



COLEGIO MAYA

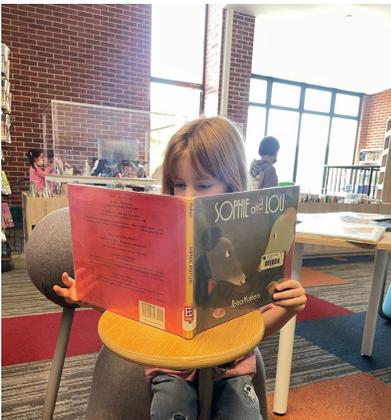


Academic Program for 2023-2024

This document provides an overview of the Colegio Maya School academic program for students Pre-Kindergarten to Grade 12. It aligns the [elementary](#) and [secondary](#) academic program creating an articulated PK-12 learning experience for our students and for those who are interested in attending Colegio Maya.



COLEGIO MAYA



Elementary School Academic Program 2023-2024

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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 & design, 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.

TECHNOLOGY

In Elementary, technology is part of the core class structure and has the flexibility to be integrated into learning units across the curriculum. 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 and platforms that students use including Lexia, IXL, Newsela, Brain Pop, PebbleGo and more to support their learning. Through their technology classes, students enjoy learning about coding, video production, and robotics.

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:

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

Pre-Kindergarten Writing			
Texts, Types and Purpose	Production and Distribution	Presentation of Knowledge and Ideas	Responding to Literature
<p>Students will be able to:</p> <ul style="list-style-type: none"> - With prompting and support, use a combination of drawing, dictating, or writing to 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - With guidance and support, respond to questions and suggestions and add details to 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Describe familiar people, places, things, and events and, with prompting and 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Create and present a poem, dramatization, art work, or personal

<p>express an opinion about a book or topic (e.g., I like.... because...)</p> <ul style="list-style-type: none"> - 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 - With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened 	<p>strengthen illustration or writing, as needed</p> <ul style="list-style-type: none"> - With guidance and support, explore a variety of digital tools to produce and publish writing; collaborate with peers 	<p>support, provide additional detail</p> <ul style="list-style-type: none"> - Add drawings or other visual displays to descriptions as desired to provide additional detail - Demonstrate an emergent ability to express thoughts, feelings and ideas 	<p>response to a particular author or theme studied in class, with prompting and support as needed</p>
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Kindergarten: Reading		
Foundational Skills	Reading Literature	Reading of Informational Texts
<p>Students will be able to:</p> <ul style="list-style-type: none"> - Demonstrate understanding of the organization and basic features of print - Follow words from left to right, top to bottom, and page by page - Recognize that spoken words are represented in written language by specific sequences of letters - Understand that words are separated by spaces in print - Recognize and name all upper and lowercase letters of the alphabet - Understanding of spoken words, syllables, and sounds (phonemes) - Recognize and produce rhyming words - Count, pronounce, blend, and segment syllables in spoken words - Blend and segment onsets and rimes of single-syllable spoken words - Name beginning, middle and ending sounds in cvc (consonant/vowel/consonant) words - Add or substitute sounds in simple words to make new words - Know and apply grade-level phonics and word analysis skills in decoding words - Demonstrate basic knowledge of 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Ask and answer questions about key details in a text, with prompting and support - Retell familiar stories, including key details, with prompting and support - Identify characters, settings, and major events in a story, with prompting and support - Ask and answer questions about unknown words in a text - Recognize common types of text (storybooks, poems, etc.) - Name the author and illustrator of a story and define the role of each in telling the story, with prompting and support - Describe the relationship between illustrations and the sequence in which they appear, with prompting and support - Actively engage in group reading activities with purpose and understanding - Compare and contrast the adventures and experiences of characters in familiar stories, with prompting and support 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Ask and answer questions about key details in a text, with prompting and support - Identify the main topic and retell key details of a text, with prompting and support - Describe the connection between two individuals, events, ideas, or pieces of information in a text, with prompting and support - Ask and answer questions about unknown words in a text, with prompting and support - Identify the front cover, back cover, and title page of a book - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text - 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 - Identify the reasons an author gives to support points in a text, with prompting and support - Identify basic similarities and

<p>letter-sound correspondence</p> <ul style="list-style-type: none"> - Associate long and short vowel sounds with common spellings - Read common high-frequency 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 		<p>differences between two texts on the same topic (ex. - in illustrations, descriptions or procedures), with prompting and support</p> <ul style="list-style-type: none"> - Actively engage in group reading activities with purpose and understanding
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Kindergarten: Writing

Building a Community of Writers	Narrative: Writing for Readers	Information: Writing to Teach Others	Persuasive: Using Words to Make a Change
<p>Students will be able to:</p> <ul style="list-style-type: none"> - 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 -With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed -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 -With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers -Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -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 -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 -With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed -With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -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 -With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed -With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question -With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers -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 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - 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 ...) - 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 - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed - With guidance and support from adults, explore a variety of digital tools to produce and publish writing,

<p>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>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>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>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

Students will be able to:

- Count to 20.
- Represent a number of objects with a written numeral 0 – 5 (with 0 representing a count of no objects).
- Identify and describe shapes (squares, circles, triangles, rectangles).
- Analyze, compare, and sort objects.
- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.
- Duplicate and extend (e.g., what comes next?) simple patterns using concrete objects.
- Sort objects into categories; count the numbers of objects in each category (limit category counts to be less than or equal to 10).
- 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).

- 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.
- Correctly name shapes regardless of size.
- 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).
- Identify “first” and “last” related to order or position.

Kindergarten Mathematics

Semester 1

Students will be able to:

- Count to 20 by ones
- Count forward to 10 starting with numbers other than 1
- Write numerals 0-10 (reversals are ok)
- Count sets of objects accurately in the range of 1-10
- Tell the number of objects counted in the range of 1-10
- Tell “how many” objects in the range of 1-10 without moving the objects
- Compare sets of objects in the range of 1-10, and tell which set had more and less
- 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

Semester 2

Students will be able to:

- Count to 60 by ones
- Count to 100 by tens
- Write numerals 0-20
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
- Understand that each number means 1 more than the one before it
- Compare sets of objects in the range of 1-10, and tells which set has more and which has less
- 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

<ul style="list-style-type: none"> - Compare the lengths of two objects and describes the difference using words like <i>shorter</i> and <i>longer</i> - Describe three-dimensional shapes (cube, cone, cylinder, sphere) - Describe the location of objects using words like <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i> - 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) 	<ul style="list-style-type: none"> - 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 <i>lighter</i> and <i>heavier</i> - Put smaller shaped together to make larger shapes
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PROGRAM OF STUDY

Grades 1-5

LITERACY

Colegio Maya's Language Arts program centers on a balanced literacy approach. Colegio Maya selects from the Common Core and AERO standards for English Language Arts to improve students' language skills in reading, writing, listening, and speaking. We believe language skills 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. The skills mastered in language arts frequently support learning in other disciplinary areas, enhancing students' comprehension and critical thinking. Students learn to read like writers and write like readers. **Students learn to speak articulately and effectively using standard and academic English.** Crucially, exploring and building their literacy skills develops students' character, sense of identity, and empathy for the diversity of human experience. Through English Language Arts, students acquire an appreciation for the beauty and power of language and imagination.

Reading

Students read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts from a range of genres. Reading skills are developed through the Columbia Reading Workshop Units of Study, which incorporate:

Mini-lessons: The teacher provides brief, direct instruction to the whole class, teaching students a reading habit, skill, or strategy to apply in their reading.

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

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

Guided Reading: Teachers work on the same text with a small group of students who are reading at similar levels.

Strategy Groups: Students working on similar reading skills meet with the teacher in small groups to receive instruction and guided practice on their skills.

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. While reading, students apply the skills taught through other instructional methods. Teachers conduct individual conferences with students during independent reading time.

Assessment: Students' reading skills are tracked and assessed along a continuum using developmentally appropriate methods, including ongoing record keeping, conferences, and pre- and post-tests. Teachers use formal and informal assessment to provide just-in-time feedback and instruction that supports students' growth.

Writing

At Colegio Maya, students write with a specific and authentic purpose in mind. In each grade level within elementary school, students will have the opportunity to write for three broad purposes: narrative, informative, and persuasive.

The primary curricular resource for the elementary school is the Columbia [Writing Workshop](#) Units of Study. In elementary school, students are guided by the writing process as they become increasingly independent. Writing is drafted, revised, and redrafted before being edited, published, and celebrated with an authentic audience when possible. They are guided in this process through writing workshop mini-lessons; mentor texts (models); regular practice, including individual and shared writing; peer feedback; teacher conferences; and self-assessment. Detailed rubrics as well as checklists provide the framework for pinpointing areas of improvement within each student's writing.

Listening and Speaking

Listening and speaking skills are critical for learning and communicating. 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.

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 variety of curricular programs, including Words Their Way, Patterns of Power, Foundations and Lexia, to support students in developing these skills.

NUMERACY

Philosophy

In the elementary school, we focus on developing students' deep understanding of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Instruction 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. Students learn the value of mathematics and are set to high expectations. We believe that the learning environment should be filled with visual learning, curiosity, and risk-taking.

Overview

Colegio Maya adheres to the [Aero Math Standards](#) (2015), which are aligned with Common Core Math Standards. Mathematics in the elementary school uses the [Bridges in Mathematics](#) program. Lessons expect students to think critically and work towards mastery through conceptual and practical representations and problem sets. 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. An additional component of the Bridges program in use is [Number Corner](#), a skill-building program that revolves around the classroom calendar, providing daily practice as well as continual encounters with broader mathematical concepts. Through these programs, students work to develop transdisciplinary competencies such as self-management, critical thinking, communication, and resilience and use them for math success.

Data regarding students progress is collected regularly, (using pre-assessments, formative and summative assessments, MAP tests and teacher observations).

INQUIRY

Elementary 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 attention to the sustainable development goals. 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 guide the learner through the lens of academic study of science and social studies.

Science Philosophy

Science is a way of making sense of the natural world. Scientists seek to describe the world's complexity, to explain its systems and events, and to find the patterns that allow for predictions and understandings. Science is the basis for the design of technologies that solve real-world problems.

Our Science Program aims to empower students as scientists. Therefore, all students should be:

- knowledgeable about the important concepts and theories of the three major branches of scientific study: earth, life, and physical sciences;
- develop proficiency in critical thinking and problem solving to address real world problems;
- familiar with the natural world, and respectful of its unity, diversity, and fragility;
- able to make informed judgments on statements and debates claiming to have a scientific basis;
- able to reflect in an informed way on the role of science related to sustainable development goals;
- develop an awareness of the causes of and possible solutions for environmental problems in their local community, Guatemala, and the world.

The science curriculum at Colegio Maya is based on [NGSS standards](#). These science standards are composed of three dimensions: science & engineering practices, cross-cutting concepts, and disciplinary core ideas—all of which help students learn the real applications of science.

Science & Engineering Practices

- *Asking Questions*
- *Defining Problems*
- *Developing & Using Models*
- *Planning & Carrying Out Investigations*
- *Analyzing & Interpreting Data*
- *Mathematics & Computational Thinking*
- *Engaging in Argument from Evidence*
- *Obtain, Evaluate, Communicate Information*

Crosscutting Concepts

- *Patterns*
- *Cause & Effect*
- *Scale, Proportion, & Quantity*
- *Systems and system models*
- *Energy & Matter*
- *Structure & Function*
- *Stability & Change*

Social Studies Philosophy

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help students make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn.

By focusing on inquiry, the philosophy emphasizes disciplinary concepts and practices that support students as they develop the capacity to know, analyze, explain and argue about interdisciplinary challenges in our social world. Content is also critically important to the disciplines within social studies. The [C3 - College, Career & Civic Life Framework for Social Studies Standards](#) serves as the principal guide for the program.

Elementary Units of Inquiry for 2022-23:

	SOCIAL STUDIES (& LITERACY)		SCIENCE (& LITERACY, DESIGN, TECHNOLOGY, MATH)	
ECC	Building Our Community		The Sun is Kind of a Big Deal	Pushes and Pulls
G1	Finding My Place In The World	Communities & Connectedness	Saving the Macaw	Light and Sound
G2	Global Citizenship	Inventions and Innovations	Planting a Garden	Constructing with Matter
G3	<i>Under Construction</i>	<i>Under Construction</i>	Ecosystem Invasion!	Preparing for the Extreme
G4	Media and Advertising	Why Do People Move?	Fuego's Tragic Unfolding	Energy in Motion
G5	Civic Action	Microeconomics: Getting Down to Business	Saving Daylight	Spheres: All for One and One for All!
			Let 's Bake!	

