and sequence from elementary, the middle school years allow for the sequencing of movement skills and knowledge towards full literacy. The grade-level outcomes by grade eight for students are as follows:

- Demonstrate competency in a variety of motor skills and movement patterns.
- Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Exhibit responsible personal and social behavior that respects self and others.
- Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

## **ES ART**

The elementary school curriculum is based upon the foundational building blocks of visual art, known as the “Elements and Principles of Art”. Students will explore the timeline of art history through the ages and throughout the world, touching upon significant eras, artists, and world cultures. These fundamental artistic concepts will be the basis for a rich and well-rounded conceptual understanding of the world of art, competency development, and enrichment in creative expression. The art curriculum will provide Colegio Maya students with the essential experience of developing creative confidence and skills in multiple media, as well as providing a solid understanding of the great influence the visual arts have had throughout human history.

## **ES MUSIC**

Exploratory Music is an introduction to music where students will begin to read music fluently and develop a working knowledge of basic music theory and music history. In this class, students will explore music of different cultures, perform on various instruments and voice parts, and understand how music is made today. Student’s 21st century skills are strengthened through creating, performing, and responding to music.

## **STUDENT SUPPORT SERVICES**

### **Elementary Learning Support**

The Colegio Maya Learning Support Program (LSP) supports students who have been identified with mild academic and language needs. These students typically require support in reading, writing, or mathematics, as well as executive function. To ensure full access to the school’s curriculum and meet the unique needs of individual students, the learning support specialist collaborates with classroom teachers, students, and parents to develop learning plans. These include accommodations, building grade level competencies, learning strategies, and multi-sensory delivery of instruction. The teacher works with students one-on-one or in small groups - in the classroom or in the learning support room.

### **Elementary ESOL**

Elementary school ESOL(English for Speakers of Others Languages) instruction provides support to students with beginning to intermediate English language proficiency and aims to develop the students' social and academic language. Students develop their competency through engaging interactions with teachers and peers in the four domains of language acquisition: reading, writing, speaking, and listening.

Language learning needs are supported at each student's level of language development and proficiency.

- **Beginning (WIDA levels 1-2)** students are newcomers to English who are dedicated to learning basic language. Common vocabulary is taught within predictable grammatical sequences. Specialized support is given in pull-out classes.
- **Intermediate (WIDA levels 3-4)** students can be more successful in the classroom setting - interacting with advanced and native speakers. This allows them opportunities to learn from each other in order to extend their language development while still receiving a significant level of scaffolding in the classroom through push-in support by the EAL specialist.
- **Advanced (WIDA levels 5-6)** students can work in the classroom with minimal linguistic support, interacting fully with native speakers of the language.

## **Counseling**

Counseling specialists collaborate with students, parents, and classroom teachers to develop individual student support plans using interventions and strategies ensuring full access to the school's curriculum.

## **AFTER SCHOOL ACTIVITIES**

At the elementary level, from grades K through 5, students can choose to participate in a variety of activities. The activities run from 3:00 PM to 3:55 PM, for seventeen weeks each semester. A fee is charged for some activities others are free. Elementary students also have the opportunity to participate in school-wide dramas.

Some of activities available are: Track and field, dance, basketball, mini-chefs, robotics, coding, gardening, soccer, volleyball, gymnastics, robotics, art and crafts, Roots and Shoots, karate, piano, French.