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.

Philosophy and Overview of the Spanish Program

The primary language of instruction at Colegio Maya is English with the Spanish Language Program as part of the school's program of studies. The understanding is that Colegio Maya does not propose to be a bilingual school. Nevertheless, the comprehensive Spanish Program attends to student learning through two specific paths based on each student's experience with the Spanish language. The first path is referred to as Spanish as a **World Language (Language B)** and it is offered to students in

grades 1st through 12th in the sequence of levels I-III. The second path, **Advanced Spanish (Language A)**, is oriented towards the fluent speaker for students in 1st through 12th grade in level IV.

The primary objective of **Language B** is to teach the structure of the Spanish language to students so they may effectively use it in oral comprehension and expression, reading and writing. At these levels, Spanish is aligned to 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 spiral design of the curriculum permits the students to advance through each level, according to individual achievement of the prescribed learning goals. Once a student has achieved the level-specific learning goals, then she/he is promoted to the next level. The time needed to advance from level to level may vary according to individual progress.

The primary focus of **Language A** is the refinement and enrichment of oral and written Spanish. The focus at this level is channeled through an emphasis on literature. The spiral design of the curriculum is aligned to AERO Language Arts standards.

This path is designed for students who:

- Communicate effectively in social and academic situations;
- Independently employ a wide range of linguistic functions;
- Are able to utilize complex and/or abstract language skills to express ideas and opinions related to the academic literary content.

Students at this level demonstrate grammar and oral expression skills proficiency. This level of ability allows them to continue to develop their cognitive language skills in a progressive sequence.

Spanish Course Descriptions

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 (Language A). 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 (Language B). Spanish instructors will assess the entry point for each student who enters the program.

Language B

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.

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

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, according to grade level. 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 fluency, communication and writing skills. Through guided instruction, students practice and develop strategic-thinking, questioning, clarifying, and problem solving strategies to become independent readers and writers. A variety of literary genres are included throughout the year. These literature-based courses vary in difficulty according to grade level.

Elementary Physical Education and Health

Philosophy and Overview of the Physical Education & Health Program

Physical Literacy is the backbone of our Physical Education program and SHAPE America defines it as: *Physical literacy is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.*

How does this connect to our PE classes? Our team aims to develop the physically literate individual through deliberate practice of well-designed learning tasks that allow for skill acquisition in an instructional climate focused on mastery.

Elementary Physical Education and Health Program

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 is when children have developed the skills, confidence, and love of movement to be physically active for life ([SHAPE America](#)). 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. Important to note in bridging the elementary and middle school divisions is the attention to the developmental growth stage of puberty. During fifth grade, learning activities are held to help students understand this special time and ways of navigating the associated challenges. Deeper learning on the topic in promotion of health and wellness is included in each of the middle school grade levels. 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.

VISUAL and PERFORMING ARTS

Philosophy and Overview for PK-12

The Art Department at Colegio Maya is dedicated to the school's vision of working together to foster individual talents through a solid foundation in music, drama and visual art. At Colegio Maya we recognize the undeniable value these forms of expression have in the lives of children of all ages, and support each student's unique needs as they are guided through their personal learning journey in the arts.

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

Elementary Music is an introductory music class. The focus of this class is to provide students with many enjoyable experiences in music and opportunity to learn and develop a variety of music-related skills. Through singing, playing, listening and reading, students will experience the various elements of music. In class, students will be introduced to various styles and kinds of music. They will have many opportunities to excel in musical performance, and reading music and musical literature.

UNIVERSAL STUDENT SUPPORT

PK-12 Program Philosophy

Colegio Maya offers targeted services to students with mild to moderate learning challenges, language academic development, and/or social-emotional needs that go beyond the regular classroom. The Student Support Team serves students in a programmatic way by providing strategies, remediation, and accompaniment to reach their full potential.

Learning Support

Colegio Maya acknowledges the diversity of learning profiles and academic levels in every classroom. The Learning Support Team serves students with a documented mild to moderate disability that impacts their learning. These students typically require support in reading and writing across different subject areas, mathematics, and executive function skills. Students develop self-advocacy skills and

powerful habits of mind toward becoming confident and independent learners. Learning support specialists collaborate with classroom teachers, students, and parents, creating individualized learning plans to support students in accessing the school's curriculum. These plans outline classroom accommodations and action plans, which may include cooperation with Colegio Maya Student Support Personal and/or outside professionals. The amount of support is determined by the student's needs. Support is delivered through push-in and/or pull-out interventions.

ESOL

ESOL (English for Speakers of Others Languages) provides support for students in all English levels as recognized by the WIDA (World-Class Instructional Design and Assessment) and develops 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 levels of development and proficiency (based on WIDA 2022):

- **Entering (level 1)** - Students' response is generally comprehensible, but intelligibility and fluency may be significantly compromised in language beyond words, oral phrases, or memorized chunks.
- **Emerging (level 2)** - Students' response is generally comprehensible but its clarity and fluency may often be compromised in more complex speech.
- **Developing (level 3)** - Students' response is generally comprehensible, but the comprehensibility and fluency may from time to time be compromised in more complex speech
- **Expanding (level 4)** - Students' response is is generally comprehensible, fluent, and related to purpose;
- **Bridging (level 5)** - Students' response is comprehensible, fluent, and generally related to purpose; generally comparable to the speech of English proficient peers;
- **Reaching (level 6)** - Students' response is fully comprehensible, fluent, and appropriate to purpose, situation, and audience; comparable to the speech of English proficient students meeting college- and career-readiness standards; ⇒ **This is the exit level from the ESOL program.**

Depending on the student's language needs and schedule, ESOL courses will engage in distinctive “pull-ou/push-in” lessons, using technology implementation, language transfer knowledge, and other media tools for learning and demonstration.

Social-Emotional Counseling

Counseling and support are provided for students who have specific behavioral and/or social-emotional challenges that impact their learning experience. 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. In addition, SEL (Social-Emotional Learning) is promoted through the programmatic application of Habits of Mind in classroom lessons, assemblies, and initiatives.

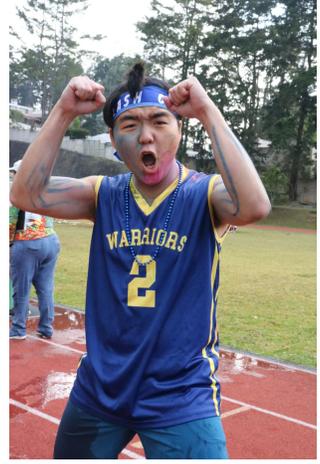
AFTER SCHOOL ACTIVITIES

At the elementary level, from grades K through 5, students can choose to participate in a variety of activities that change yearly according to interest and availability.. Examples of activities that have been held include: Track and field, dance, basketball, mini-chefs, robotics, coding, gardening, soccer, volleyball, gymnastics, robotics, art and crafts, Roots and Shoots, karate, piano, French.

The activities run from 2:45 PM to 3:30 PM, each semester. A fee is charged for some activities while others are free. Elementary students also have the opportunity to participate in school-wide dramas.



COLEGIO MAYA



Secondary School Academics 2023-2024



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INTRODUCTION

This booklet contains descriptions for courses offered in grades 6-12 at Colegio Maya. It can also serve as a guide for many of our outgoing transfer students who need to describe Maya's program to their new school.

For high school aged students and their families, the Learning Program is a reference point to review a course's objectives, requirements, prerequisites (if any), and credit value. In addition there is useful information about placement and graduation requirements. Please note that the inclusion of a course description in this booklet does not guarantee its inclusion in next year's program.

Students and their parents should review each department's overviews and course descriptions as well as the graduation requirements, program planning suggestions, and other information given. We also encourage students to meet and talk with both teachers and the college counselor, to ask both about courses and seek their recommendations as to selecting appropriate courses that suit their needs.

Some courses require teacher approval. All course placement is subject to the principal's approval.

KEY CONTACTS:

Secondary Principal	Chris Muller	cmuller@cm.edu.gt
Director of Curriculum, Instruction & Assessment, AP Coordinator	Jeff Fifield	jfifield@cm.edu.gt
English Department Head	Karen Boehm	kboehm@cm.edu.gt
Spanish Department Head	Monica Bernhard	mbernhard@cm.edu.gt
Mathematics Department Head	Danielle Naimey	dnaimey@cm.edu.gt
Social Studies Department Head	Katia Kayayan	kkayayan@cm.edu.gt
Science Department Head	Aubry Burr	aburr@cm.edu.gt
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Social Emotional Counselor	Ana Lucia Arce	aarce@cm.edu.gt
Learning Support	Aida Zea	azea@cm.edu.gt
College Counselors	Katia Kayayan	kkayayan@cm.edu.gt
Library Resources, Online Course Coordinator	Angelique Vives	avives@cm.edu.gt
IT Coordinator	Tita Haeussler	thaeussler@cm.edu.gt

CORE COMPONENTS AT COLEGIO MAYA

Universal Student Support

Colegio Maya acknowledges the diversity of learning profiles and academic levels in every classroom. The Universal Student Support team serves students with a documented mild to moderate disability

that impacts their learning. These students typically require support in reading and writing across different subject areas, mathematics, and executive function skills. Students develop self-advocacy skills and powerful habits of mind toward becoming confident and independent learners. Learning support specialists collaborate with classroom teachers, students, and parents, creating individualized learning plans to support students in accessing the school's curriculum. These plans outline classroom accommodations and action plans, which may include cooperation with Colegio Maya Student Support Personal and/or outside professionals. The amount of support is determined by the student's needs. Support is delivered through push-in and/or pull-out interventions.

ESOL

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Depending on the student's language needs and schedule, ESOL courses will engage in distinctive “push-in” lessons, using technology implementation, language transfer knowledge, and other media tools for learning and demonstration.

Social Emotional Counseling and SEL

Counseling and support are provided for students who have specific behavioral and/or social-emotional challenges that impact their learning experience. 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. In addition, SEL is promoted through

Warrior Time Program with the programmatic application of Habits of Mind and restorative practice in classroom lessons, assemblies, and initiatives.

Service Learning

Service Learning is a part of our school culture and provides opportunities for students to develop their skills, talents and interests in real-world, hands-on contexts. Students are encouraged to look at potential partners through a sustainability systemic lens to help vet partners and determine the greatest leverage point for 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

Technology Services

Students use the tools of G Suite, including Google Applications, on a daily basis as part of their learning. In accordance with the **Bring Your Own Device (BYOD)** policy, secondary students bring laptops or tablets to facilitate their learning.

The Tech Department assists the community with troubleshooting and any kind of assistance they might need. Wifi and outlets throughout campus enable students to work anywhere and at any time. Computer labs on campus contain iMacs and PCs, and mobile labs with laptops, iPads, and Chromebooks are available to students at any time.

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 are required to complete a Responsible Use Agreement as part of their agreement with the School Code of Conduct.

Makerspace

A makerspace is a place where students can experiment and innovate in a safe environment. Through this process, students explore different concepts and techniques. Labs are equipped with all sorts of tools, such as drills, routers, sanders, files, screwdrivers, 3D printers, 3D scanners, robots, and more. The iMacs host a wide range of software that students can use to plan and create their designs and prototypes. We place an emphasis on incorporating STEAM and service projects into the learning process and providing support to students to turn their ideas into reality.

College Counseling

College Counseling services assist High School students to have a successful college admissions process. Colegio Maya encourages students to focus on finding the ‘right college match.’ For our students, that means identifying and applying to colleges and universities where they will be intellectually challenged and socially engaged; schools that will encourage and inspire them as learners, thinkers, and citizens. This is an exciting time of self-discovery and exploration where students and their families receive personalized counseling. Colegio Maya utilizes the CIALFO platform for College Counseling activities.

We are proud members of the [International Association of College Admissions Counseling \(IACAC\)](#). As such, we are committed to maintaining high standards of integrity and practice which foster ethical and social responsibility among students, parents, faculty, and university admissions to better serve students.

MIDDLE SCHOOL PROGRAM OF STUDY

MIDDLE SCHOOL PHILOSOPHY

Middle-school students benefit from developing competencies throughout and across the academic disciplines, school life, and activities. While the knowledge may vary, teachers agree on key competencies, concepts, and character traits, designing courses to address student needs. Consistent academic and behavioral expectations throughout their classes clearly communicate these priorities to students.

Students know that they are recognized as individuals and take ownership of learning that reflects their identities. Therefore, teachers must act as curriculum designers prepared to design and modify units of study that reflect the needs and interests of the students. Not least, learning is surprising, challenging, and fun.

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. Student reflection opportunities promote student growth not only within an academic year, but throughout their middle-school journey.

To take advantage of these multiple opportunities, students must possess—and teachers must foster—a growth mindset and a strong work ethic. Grit and positivity empower students to persevere in the face of obstacles. Opportunities to develop relationships with mentors and role models enhance students’ empowerment to drive their own learning.

These elements combine to provide students with a strong sense of their own identity. Our program encourages students to identify their own strengths and challenges, providing them the space and support to grow from both failure and success. Students leave middle school empowered, beyond what they previously thought possible, to confront and engage with complex challenges.

English Language Arts

Philosophy and Overview

Colegio Maya's Language Arts program centers on a balanced literacy approach. Colegio Maya selects from the Common Core and AERO standards for English Language Arts to improve students' language skills in reading, writing, listening, and speaking. We believe language skills 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. The skills mastered in language arts frequently support learning in other disciplinary areas, enhancing students' comprehension and critical thinking. Students learn to read like writers and write like readers. Students learn to speak articulately and effectively using standard and academic English. Crucially, exploring and building their literacy skills develops students' character, sense of identity, and empathy for the diversity of human experience. Through English Language Arts, students acquire an appreciation for the beauty and power of language and imagination.

Reading

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

- **Independent reading** allows students to read across a range of genres and text types: memoir, narrative nonfiction, science fiction, modern fantasy, historical fiction, world literature, adventure, mystery, realistic fiction, poetry, and graphic novels, for example. Students have full choice over their book choices and demonstrate their knowledge and understanding in a variety of ways.
- **Shared reading** in book clubs and literature circles gives students opportunities to read and analyze their reading more closely as they collaborate in practicing different strategies. Students retain some choice in the books they read, generally selecting from a range of fiction and nonfiction options. Students discuss themes, issues, personal connections and “wonderings” arising from their shared reading experience, as well as identifying elements of the author's craft such as specific literary techniques, organizational structures, powerful words, and interesting uses of writing conventions.
- **Whole-class reading** of novels, poems, short stories, nonfiction articles, or extracts taken from these sources provides students with models of, and guides for, close reading and analytical skills and annotation techniques.

Writing

Students write with a specific and meaningful purpose in mind. To this end, writing instruction fosters students' personal growth and their power to effect change in the world. In each grade level within middle school, students write for three broad purposes: narrative, informational, and persuasive.

The primary curricular resource for the middle school is the Columbia [Writing Workshop](#) Units of Study. Writing is drafted, revised and redrafted before being edited and finally published, where possible for an authentic audience. Students 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. Informal discussions, which 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, build essential communication skills. In addition, formal presentations increase in importance, as students apply their skills to communicate in various disciplines and effect change.

Language and Style

To ensure development of effective reading and writing, students must understand both the conventions and the stylistic effects 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 craft meaning as they write. Critical knowledge about the conventions of language is supported by practical implementation of students' knowledge and skills throughout the disciplines.

Spanish

Philosophy and Overview

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.

The primary language of instruction at Colegio Maya is English with the Spanish Language Program as part of the school's program of studies. The understanding is that Colegio Maya does not propose to be a bilingual school. Nevertheless, the comprehensive Spanish Program attends to student learning through two specific paths based on each student's experience with the Spanish language. The first

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The primary objective of **Language B** is to teach the structure of the Spanish language to students so they may effectively use it in oral comprehension and expression, reading and writing. At these levels, Spanish is aligned to 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 spiral design of the curriculum permits the students to advance through each level, according to individual achievement of the prescribed learning goals. Once a student has achieved the level-specific learning goals, then she/he is promoted to the next level. The time needed to advance from level to level may vary according to individual progress.

The primary focus of **Language A** is the refinement and enrichment of oral and written Spanish. The focus at this level is channeled through an emphasis on literature. The spiral design of the curriculum is aligned to AERO Language Arts standards.

This path is designed for students who:

- Communicate effectively in social and academic situations;
- Independently employ a wide range of linguistic functions;
- Are able to utilize complex and/or abstract language skills to express ideas and opinions related to the academic literary content.

Students at this level demonstrate grammar and oral expression skills proficiency. This level of ability allows them to continue to develop their cognitive language skills in a progressive sequence.

Structure of the Program by Grade Levels

According to the description of the Spanish Program, the following classes are offered in order to meet the educational objectives:

Language B
Grades 6 - 8
Levels I, II, III

Language A
Grades 6 - 8
Level IV

Grade 9 -10
Levels I, II, III

Grade 9
Level IV- Literatura, comunicación y cultura

Grade 10:
Level III: AP Spanish Language & Culture

Grade 10:
Level IV: Literatura de España

Grade 11-12:
Levels I, II, III

Grade 11-12:
Levels III - IV: Contemporary Issues in Latin-America
Level IV: Literatura Latinoamericana

Spanish Course Descriptions

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 (Language A). 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 (Language B). Spanish instructors will assess the entry point for each student who enters the program.

Language B

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.

SPANISH I-II

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 will be exposed to rich Spanish language environments so they can develop basic vocabulary and grammar skills. Students will have the opportunity to develop and refine their communication skills in Spanish, including beginning practice of writing and reading skills. Oral communication and cultural awareness will be emphasized so that the students can interact with Spanish speakers.

SPANISH II-III

Course Description:

The course reinforces and refines students' listening, speaking, reading and writing skills. The program includes the reading and writing of authentic materials. Students are introduced to reading and analyzing formal literature and will acquire a greater understanding and appreciation of the cultural diversity in the Spanish-speaking world.

SPANISH IV

Course Description:

These courses are designed for accomplished readers and writers of Spanish. The courses include the study of language structure, composition, and literary genres, including narrative, lyrical, and dramatic works. The units include a variety of literary pieces, such as tales, novels, legends, myths, nonfiction works, articles, poems, and plays. These literature-based courses vary in difficulty according to grade level.

Mathematics

Philosophy and Overview

Following Maya's mission and vision, Maya Math believes in inspiring excellence in every student and encouraging them to develop their unique potential. Math teachers hold high expectations for themselves and all students, working collaboratively to improve in their practice and expecting students to continually grow in their understanding of mathematics. Teachers focus on mathematical thinking and reasoning through collaboration and inquiry, placing content in context with practical applications. Students are encouraged to embrace mistakes as opportunities to deepen their conceptual and procedural competency, learning how to manipulate mathematical procedures to become more capable problem solvers in their complex worlds.

Maya uses the [Aero Math Standards](#) to determine content and the [Common Core Standards for Math Practice](#) to determine skills, using an integrated, spiraling format for the middle years using [Open Up Resources](#) and [Illustrative Mathematics](#) as a program of study to deliver the curriculum. This curriculum reorganizes the mathematics students are learning by presenting mathematical topics sequenced in ways that help students see the connections between ideas and the coherence of mathematics as a discipline. The recursive nature of an integrated program provides several opportunities for students to learn concepts over time, in increasing complexity and depth, giving students multiple opportunities to truly understand and apply each concept. In addition, an integrated curriculum provides opportunities to investigate varied applications of geometry, number sense, and algebraic thinking. This approach develops skills such as collaboration, creativity, critical thinking, motivation, and communication and uses them to deepen mathematical learning. Data is commonly collected on student understanding through formative and summative assessments to redirect learning as necessary.

Organisation:

	Grade 6	Grade 7	Grade 8
PATH 1	Year 1: OUR 1	Year 2: OUR 2	Year 3: OUR 3
PATH 2	Year 1 and Year 2: OUR 1, 2 and 3		Year 3: CPM

Students in Grade 6 will be placed in Path 1 or Path 2 with a triangulation of data. We will use Current Math Assessments, MAP tests scores and teacher recommendations (based on skills and work habits). Students who are placed in Path 1 will take OUR 1 over the course of the year. Students who are placed in Path 2 will use a challenge by choice to pace themselves through OUR 1 and part of OUR 2 covering the content at a personalized level and speed, with facilitation from the teacher. At the end of Grade 6, if students who are in Path 1 would like to advance to Path 2, they can study independently over the summer. Then, prior to the opening of school, they can make an appointment to take a placement exam and an interview with a member of the math department. If they show the necessary mastery of OUR 2, then they will move from Path 1 to Path 2. This same challenge by choice will be available every year through middle school.

Middle School Integrated Mathematics topics:

OUR 1	OUR 2	OUR 3
Area and Surface Area	Scale Drawings	Right Transformation and Congruence
Introducing Ratios	Introducing Proportional Relationships	Dilations, Similarities and Introducing Slope
Unit Rates and Percentages	Measuring Circles	Linear Relationships
Dividing Fractions	Proportional Relationships and Percentages	Linear Equations and Linear Systems
Arithmetic in Base Ten	Rational Number Arithmetic	Functions and Volume
Expressions and Equations	Expressions, Equations and Inequalities	Associations in Data
Rational Numbers	Angles, Triangles and Prisms	Exponents and Scientific Notation
Data Sets and Distribution	Probability and Sampling	Pythagorean Theorem and Irrational #s

[CPM 1](#) The course description may be found in the high school program of study.

Social Studies

Philosophy and Overview

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help students make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn.

By focusing on inquiry, the philosophy emphasizes disciplinary concepts and practices that support students as they develop the capacity to know, analyze, explain and argue about interdisciplinary challenges in our social world. Content is also critically important to the disciplines within social studies.

Social Studies Units of Inquiry: Units are designed taking into account the National Council for the Social Studies ([NCSS](#)) and C3 curricular themes and framework.

Grade 6 Social Studies: 10,000 BCE - 600 CE			
<p>Identity and Belonging <i>Personal, social, cultural and environmental factors contribute to the development and the growth of personal identity, and influence a person's perspective on the world</i></p>	<p>What Makes a Society? <i>Comparing and contrasting the reasons civilizations rise and decline can help explain the distribution and diversity of people and cultures around the world today</i></p>	<p>Leaving a Legacy <i>Comparing and contrasting the reasons civilizations rise and decline can help explain the distribution and diversity of people and cultures around the world today</i></p>	<p>What I believe <i>By recognizing and understanding various cultural perspectives, we have the potential to foster positive relationships and interactions with diverse people within Guatemala and around the world</i></p>

Grade 7: 600 - 1750			
<p>Conflict and Power <i>Cultural perspectives (and religions) can both bring people together and be the cause of conflict</i></p>	<p>Connections and Interconnections <i>Trade routes offer not just an exchange of goods, but also an exchange of ideas, customs and technologies</i></p>	<p>Whose Land is it Anyway? <i>Maritime explorations throughout history have helped to bring together Europe, Asia, Africa and The Americas and facilitated the processes associated with globalization</i></p>	<p>Reformation, Revolution and Rebirth <i>Rediscovering the past can impact the present</i></p>

Grade 8: 1750 - Present			
<p>Interconnectedness of World Economies <i>The economies of global superpowers can influence the economies of other countries in positive and negative ways</i></p>	<p>War and Conflict <i>There are many factors that contribute to cooperation and conflict among people of a nation and/or world, including language, religion and political beliefs</i></p>	<p>Revolutions <i>Fundamental and relatively sudden changes in political power and organization occur when the population revolt against the government, typically due to perceived political, social or economic oppression</i></p>	<p>The History and Geography of Forced Labor <i>The history of African and American Indian slavery can help us understand more about modern day forced labor</i></p>

Science

Philosophy and Overview

Science is a way of making sense of the natural world. Scientists seek to describe the world's complexity, to explain its systems and events, and to find the patterns that allow for predictions and understandings. Science is the basis for the design of technologies that solve real-world problems.

Our Science Program aims to empower students as scientists. Therefore, all students should be:

- knowledgeable about the important concepts and theories of the three major branches of scientific study: earth, life, and physical sciences;
- develop proficiency in critical thinking and problem solving to address real world problems;
- familiar with the natural world, and respectful of its unity, diversity, and fragility;
- able to make informed judgments on statements and debates claiming to have a scientific basis;
- able to reflect in an informed way on the role of science in human affairs
- develop an awareness of the causes of and possible solutions for environmental problems in their local community, Guatemala, and the world.
- prepared for university-level science upon graduation from Colegio Maya.

The science curriculum at Colegio Maya is based on [NGSS standards](#). These science standards are composed of three dimensions: science & engineering practices, cross-cutting concepts, and disciplinary core ideas—all of which help students learn the real applications of science.

Science & Engineering Practices

- *Asking Questions*
- *Defining Problems*
- *Developing & Using Models*
- *Planning & Carrying Out Investigations*
- *Analyzing & Interpreting Data*
- *Mathematics & Computational Thinking*
- *Construct Explanations*
- *Designing Solutions*
- *Engaging in Argument from Evidence*
- *Obtain, Evaluate, Communicate Information*

Crosscutting Concepts

- *Patterns*
- *Cause & Effect*
- *Scale, Proportion, & Quantity*
- *Systems and system models*
- *Energy & Matter*
- *Structure & Function*
- *Stability & Change*

Science Units of Inquiry

Grade 6			
Forces and Interactions	Structure and Properties of Matter	Interdependent Relationships in Ecosystems	Structure, Function, and Information Processing: Cells: Building Blocks of Life
<p><i>Forces, Mass and the Motion of an Object</i> Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.</p> <p><i>Collision Design Solution</i> Apply Newton's Third Law to design a solution to a</p>	<p><i>Atomic Composition Model</i> Develop models to describe the atomic composition of simple molecules and extended structures.</p> <p><i>Synthetic Materials</i> Gather and make sense of information to describe that synthetic materials come from natural resources and</p>	<p><i>Interdependent Relationships in Ecosystems</i> Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems</p> <p><i>Biodiversity and Ecosystem Services Solutions</i> Evaluate competing design</p>	<p><i>Cell Theory</i> Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.</p> <p><i>Cell Parts and Function</i> Develop and use a model to describe the function of a cell as a whole and ways parts of</p>

<p>problem involving the motion of two colliding objects</p> <p>Electric and Magnetic Forces</p> <p>Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.</p> <p>Gravitational Interactions</p> <p>Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.</p> <p>Electric and Magnetic Fields</p> <p>Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.</p>	<p>impact society</p> <p>Thermal Energy and Particle Motion</p> <p>Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.</p>	<p>solutions for maintaining biodiversity and ecosystem services.</p>	<p>cells contribute to the function</p> <p>Interacting Body Systems</p> <p>Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells</p> <p>Information Processing</p> <p>Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.</p>
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Grade 7

Waves and Electromagnetic Radiation	Earth's Systems	Space Systems	Growth, Development and Reproduction of Organisms
<p>Wave Properties</p> <p>Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.</p> <p>Wave Reflection, Absorption, and Transmission</p> <p>Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.</p> <p>Digitized Wave Signals</p> <p>Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit</p>	<p>Cycling of Earth's Materials</p> <p>Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.</p> <p>Cycling of Water Through Earth's Systems</p> <p>Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.</p> <p>Uneven Distribution of Earth's Resources</p> <p>Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and</p>	<p>Earth-Sun-Moon System</p> <p>Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.</p> <p>Gravity and Motions in Space</p> <p>Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.</p> <p>Scale Properties in the Solar System</p> <p>Analyze and interpret data to determine scale properties of objects in the solar system.</p>	<p>Animal Behaviors and Plant Structures - Reproductive Success</p> <p>Use arguments based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.</p> <p>Environmental and Genetic Growth Factors</p> <p>Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.</p> <p>Mutations - Harmful, Beneficial or Neutral</p>

<p>information than analog signals.</p>	<p>current geoscience processes.</p> <p>Potential Energy of the System <i>Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.</i></p>		<p><i>Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.</i></p> <p>Asexual and Sexual Reproduction <i>Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.</i></p> <p>Artificial Selection <i>Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.</i></p>
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Grade 8

Chemical Reactions	Weather & Climate	Energy	Matter & Energy in Organisms
<p>Chemical Properties and Reactions <i>Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.</i></p> <p>Conservation of Atoms in Reactions <i>Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.</i></p> <p>Thermal Energy Design Project <i>Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.</i></p>	<p>Interacting Air Masses and Weather <i>Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.</i></p> <p>Atmospheric and Oceanic Circulation <i>Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</i></p> <p>Causes of Global Warming <i>Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</i></p>	<p>Kinetic Energy of an Object <i>Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.</i></p> <p>Potential Energy of the System <i>Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.</i></p> <p>Thermal Energy Transfer Solution <i>Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.</i></p> <p>Thermal Energy Transfer</p>	<p>Photosynthesis - Matter Cycling and Energy Flow <i>Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.</i></p> <p>Food and Chemical Reactions <i>Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.</i></p> <p>Effects of Resource Availability <i>Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.</i></p> <p>Matter Cycling and Energy</p>

		<p><i>Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.</i></p> <p>Energy Transfer to or from an Object</p> <p><i>Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.</i></p>	<p>Flow in Ecosystems</p> <p><i>Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.</i></p> <p>Ecosystem Interactions and Dynamics</p> <p><i>Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</i></p>
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Physical Education & Health

Philosophy and Overview

Physical Literacy is the backbone of our Physical Education program and SHAPE America defines it as : *Physical literacy is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.* How does this connect to our PE classes? Our team aims to develop the physically literate individual through deliberate practice of well-designed learning tasks that allow for skill acquisition in an instructional climate focused on mastery.

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.

Grade 6 Physical Education Course Description

The emphasis in sixth-grade physical education is working cooperatively to achieve a common goal. The Maya student begins to use learned skills and combinations of skills in the context of performance and game situations. While physical skills are reinforced, a cooperative effort is also fostered. Sixth grade is a time in which students begin to recognize the role games, sports, dance and outdoor pursuits play in their personal lives and fitness levels and how these activities can help them to understand people of diverse cultures.

Grade 7 Physical Education Course Description

The emphasis in seventh-grade physical education is meeting challenges and making decisions. During this time of rapid physical, social and emotional change, students are looking for a sense of belonging, community, peer group and team to gain more confidence in individual activities. Physical education offers the opportunity for students to take risks and accept challenges of setting personal goals. Students will be able to participate in vigorous activity for a sustained period of time while maintaining a target heart rate and be able to identify proper warm-up, conditioning and cooling-down techniques. They should learn the FITT guidelines for physical exercise and understand the principles of overload, progression, and specificity in physical conditioning. They use more mature motor patterns in various individual and team sport activities.

Grade 8 Physical Education Course Description

Group membership and positive social interaction is a primary reason why students seek physical activity, and they should be challenged with competition as a means for accomplishing this as well as increasing skill expertise in individual and team sport activities.

The emphasis in eighth-grade physical education is to be able to work as a team while also recognizing and developing individual agency for their own health and wellness. Students are challenged to develop their performance with the application of movement principles towards levels of competency. The eighth-grade student should participate in health-enhancing physical activities that enable them to accomplish their personal physical activity goals. As they begin to understand how each of the five components of physical fitness are related, they can apply this knowledge to their own fitness programs as well as apply basic principles of training to improving physical fitness.

Health

The Colegio Maya Health Education Program provides students with the knowledge and skills they need to develop to maintain and enjoy healthy lifestyles and to promote the health of others around them. The expectation is that students will make healthy choices that will influence others in the community where they live and socialize. Striving for wellness is the overarching theme and approach: “Wellness is an active process of becoming aware of and making choices toward a healthy and fulfilling life. Wellness is more than being free from illness, it is a dynamic process of change and growth” (World Health Organization).

The grade-level outcomes by grade eight for students are as follows:

- Comprehend health promotion and disease prevention.
- Understand the influence of family, peers, culture, media, technology, and other factors on healthy behaviors.
- Demonstrate an ability to access valid information and services to enhance health.
- Demonstrate the ability to use interpersonal communication, decision-making, and goal setting skills to enhance health and reduce health risks.
- Advocate for personal, family, and community health.

Health Topics by grade levels

Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> - Total Health & Wellness (physical, intellectual, emotional, social) - Values-based decision-making - Peer relationships - Time Management - Puberty: reproductive systems, hygiene, changes related to puberty 	<ul style="list-style-type: none"> - Healthy Body: Nutrition, rest & relaxation, exercise - Healthy minds: self-concept, mindset, relationships, emotional intelligence, strengths-based perspective, stress management, and developing a positive body image. 	<ul style="list-style-type: none"> - Healthy Relationships: personal values & beliefs, communication skills & styles, critical thinking, empathy, conflict resolution; human sexuality: reproductive system review, decision-making related to sexuality, relationships & intimacy, abstinence, contraception, responsible sexual behavior, realities of choosing to be sexually active.

The overriding emphasis during instruction is to provide students with the information they need to make sound decisions about their own health so that they develop a sense of personal responsibility. Students are encouraged to develop their own values and moral belief system, to identify their own personal goals for now and the future, and to form healthy relationships with the people around them.

Arts & Design: Drama, Music, Visual Art & Design

Philosophy and Overview

The Arts Department at Colegio Maya is dedicated to the school’s vision of developing every students’ mind, body and character through a solid foundation in music, drama and visual art. At Colegio Maya we recognize the undeniable value these forms of expression have in the lives of children of all ages, and support each student’s unique needs as they are guided through their personal learning journey in the arts.

Drama

The theater program at Colegio Maya is designed for students to explore the craft of theater in all its areas and components, as well as learning how to collaborate and work together as a group. The business of theater is done by doing. Through games, research, discussions, acting exercises, productions, reflection and improvisation, students will explore and experience what it is like to put together a theatrical performance. The drama class will help students develop and reinforce 21st-century skills, like creativity, problem-solving, critical thinking, leadership, and collaboration.

Students will also learn and use theater vocabulary, dramatic elements, artistic perception, creative expression, aesthetic judgment and will be able to explore the importance of production and performance value. Students have opportunities to work both onstage and backstage, performing and producing for shows. The drama department puts together musicals and plays after school that can be enjoyed by everyone in and outside the community.

Music

The music program at Colegio Maya is a fun and engaging program for students. They are given an opportunity to explore their creativity and develop instrumental and self-management skills. Middle school students are offered opportunities including exploratories in music, vocal performance and musical theater, and extracurricular band programs.

Exploratory Music is an introduction to music where students will begin to read music fluently and develop a working knowledge of basic music theory, music history and music production. 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.

Visual Art

In the Colegio Maya secondary Visual Arts courses, grades 6-8 artists develop foundational skills and begin to consider their understanding of what art is, why art matters, and how they can use art to expand their ways of thinking and interacting with themselves and the world around them. They explore and develop the habits they need to engage in to become thoughtful artists.

In grades 9-12, the program is scaffolded to allow students to transition seamlessly from middle school into a high school visual arts program. These courses give students the opportunity to develop and hone the skills of inquiry, process, evaluation, and communication using the language of art.

Design

The concepts of Design at Colegio Maya are structured to challenge all students to apply practical and creative thinking skills to solve design problems. Students will explore the role of design in both historical and contemporary contexts. Students will also be tasked with considering their responsibilities (sustainability, material use, etc) when making design decisions and taking action. Design at Maya will focus on the holistic design process rather than the final products and solutions.

The Engineering Design Process at Colegio Maya is used as a way to structure inquiry and analysis of design problems. It dives into the development and creation of feasible solutions, while also focusing on testing and evaluating of models, prototypes and products.

***Arts and Design Course Descriptions are listed in Exploratory and Elective classes**

Exploratory Classes

The Middle School Exploratory block gives each child the opportunity to experience a variety of creative studies. In Grades 6 and 7, students rotate through all four classes, spending one quarter on each. In Grade 8, in addition to three exploratory classes, all students spend 1 quarter working on their personal passion project.

Art

Learn to think like an Artist through learning how to express your ideas through various artistic processes and mediums such as drawing, painting, and sculpture. Explore the language of art by interpreting and analyzing art as well as learning to communicate better through your own creations. Emphasis is placed on developing studio habits, artistic processes, and individual confidence. No experience necessary.

CREW

Crew is a series of team-building, activities, and learning that bring us together as a community. Crew is a place where character education, adventure, and team building are intentional in generating excitement for taking on learning challenges inside and outside of the classroom. It's a structure that fosters a sense of belonging within students and a place where they can be their best selves while lifting up their peers to achieve more than they think possible.

Design

This course is an introduction to the engineering design process and all of the elements within the cycle. Everyone will be able to explore various design disciplines and practice critical thinking throughout the course. Students will learn to design for clients, develop their own ideas, and create a product based on client needs and desires and their responsibilities as designers. Students will also learn how and why we use design elements and principles, how and why we use inspiration, why we sketch several design proposals before making the designs a reality, why they need feedback in order to improve their designs, and how to present our ideas to create powerful and compelling products and projects.

Drama

This hands-on class provides students with an opportunity to learn the art of theater. We begin with the acting basics students need to create a successful scene: ensemble skills, improvisation, projection, vocal clarity and expression, characterization, pantomime, objective and tactics. Students will learn script structure, blocking, and stage directions and how to give, receive and apply feedback. They will explore aspects beyond acting such as directing and simple set design. Through games, discussions, acting exercises, projects, productions, reflections and improvisation, the students will explore the craft of theater. Students will also learn and use theater vocabulary, dramatic elements, artistic perception, creative expression, aesthetic judgment and will be able to explore the importance of production and performance value.

Passion Project

This course is designed to allow students to pursue their own interest and develop their skills and discover their talents by designing, planning, executing and reflecting on a project of their choice. Students will keep a process journal and action plan as part of their learning process. They will develop their skills in investigative research, goal setting and designing their own project criteria. At the end they will present their learning via an oral presentation and written reflection.

MS Elective Classes

Electives provide students choice and a sense of agency in their learning. Options offer students the chance to explore world issues, unleash their creativity, and delve deeply into competencies and concepts. Students select one elective each semester.

Band

In MS Band, students will not only become proficient musicians but will also cultivate essential skills such as teamwork, discipline, and perseverance. They will experience the joy of collaborating with their peers, working harmoniously to create captivating performances that transcend individual abilities. Through regular rehearsals and live performances, students will witness the incredible transformative power of collective musical expression.

Performance and Theater Production

This course is designed to help students gain as much comprehension as possible about putting on a successful production. From designing, creating the sets and props, costumes, light, music and special effects, to running the show, students will be researching production techniques and learning how to apply them in a show. Understanding how production jobs affect and help create the performance and how they work together to create a play is the main goal for the course. As part of this course, students will be helping produce the school play and/or musical.

Robotics

This is a beginning course in robotics, with no prior knowledge needed. The objective of this course is to introduce the student to basic programming as well as problem solving strategies. This course will involve students in the development, building and programming of a LEGO Mindstorm robot. Students will work hands-on in teams to design, build, program and document their progress. Topics may include motor control, gear ratios, torque, friction, sensors, timing, program loops, logic gates, decision-making, timing sequences, propulsion systems and binary number systems. Student designed robots will be programmed to compete in various courses as developed by First Lego League.

Studio Art

MS Studio Art offers students an opportunity to study Art more in depth than time allows in the Exploratory Art classes. Emphasis is placed on artistic habits and processes while developing an authentic artistic voice. Artists will practice expressing their ideas through various mediums such as drawing, painting, printmaking, and sculpture while learning how to improve and self-direct artistic

growth with intention. Learning to express personal ideas as well as find meaning in the artworks of others helps prepare artists for future artistic endeavors as both creators and appreciators of Art.

Textile and Fashion Design (Semester 1) Costume and Fashion Design (Semester 2)

This course is an introduction to textile and fashion design. We will learn how to create a fashion collection from scratch, how and why we use design elements and principles, an inspiration, a color palette, a textile palette, why we sketch several design proposals, and how it relates to the industry. Students will learn fashion sketching, explore fibers and fabrics, practice hand sewing and embroidery, be introduced to using a sewing machine, learn the steps in basic clothing construction, and explore fast fashion and sustainability as it pertains to fashion and textiles. Students will learn how to present their ideas to create powerful and compelling collections in and out of class, and they will be able to create a master plan. They will be able to design and sew their collection after the master plan and participate in a fashion show / fashion showcase!

HIGH SCHOOL PROGRAM OF STUDY

GRADUATION PATHS

Students have the option to follow one of two paths:

- **Plan A:** Colegio Maya Diploma (A US High School Diploma)
- **Plan G:** Colegio Maya Diploma and the Guatemalan Diploma (Bachillerato de Ciencias y Letras) from the Ministry of Education.

Students opting to pursue the Guatemalan Diploma Plan G need to complete some additional requirements in Grades 11-12. Full details are linked [here](#)

The **AP International Diploma** may be earned via either graduation path.

GRADUATION REQUIREMENTS

The requirements below reflect the minimum program a student is required to complete in grades 9-12 in order to earn a US High School diploma from Colegio Maya; however, Maya encourages all students to pursue a challenging academic course of studies in high school.

English	4.0 credits
Spanish / Foreign Language	4.0 credits
Social Studies	4.0 credits
Science	4.0 credits
Mathematics	4.0 credits
Physical Education	1.0 credit
Health	0.5 credits
Technology	0.5 credits
Electives	6.0 credits
Total	28.0 credits

In order to participate in the graduation ceremony, graduation requirements must be met in full at least two days before the ceremony.

IMPORTANT PLANNING CONSIDERATIONS

One of the more important decisions grade 9-12 students are called upon to make is the selection of courses which will best meet their abilities, needs, and future plans. One of the purposes of this booklet is to acquaint students with the courses at Colegio Maya and to enable them to wisely plan an individualized program of studies that also incorporates specific requirements. If used properly, this booklet can effectively help students plan an appropriate program of study and help students answer these important questions:

1. Am I choosing courses that are appropriate to my abilities, interests, and vocational intentions?
2. Am I taking advantage of all scholastic opportunities offered at Colegio Maya?

3. Am I choosing courses that will fulfill the requirements for graduation? (See the four-year plan.)
4. Am I choosing courses that will allow me to qualify for admission to the post-secondary institution of my choice?
5. Have I taken into consideration the balance of my homework, activities, and out of school responsibilities?
6. Have I paid attention to prerequisites and graduation requirements?

Every attempt will be made to offer the courses listed in the Program of Studies. Please note that courses with insufficient enrollment may not be offered.

Transfer Students – Students entering Colegio Maya in grades 10, 11, or 12 from schools that offer a different curriculum will be permitted to bring appropriate earned credits for each academic year they have completed. However, the Colegio Maya transcript will only reflect the grades earned at Colegio Maya.

Withdrawal – Parents need to send a letter or an email informing the Director of the withdrawal date. Students who withdraw at any time must complete a clearance form before school records and transcripts can be released. This form may be obtained from the secondary office. If a student withdraws from Maya before the end of a semester, only a “progress grade” (to date) can be given. Course credit will not be granted for the semester.

Class Adds & Drops – Students may drop or add courses only during the first two weeks of the semester and within the first five days of second semester with the approval of the principal. The [Course Change Request Form](#) is available in the secondary office. Students are strongly encouraged to seek the advice of the counselor before altering their program of studies. Exceptions may be made only in the event that the principal, counselor, and teachers agree that it is in the best interest of the student to drop the class.

FOUR YEAR PLAN

In order to aid you in planning for your 9-12 course of study at Colegio Maya, we included a chart at the end of this booklet. Fill in the chart to complete your four-year plan. If you are an upperclassman, fill in the courses that you have already taken, as well as those that you would like to take. Pay close attention to pre-requisites and graduation requirements. Those going into their freshman year should try to project higher-level courses that they would like to take as juniors and seniors, and then plan accordingly.

ONLINE COURSES

Students can take an online course as part of the program of study, either to enrich their program through a choice not available within the program offerings, or as a means to make up for a failed course. Online courses cannot be used to replace a course or requirement currently offered at Colegio Maya.

The following conditions must be met for **all online courses**:

- The course must be offered by one of Colegio Maya’s approved providers.

- Online courses will only be approved for students who have clearly demonstrated the ability to successfully work independently, without the need for continual reminders and supervision.
- The final grade that the online provider issues will be applied under our Colegio Maya grading system and requirements.
- Students are responsible for meeting deadlines established by the online provider and by the school.
- All assignments, assessment, grading, and evaluation will be determined by the online provider. Colegio Maya will record this information as provided in the student’s report cards and transcript.
- Students will be proctored for any and all tests/assignments as per expectations of the online provider. In addition Colegio Maya may add additional proctoring expectations and requires that all semester/final exams be proctored.
- Tuition for online courses will be paid by the student’s family in addition to the regular Colegio Maya tuition unless the online course is meeting a specific graduation requirement or is part of the requirements for a student pursuing “Plan G” and the Guatemalan Bachillerato.

For further details please consult the [CM Protocol regarding Online Courses](#).

ADVANCED PLACEMENT (AP) PROGRAM



The Advanced Placement Program is a cooperative educational endeavor between high schools and colleges. Since its inception in 1955, the Program has provided high school students with the opportunity to take college-level courses in a high school setting. In many cases, students who participate in the Program earn college credit.

Advanced Placement (AP) Examinations are external exams offered through the College Board. They are taken to earn either advanced standing or university credit in the USA. AP exam scores are accepted in various manners by universities. The more competitive schools will only accept higher AP scores (4 or 5). Some universities give advanced standing only while others will actually give university credit. Each university formulates its own policy.

Colegio Maya currently offers AP courses in the following subjects. Some courses may not run if sufficient numbers of students do not sign up.

Languages	<ul style="list-style-type: none"> ● English Language and Composition ● English Literature and Composition ● Spanish Language and Culture ● Spanish Literature and Culture
Sciences	<ul style="list-style-type: none"> ● Biology ● Physics I
History and Social Sciences	<ul style="list-style-type: none"> ● Human Geography ● Comparative Government ● Psychology ● World History

Mathematics	<ul style="list-style-type: none"> ● Calculus AB/BC ● Statistics
Arts	<ul style="list-style-type: none"> ● Studio Art - Drawing / 3D Design
General	<ul style="list-style-type: none"> ● Seminar ● Research

The courses are offered in the following years - see diagram below. *Some AP Courses may be offered on alternate years depending on demand and teacher availability:* AP Chemistry, AP Environmental Science; AP Statistics, AP Calculus BC, AP Music Theory

GRADE	COURSE 1		COURSE 2	COURSE 3	COURSE 4	COURSE 5	COURSE 6	COURSE 7	COURSE 8
Grade 9	AP Human Geography								
Grade 10	AP World History	AP Spanish Language & Culture							
Grade 11	AP English Language & Composition	AP Spanish Literature & Culture	AP Comparative Government	AP Calculus AB	AP Physics I		AP Biology	AP Seminar*	AP Studio Art: Drawing / Studio Art 2D Design
Grade 12	AP English Literature & Composition		AP Psychology	AP Statistics		AP Calculus AB/BC		AP Research*	AP Studio Art: Drawing / Studio Art 2D Design

* These courses form part of the [AP Capstone program](#).

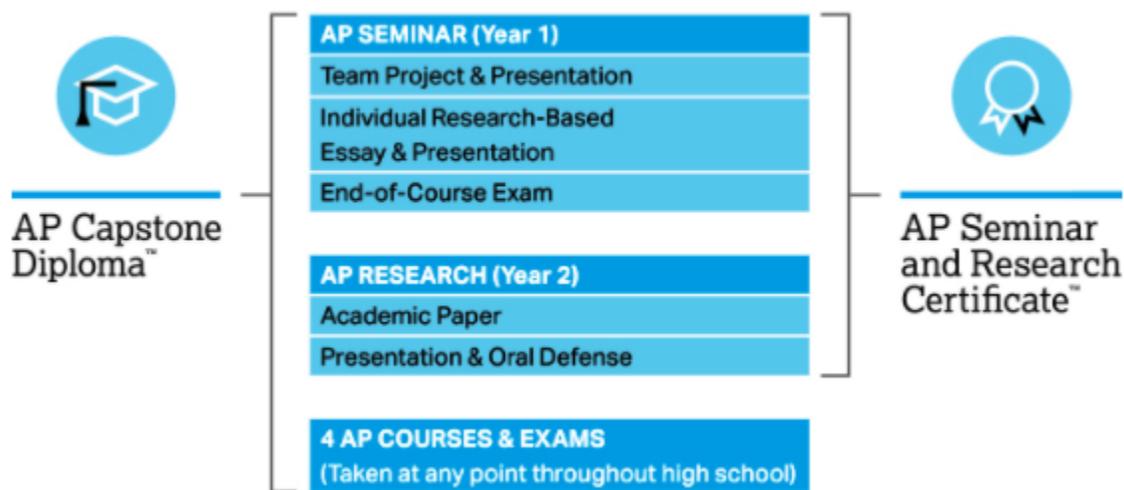
AP CAPSTONE

Prerequisites

AP Capstone™ is built on the foundation of two high school courses taken in sequence over a two year period — AP Seminar and AP Research — and is designed to complement and enhance the in-depth, discipline-specific study and rigor of AP courses. The two courses offer students the chance to build critical-thinking, collaboration, communication and independent research skills that are so valued by colleges and employers.

Students begin by taking AP Seminar where they undertake both a team project and presentation and then complete an individual research-based essay and presentation. The exam is based on all three components. [AP Seminar Course and Exam Description](#)

In AP Research Students undertake year-long research into a topic of their choosing, submit an academic paper and presentation and then participate in an oral defense of their research and findings. Through this investigation, students demonstrate the ability to apply scholarly understanding to real-world problems and issues. Assessments consist of students presenting a 5,000 word academic paper, a presentation and an oral defense of their research. [AP Research Course and Exam Description](#)



<https://advancesinap.collegeboard.org/ap-capstone/how-ap-capstone-works>

The two AP Capstone courses complement the rigor of AP courses and exams by challenging students to:

- Think critically and creatively to construct meaning or gain understanding
- Plan and conduct a study or investigation
- Propose solutions to real-world problems
- Plan and produce communication in various forms
- Collaborate to solve a problem
- Integrate, synthesize, and make cross-curricular connections
- master the argument-based writing skills

The AP Capstone Diploma or AP Capstone Certificate

Students successfully completing the AP Seminar, AP Research, and four or more AP classes and exams (with scores of 3 or higher) will receive the AP Capstone Diploma. Those students who earn scores of 3 or higher in both of the AP Capstone courses but not on the four additional AP Exams will receive the AP Capstone Certificate.

Colegio Maya Capstone

Students who do not take AP Research and Seminar will follow the Colegio Maya Capstone which follows a similar structure to the AP seminar course with a group investigation and project and presentation followed by an individual area of research based on their interests, a local or global real world issue or concepts from other AP courses.

Sample Topics or Themes:

- Education
- Innovation
- Sustainability
- Technology
- Revolution

AP Examinations

Students who register for AP courses must sit for the external exams in May. The registration fees and costs of the exams are the responsibility of the family.

AP University recognition link:

<http://international.collegeboard.org/programs/ap-recognition>

<https://advancesinap.collegeboard.org/ap-capstone/how-ap-capstone-works>

AP INTERNATIONAL DIPLOMA

The AP International Diploma (APID) is a globally recognized certificate awarded to students who display exceptional achievement across a variety of disciplines. Available to international students attending secondary schools outside the U.S. and to U.S. high school students applying to universities outside the country, the APID certifies outstanding academic excellence with a global perspective. It is not a substitute for a high school diploma. See [APID Eligibility Requirements](#)

AP COURSE ENROLLMENT GUIDELINES

Students in 9th, 10th, 11th and 12th grades are encouraged to seriously consider taking more challenging courses, some of which are the AP classes offered at Maya. A student who wishes to take an AP course must:

1. Consider the commitment necessary to complete an AP course (summer work is often required and additional work outside of class for reading, writing and exam preparation has to be considered)
2. Strongly consider their level of interest in the subject
3. Ensure they meet [AP Course Requirements](#)
4. Obtain the approval of appropriate teachers
5. Take the accompanying AP exam in the spring. The cost of this exam must be paid for by February 15th of the current school year.
6. Students may take AP exams of subjects not offered by the school as per AP guidelines.
7. Requests for taking exams without being enrolled in the course should be submitted to the AP Coordinator by October 1st.
8. Requests for testing accommodations should be submitted to the AP Coordinator by October 1st.
9. Due to the demands of AP courses It is strongly recommended that students take no more than a maximum of 4 APs in any given year.

English Language Arts

Philosophy and Overview

Colegio Maya's Language Arts program centers on a balanced literacy approach. Colegio Maya selects from the Common Core and AERO standards for English Language Arts to improve students' language skills in reading, writing, listening, and speaking. We believe language skills 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. The skills mastered in language arts frequently support learning in other disciplinary areas, enhancing students' comprehension and critical thinking. Students learn to read like writers and write like readers. Students learn to speak articulately and effectively using standard and academic English. Crucially, exploring and building their literacy skills develops students' character, sense of identity, and empathy for the diversity of human experience. Through English Language Arts, students acquire an appreciation for the beauty and power of language and imagination.

Reading

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

- **Independent reading** allows students to read across a range of genres and text types: memoir, narrative nonfiction, science fiction, modern fantasy, historical fiction, world literature, adventure, mystery, realistic fiction, poetry, and graphic novels, for example. Students have full choice over their book choices and demonstrate their knowledge and understanding in a variety of ways.
- **Shared reading** in book clubs and literature circles gives students opportunities to read and analyze their reading more closely as they collaborate in practicing different strategies. Students retain some choice in the books they read, generally selecting from a range of fiction and nonfiction options. Students increase their focus on literary and rhetorical analysis, building on previously introduced skills to discuss themes, issues, and impact on the audience. In addition, students analyze elements of the author's craft such as specific literary techniques, organizational structures, powerful words, and interesting uses of writing conventions.
- **Whole-class reading** of novels, poems, short stories, nonfiction articles, or extracts taken from these sources provides students with models of, and guides for, close reading and analytical skills and annotation techniques. Whole-class reads often launch explorations and discussions of issues and ideas.

Writing

Students write with a specific and meaningful purpose in mind. To this end, writing instruction fosters students' personal growth and their power to effect change in the world. In high school, students engage in more complex writing, building on their knowledge of narrative, informational, and persuasive genres. In addition to developing a wider range of genres, students in high school hone their attention to applying the details of an author's craft.

The framework of writing workshop continues from middle school, tailored by teachers to various genres. Writing is drafted, revised and redrafted before being edited and finally published, where possible for an authentic audience. Students are guided in this writing process by 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. Informal discussions, which 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, build essential communication skills. In addition, formal presentations again increase in importance, as students apply their skills to communicate in various disciplines and effect change. Presentations become more structured and demanding, using a broader range of techniques to achieve a nuanced effect on the audience.

Language and Style

To ensure development of effective reading and writing, students must understand both the conventions and the stylistic effects 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 craft meaning as they write. Critical knowledge about the conventions of language is supported by practical implementation of students' knowledge and skills throughout the disciplines. Students hone their focus on creating specific tones and styles to match the audience and genre.

ENGLISH 9 (2 semesters, 1 credit)

Course Description:

Using a variety of literature and text types, from advertising to contemporary fiction texts, students in English 9 build their skills to think and write critically. Analysis focuses on how authors and creators achieve their goals, whether creating a character or selling a product. Utilizing the writing workshop structure to build upon work from previous years, students focus on authentic writing, research and citation, and persuasion. Projects, assignments, and in-class activities expand writing and thinking skills.

ENGLISH 10 (2 semesters, 1 credit)

Course Description:

English 10 is a balanced program encompassing literature and language arts. The literature concentration is twentieth century with specific focus on the skills of character studies, rhetorical analysis, synthesis of literary elements, and the evaluation of the text as a whole. Students continue to develop their writing with the 6+1 Traits and are introduced to detailed rhetorical analysis and speaking skills in the form of speeches and debates. Through their reading and writing students will consider the question, "How do we seek and express knowledge?"

ENGLISH 11 (2 semesters, 1 credit)

Course Description:

English 11 balances literature and language arts, including literature from a range of eras. Students connect literature of different genres and authors in order to answer the question, “How do we balance social responsibility and individual freedom?” Forms of expository writing from prior grades are reinforced and students also practice writing for argumentative and investigative purposes. Formal presentations focus on improving students’ skills and confidence in oral speaking.

ENGLISH 12 (2 semesters, 1 credit)

Course Description:

English 12 is focused around the guiding question, “What makes us human?”. Literature from various genres and literary periods, ranging from Elizabethan to contemporary, are utilized to elicit deep thought and a variety of responses to this question. In preparation for students’ next step, whether university studies or another pursuit, the course emphasizes close analytical reading and high-level skills in literary analysis and writing. Writing focuses on personal essays, persuasion, and literary analysis. Class discussion is based on a seminar format.

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

(2 semesters, 1 credit)

Course Description: [Official AP Course Overview](#) [FAQs](#)

Advanced Placement English Language and Composition is a college-level course. It consists primarily of a focus on nonfiction reading and writing, particularly various essay genres, and requires students to engage with complex, challenging ideas as they expand their own thinking. The coursework emphasizes close analytical reading and student development of high-level skills in rhetorical analysis and persuasive writing. In preparation for the exam given by the College Board each May, students learn to evaluate and emulate models of argumentative and persuasive essays and practice strategies for timed essay writing using the actual AP Exams from prior years. Class discussion is based on a seminar format.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

(2 semesters, 1 credit)

Course Description: [Official AP Course Overview](#) [FAQs](#)

Advanced Placement English Literature is a college-level course that prepares students for the Advanced Placement Literature and Composition Exam given by the College Board each May. It is a literature-based program covering a variety of genres and literary periods. The coursework emphasizes close analytical reading and student development of high-level skills in literary analysis and writing. Students learn to evaluate and emulate models of literary analysis essays and practice strategies for timed essay writing using the actual AP Exams from prior years. Class discussion is based on a seminar format. Students must be prepared to read extensively, not only the assigned texts, but also works of their own choosing, to support and enhance their knowledge of literature.

Spanish

Philosophy and Overview

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.

The primary language of instruction at Colegio Maya is English with the Spanish Language Program as part of the school's program of studies. The understanding is that Colegio Maya does not propose to be a bilingual school. Nevertheless, the comprehensive Spanish Program attends to student learning through two specific paths based on each student's experience with the Spanish language. The first path is referred to as Spanish as a **World Language (Language B)** and it is offered to students in grades 1st through 12th in the sequence of levels I-III. The second path, **Advanced Spanish (Language A)**, is oriented towards the fluent speaker for students in 1st through 12th grade in level IV.

The primary objective of **Language B** is to teach the structure of the Spanish language to students so they may effectively use it in oral comprehension and expression, reading and writing. At these levels, Spanish is aligned to 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 spiral design of the curriculum permits the students to advance through each level, according to individual achievement of the prescribed learning goals. Once a student has achieved the level-specific learning goals, then she/he is promoted to the next level. The time needed to advance from level to level may vary according to individual progress.

The primary focus of **Language A** is the refinement and enrichment of oral and written Spanish. The focus at this level is channeled through an emphasis on literature. The spiral design of the curriculum is aligned to AERO Language Arts standards.

This path is designed for students who:

- Communicate effectively in social and academic situations;
- Independently employ a wide range of linguistic functions;
- Are able to utilize complex and/or abstract language skills to express ideas and opinions related to the academic literary content.

Students at this level demonstrate grammar and oral expression skills proficiency. This level of ability allows them to continue to develop their cognitive language skills in a progressive sequence.

Structure of the Program by Grade Levels

According to the description of the Spanish Program, the following classes are offered in order to meet the educational objectives:

Language B
Grade 9 -10
Levels I, II, III

Grade 10:
Level III: AP Spanish Language & Culture

Grade 11-12:
Levels I, II, III
Latin-America

Language A
Grade 9
Level IV- Literatura, comunicación y cultura

Grade 10:
Level IV: Literatura de España

Grade 11-12:
Levels III - IV: Contemporary Issues in

Level IV: Literatura Latinoamericana
AP Spanish Literature & Culture

Spanish Course Descriptions

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 (Language A). 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 (Language B). Spanish instructors will assess the entry point for each student who enters the program.

Language B

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.

SPANISH I-II

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 will be exposed to rich Spanish language environments so they can develop basic vocabulary and grammar skills. Students will have the opportunity to develop and refine their communication skills in Spanish, including beginning practice of writing and reading skills. Oral communication and cultural awareness will be emphasized so that the students can interact with Spanish speakers.

SPANISH II-III

Course Description:

The course reinforces and refines students' listening, speaking, reading and writing skills. The program includes the reading and writing of authentic materials. Students are introduced to reading and

analyzing formal literature and will acquire a greater understanding and appreciation of the cultural diversity in the Spanish-speaking world.

SPANISH IV

Course Description:

These courses are designed for accomplished readers and writers of Spanish. The courses include the study of language structure, composition, and literary genres, including narrative, lyrical, and dramatic works. The units include a variety of literary pieces, such as tales, novels, legends, myths, nonfiction works, articles, poems, and plays. These literature-based courses vary in difficulty according to grade level.

Courses

SPANISH I-II (Grades 9 through 12, 2 semesters, 1 credit)

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. Students will be exposed to rich Spanish language environments so they can develop basic vocabulary and grammar skills. Students will have the opportunity to develop and refine their communication skills in Spanish. Writing and reading skills will be initiated. Oral communication and cultural awareness will be emphasized so that the students can interact with Spanish speakers.

ARTES DEL LENGUAJE (Level III-IV) (Grades 9 & 10, 2 semesters, 1 credit)

Course Description:

The course reinforces and refines students' listening, speaking, reading and writing skills. The program includes the reading and writing of authentic materials. Students are introduced to reading and analyzing formal literature. They will also acquire a greater understanding and appreciation of the cultural diversity in the Spanish-speaking world.

LITERATURE, CULTURE AND COMMUNICATION (Level IV)

(Grade 9, 2 semesters, 1 credit)

Course Description:

This course is designed for accomplished readers and writers in Spanish. The course includes the study of language structure, composition, communication and culture. The units include a variety of literary and non literary texts (including films, media, short stories, news, etc.) The course is intended to reinforce language skills in oral and written expression through critical, creative and analytical forms of writing. The objective is to allow students practice to become competent in the literary expression and analysis that future courses will require.

LITERATURE FROM SPAIN (Literatura Española) (Level IV)

(Grade 10, 2 semesters, 1 credit)

Course Description:

This course is designed for accomplished readers and writers in Spanish, covering selected literature pieces from Spain: from the Middle Ages to the Spanish Golden Age. It includes

the study of a variety of literary genres: narrative, lyric, and dramatic. The units include tales, novels, legends, myths, nonfiction, articles, essays, poetry and theater. It is a literature-based program, in which an emphasis is placed on close analytical reading. The objective is to allow students to become familiar with the content and to practice to become competent in the literary analysis that the AP Literature and Culture course will require.

ADVANCED PLACEMENT (AP) SPANISH LANGUAGE & CULTURE (Level III-IV)
(Grade 10, 2 semesters, 1 credit)

Course Description: [Official AP Course Overview](#) [FAQs](#)

The Advanced Placement Spanish Language and Culture covers the equivalent of a college-level course. Students develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students learn about culture through the use of authentic materials that are representative of the Spanish-speaking world. Materials include a variety of different media, such as journalistic and literary works, podcasts, interviews, charts, and graphs.

It is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken and as such, is an immersion experience requiring almost exclusive use of Spanish, a requirement which class participation grades reflect. Students enrolled in this course are expected to take the AP test in the spring.

ADVANCED PLACEMENT (AP) SPANISH LITERATURE & CULTURE (Level IV)
(Grades 11 or 12, 2 semesters, 1 credit)

Course Description: [Official AP Course Overview](#) [FAQs](#)

The advanced Placement Spanish Literature course is intended to be the equivalent of a college-level course in Spanish literature, covering selected works from the literature of Spain and Latin America in the Medieval and Golden Age, Nineteenth – Century, Introduction of the Twentieth – Century Literature and selected poetry from different authors. The purpose of this course is to prepare students for the Advanced Placement Spanish of Literature Exam given by the College Board in May of every year. It is a literature-based program, in which an emphasis is placed on close analytical reading and poetry. The students need to have the skills necessary to write compositions and essays at a high-level standard. Students enrolled in this course are expected to take the AP exam in the spring.

SPANISH LANGUAGE AND COMPOSITION (LENGUAJE Y COMPOSICIÓN) (Level III-IV)
(Grades 11 or 12, 2 semesters, 1 credit) *Not available for 2021-22

Course Description:

This course is designed for students who have taken the Advanced Placement Spanish Language and Culture course and meet the standards to have a better understanding and knowledge of the language concepts and competencies. Interpretation and communication activities are intended to focus on essential details of a variety of literary and non literary texts (including films, media, short stories, news, etc.) representative of the Hispanic culture. The

course is intended to reinforce language skills in oral and written expression through critical, creative and analytical forms of writing. Throughout the course, students incorporate personal experiences as they make connections between Hispanic and other cultures.

LATIN AMERICAN LITERATURE (LITERATURA LATINOAMERICANA) (Level IV)
(Grades 11 or 12, 2 semesters, 1 credit)

Course Description:

This course is designed for accomplished readers and writers in Spanish, covering selected literature pieces from Latin America: from pre-columbian to the XXth century. It includes the study of a variety of literary genres: narrative, lyric, and dramatic. The units include tales, novels, legends, myths, nonfiction, articles, essays, poetry and theater. It is a literature-based program, in which an emphasis is placed on close analytical reading. The objective is to allow students practice to become competent in the literary analysis that the AP Literature and Culture course will require, or allow students that have already taken this exam to continue developing their Spanish reading and writing skills at a high-level standard.

CONTEMPORARY ISSUES IN LATIN AMERICAN CULTURE (Level III-IV)
(Grades 11 and/or 12, 2 semesters, 1 credit)

Course Description:

This course is designed for Spanish speakers who want to continue to advance their Spanish studies by gaining further knowledge of Latin America, political and intellectual movements and economic issues. The course covers contemporary hispanic cultural issues through comprehensive analysis of literature, film, historical documents and art. Colonialism and nation building and struggles for democracy will also be addressed.

Mathematics

Philosophy and Overview

Following Maya's mission and vision, Maya Math believes in inspiring excellence in every student and encouraging them to develop their unique potential. Math teachers hold high expectations for themselves and all students, working collaboratively to improve in their practice and expecting students to continually grow in their understanding of mathematics. Teachers focus on mathematical thinking and reasoning through collaboration and inquiry, placing content in context with practical applications. Students are encouraged to embrace mistakes as opportunities to deepen their conceptual and procedural competency, learning how to manipulate mathematical procedures to become more capable problem solvers, ready for an increasingly complex world.

Maya uses the [Aero Math Standards](#) which builds upon the Common Core State Standards for Mathematics to determine skills, using an integrated, spiraling format for the first three years of high school (CPM). This curriculum reorganizes the mathematics students are learning by presenting mathematical topics sequenced in ways that help students see the connections between ideas and the coherence of mathematics as a discipline. The recursive nature of an integrated program provides several opportunities for students to learn concepts over time, in increasing complexity and depth, giving students multiple opportunities to truly understand and apply each concept. In addition, an integrated curriculum provides opportunities to investigate varied applications of functions, probability, statistics, trigonometry, and data analysis. This approach develops skills such as collaboration, creativity, critical thinking, motivation, and communication and uses them to deepen mathematical learning. Data is commonly collected on student understanding through formative and summative assessments to redirect learning as necessary. Students who complete this program can then move on to AP or other college preparatory courses that continue this emphasis on inquiry and conceptual understanding.

Sequence of Mathematics at Colegio Maya

Personalizing the Math Program to meet the needs of Colegio Maya Students: The table below shows the implementation of integrated math courses and alignment of the curriculum during the proximal years. Pathways from middle school through high school have been created to meet the needs of individual students.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
G6 math OUR 1	G7: OUR 2 G7 Ext: OUR 2&3	G8: OUR 3 G8 ext: CPM 1	G9: CPM 1 G9 ext: CPM 2	G10: CPM 2 G10 ext: CPM 3	G11: CPM 3 G11 ext: - Precalculus - AP Calculus	- AP Calculus AB - Stats & Business Math

CPM 1 (2 semesters, 1 credit)

Course Description:

This course is the first course in a three-year sequence of college preparatory mathematics courses. It aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations, inequalities, and systems. These skills are extended to solving simple exponential equations, exploring linear and exponential functions graphically, numerically, symbolically, and as sequences, and by using regression techniques to analyze the fit of models to distributions of data.

CPM 2 (2 semesters, 1 credit)

Prerequisite: CPM 1

Course Description:

This course is the second course in a three-year sequence of college preparatory mathematics courses. It aims to formalize and extend the geometry that students have learned in previous courses. It does this by focusing on establishing triangle congruence criteria using rigid motions and formal constructions and building a formal understanding of similarity based on dilations and proportional reasoning. It also helps students develop the concepts of formal proof, explore the properties of two- and three-dimensional objects, work within the rectangular coordinate system to verify geometric relationships and prove basic theorems about circles. Students also use the language of set theory to compute and interpret probabilities for compound events.

CPM 3 (2 semesters, 1 credit)

Prerequisite: CPM 2

Course Description:

This course is the third course in a three-year sequence of rigorous college preparatory mathematics courses. It aims to apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometry, and understanding the role of randomness and the normal distribution in making statistical conclusions. Lastly, students will extend their knowledge about linear and exponential functions to quadratic functions in this course.

PRE-CALCULUS (2 semesters, 1 credit)

Prerequisite: CPM 3 or permission of instructor

Course Description:

Mathematical modeling will be the main focus of the course, and students will become proficient at developing algebraic and trigonometric models for real-world situations, using exponential, logarithmic, trigonometric, polynomial and rational functions. The course includes an overview of sequences and series and conic sections.

STATISTICS and BUSINESS MATH 11-12 (2 semesters, 1 credit)

Prerequisite: CPM 3 or permission of instructor

Course Description:

This course is offered to students not taking an AP mathematics course. It starts with individualized review of algebra and geometry and continues with application of these concepts to real-world applications, such as personal finance and analysis of data. Students will learn about statistics and probability with topics including normal distribution, permutation, combination, and standard deviation.

ADVANCED PLACEMENT (AP) CALCULUS AB (2 semesters, 1 credit)

Prerequisite: Pre-Calculus or permission of instructor, also see AP guidelines, page 5

Course Description: [Official AP Course Overview](#) [FAQs](#)

This is an advanced placement course designed to address the four major concepts in the calculus of functions of one variable. Students will master these concepts: limits, derivatives, definite integrals, and indefinite integrals. Each concept will be approached from a variety of perspectives, and such multiple representations will help students to learn far better than they could under a strictly “algebra only” approach. Meaningful applications of calculus will be emphasized, and a wide range of cooperative student activities will be used to enhance learning. Students enrolled in this course are required to take the AP Calculus Exam in the spring.

Social Studies

Philosophy and Overview

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help students make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn.

By focusing on inquiry, the philosophy emphasizes disciplinary concepts and practices that support students as they develop the capacity to know, analyze, explain and argue about interdisciplinary challenges in our social world. Content is also critically important to the disciplines within social studies.

Combining the study of history with that of social sciences is critical to understanding how a society works or should work. The social sciences engage concepts and theories to expand our understanding of the social world. They employ both quantitative and qualitative empirical data, scientific methods and other interpretive methodologies to understand the dynamic nature of human behavior and human systems, as well as the complexity and ambiguity inherent in the study of society. Students should be able to apply their historical and social science knowledge to explain individual and group behavior as well as events occurring locally, nationally and internationally. This will allow them to participate in decision making at multiple levels which is essential for informed citizenship. In all social studies courses students will develop the following skills:

1. Practice inquiry
2. Identify and interpret information from primary and other sources

3. Analyze data from written and visual sources
4. Evaluate, apply and critically present information

HUMAN GEOGRAPHY (2 semesters, 1 credit)

Course Description:

This yearlong course will introduce students to the systematic study of patterns and processes that have shaped human understanding and the use and alteration of the Earth's surface. Students will learn to employ spatial concepts and landscape analysis that examines human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

ADVANCED PLACEMENT (AP) HUMAN GEOGRAPHY (2 semesters, 1 credit)

Course Description: [Official AP Course Overview](#) [FAQs](#)

This yearlong course will introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alterations of Earth's surfaces. Students will learn to use spatial concepts and analysis of landscapes to examine and understand human socioeconomic organization and its environmental consequences. Students will also learn about methodologies geographers use in both their research and application. Students will take the AP exam in the spring.

ADVANCED PLACEMENT (AP) PSYCHOLOGY (2 semesters, 1 credit)

Course Description: [Official AP Course Overview](#) [FAQs](#)

The purpose of the Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of the behavior and mental phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists' use in their science and practice. This course will provide the student with a learning experience equivalent to that obtained in most college introductory courses.

PSYCHOLOGY & SOCIOLOGY (2 semesters, 1 credit)

Course Description:

This course will be broken down into two sections. The first part of the semester students will be studying Psychology. This course focuses on the study of human behavior. As an introduction to the field of psychology, this course includes consideration of psychological principles, terminology, major theories, careers, methods of experimentation, and practical applications. Special topics include personality development, problem-solving, group dynamics, and motivation. This will include behavioral and cognitive processes.

The second part of the class will be studying Sociology which focuses on many different aspects of human behavior and life. The class covers how ethics vary in different cultures, groups and societies, the cultural trends that affect how society operates, and how to work well with people from different backgrounds.

WORLD HISTORY (2 semesters 1 credit)

Course Description:

World History is a two-semester survey of world history from 12000 BCE to the present. In order to truly know about anyone or anything we have to know its history. In order to have a clue to understanding the actions of human beings today, we have to examine how we got here and where the “here” is. History provides the basis for understanding current events and issues, helping us to make choices for the future, while a deeper understanding of geography not only helps us to know where everything is but also helps to explain the relationship of humans to their environment. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography.

ADVANCED PLACEMENT (AP) WORLD HISTORY (2 semesters, 1 credit)

Course Description: [Official AP Course Overview](#) [FAQs](#)

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. Students are expected to read extensively and will develop essay writing skills and take the AP exam in the springsource: College Board)

COMPARATIVE GOVERNMENT AND POLITICS (2 semesters, 1 credit)

Course Description:

The Comparative Government and Politics course helps students understand major comparative political concepts, themes, and generalizations. Students will focus on the governments and politics of China, Great Britain, Iran, Mexico, Nigeria, and Russia. The students in the class will understand typical patterns of political processes and behavior and their consequences and will be able to compare and contrast political institutions and processes across countries and to derive generalizations. Finally students will be able to analyze and interpret basic data relevant to comparative government and politics.

PSYCHOLOGY AND SOCIOLOGY (2 semesters, 1 credit)

Course Description:

This introduction level course invites students to connect fundamental concepts from psychology and sociology with their world experiences for a better understanding of human interactions. Areas of focus in the study of psychology include neuropsychology, learning and memory, psychological disorders and their treatment, and social psychology. Social structure & social stratification, social inequality, and creating social change will be examined through a sociological perspective.

ADVANCED PLACEMENT (AP) COMPARATIVE GOVERNMENT AND POLITICS

(2 semesters, 1 credit)

Course Description: [Official AP Course Overview](#) [FAQs](#)

The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. The goal of AP Comparative Government and Politics is to study the concepts of comparative government and international relations; focusing specifically on six nation-states: the United Kingdom, Russia, China, Mexico, Nigeria, and Iran. Topics of study will include history of international relations; sovereignty, authority, and power; citizens, society, and the state; political institutions on both the national and international levels; political and economic change; and public policy. Students will also cover current events. This is considered a college level course, and will enable students to grow in their understanding of governments and societies around the world. (Adapted from the College Board)

ADVANCED PLACEMENT (AP) SEMINAR (2 semesters, 1 credit)

Course Description: [Official AP Course Overview](#) [FAQs](#)

AP Seminar is the first of two courses in the [AP Capstone](#) program. In this course, students will investigate real world topics of their choice and collect and analyze information, establishing arguments based on facts and then report their findings (Adapted from the College Board)

ADVANCED PLACEMENT (AP) RESEARCH (2 semesters, 1 credit)

Prerequisite: AP Seminar

Course Description: [Official AP Course Overview](#) [FAQs](#)

AP Research is the second of two courses in the [AP Capstone](#) program. In this course, students will design, plan and conduct a year long research project that investigates a topic of their choice. Students will write a 4,000 to 5,000 academic paper and present their findings to a panel of evaluators as their final project. (Adapted from the College Board)

Science

Philosophy and Overview

Science is a way of making sense of the natural world. Scientists seek to describe the world's complexity, to explain its systems and events, and to find the patterns that allow for predictions and understandings. Science is the basis for the design of technologies that solve real-world problems.

Our Science Program aims to empower students as scientists. Therefore, all students should be:

- knowledgeable about the important concepts and theories of the three major branches of scientific study: earth, life, and physical sciences;

- develop proficiency in critical thinking and problem solving to address real world problems;
- familiar with the natural world, and respectful of its unity, diversity, and fragility;
- able to make informed judgments on statements and debates claiming to have a scientific basis;
- able to reflect in an informed way on the role of science in human affairs
- develop an awareness of the causes of and possible solutions for environmental problems in their local community, Guatemala, and the world.
- prepared for university-level science upon graduation from Colegio Maya.

The science curriculum at Colegio Maya is based on [NGSS standards](#). These science standards are composed of three dimensions: science & engineering practices, cross-cutting concepts, and disciplinary core ideas—all of which help students learn the real applications of science.

Science & Engineering Practices

- *Asking Questions*
- *Defining Problems*
- *Developing & Using Models*
- *Planning & Carrying Out Investigations*
- *Analyzing & Interpreting Data*
- *Mathematics & Computational Thinking*
- *Construct Explanations*
- *Designing Solutions*
- *Engaging in Argument from Evidence*
- *Obtain, Evaluate, Communicate Information*

Crosscutting Concepts

- *Patterns*
- *Cause & Effect*
- *Scale, Proportion, & Quantity*
- *Systems and system models*
- *Energy & Matter*
- *Structure & Function*
- *Stability & Change*

HS Science Course Sequence

<i>Grade</i>	<i>Typical Science Sequence</i>	<i>Alternative Science Sequence Engineering Track</i>	<i>Alternative Science Sequence Health Related Field Track</i>	<i>Alternative Science Sequence European University Track</i> 1 year of: Bio, Chem, Physics required	<i>Alternative Science Sequence Canadian University Track For Science & Engineering</i> 2 years: Chem, Physics required
9	Biology	Biology	Biology	Biology	Biology
10	Chemistry	Chemistry	Chemistry	Chemistry	Chemistry
11	Physics or AP Physics I	Physics or AP Physics I Additional Science (elective): AP Biology	Physics or AP Physics I Additional Science (elective): AP Biology	Physics or AP Physics I Additional Science (elective): AP Biology	BOTH AP Chemistry Online & AP Physics I *2 sciences courses required to get 2 years of both Chemistry & Physics
12	Choose 1 AP Physics I or II AP Biology Applied Science	AP Physics II Additional Science (elective): Applied Science AP Biology	Choose 1 AP Biology Applied Science Additional Science (elective): AP Physics I or II	Choose 1 AP Physics I or II AP Biology Applied Science	AP Physics II Additional Science (elective): AP Biology Applied Science

Grade 9 BIOLOGY (2 semesters, 1 credit)

Course Description:

Grade 9 Biology students will have the opportunity to learn and investigate Structures and Processes: from molecules to organisms and Genetics & Heredity: inheritance and variation of traits. Students will also focus on the sustainability of biological systems by looking at Ecosystems: interactions, energy, and dynamics as well as Biological Evolution: unity and diversity of life. Students will use an inquiry based approach to learn about the world around them as they develop the skills of inquiry and design, analysis and evaluation, and communicating scientifically. Emphasis is placed on the real-world application of biological processes and procedures to solve relevant, real-world problems and to culminate in both a demonstrable product, which answers scientific questions and communicates scientific knowledge in both written and oral formats.

Grade 10 CHEMISTRY (2 semesters, 0.5 credits per semester)

Course Description:

Grade 10 Chemistry students will have the opportunity to learn and investigate the foundational concepts of Chemistry, such as atoms, atomic structure, chemical bonds, and stoichiometry using hands-on, real world applications. In addition to the content, students will also have the opportunity to demonstrate their understanding of scientific method, experimental design and laboratory etiquette. Students will use an inquiry based approach to learn about the world around them as they develop the skills of inquiry and design, analysis and evaluation, and communicating scientifically.

Grade 11 PHYSICS (2 semesters, 0.5 credits per semester)

Course Description:

Physics is a subject that focuses on asking questions about nature. The study of physics includes everything from the smallest of the smallest (fundamental particles) to the largest of the largest (the universe). It includes the study of motion, momentum, energy, waves, light, electricity and magnetism. Students will be able to understand how scientists know what they know. Physics is an experimental subject and great importance is placed upon the different skills required to conduct successful experiments. Emphasis is placed on the real-world application of physical processes and procedures to solve relevant, real-world problems and to culminate in both a demonstrable product, which answers scientific questions and communicates scientific knowledge in both written and oral formats.

APPLIED SCIENCE (2 semesters, 0.5 credit hours per semester)

Course Description:

Applied Science is a uniquely designed course that focuses on a different topic each semester. As an interdisciplinary science course, students will develop critical thinking skills to make informed decisions concerning scientific concepts related to their lives. Throughout the year, we will discuss the use of scientific knowledge and skills in the “real world.” Studying Applied

Science enables students to become scientifically literate and apply the skills and knowledge of physical, chemical, and biological processes for an improved way of life.

Sample semester options:

Bioethics

Students will explore the principles of bioethics in relation to several global issues including: the right to die, organ donation, vaccination, informed consent, research, and genetic technologies. They will deepen their understanding of biological concepts, strengthen their critical-reasoning skills, and learn to engage in respectful dialogue with people whose views may differ from their own.

Forensics

Students will explore key topics in forensic science, including the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, as well as understanding the recovery and analysis of physical and trace evidence. Through virtual and hands-on labs, and analysis of fictional crime scenarios, students will learn about forensic tools, technical resources, forensic evidence, forming and testing hypotheses, proper data collection, and drawing responsible conclusions.

Engineering Design

Students will follow the Engineering Design Process as they work through real world problems requiring constructed solutions. Students will analyze the established problem, progress through researching potential solutions, construct prototypes, collect and analyze data, and form conclusions. Projects could include: bridge design, stratospheric weather balloon design, earthquake skyscraper design, recyclable construction material design, and alternative gardening design.

ADVANCED PLACEMENT (AP) BIOLOGY (2 semesters, 1 credit)

Course Description: [Official AP Course Overview](#) [FAQs](#)

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. Students enrolled in this course are required to take the AP Biology exam in the spring.

ADVANCED PLACEMENT (AP) PHYSICS 1 (2 semesters, 1 credit)

Prerequisite: Algebra 2, Integrated Math 2, or equivalent. May be taken concurrently. Students must have a firm grasp of algebra, graphing, geometry, and trigonometry. AP Physics teacher approval required

Course Description: [Official AP Course Overview](#) [FAQs](#)

The goal of the AP Physics 1 course is to develop the ability to reason about physical phenomena using important scientific processes such as explaining causal relationships, apply and justify the use of mathematical routines, design experiments, analyze data and making connections across topics presented in class. Students enrolled in this course are required to take the AP Physics 1 exam in the spring.

ADVANCED PLACEMENT (AP) PHYSICS 2 (2 semesters, 0.5 credit hours per semester)

Prerequisite: 3 or higher on AP Physics 1 exam

Course Description:

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. Students enrolled in this course are required to take the AP Physics 2 exam in the spring.

Physical Education & Health

Philosophy and Overview

Physical Literacy is the backbone of our Physical Education program and SHAPE America defines it as : *Physical literacy is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.* How does this connect to our PE classes? Our team aims to develop the physically literate individual through deliberate practice of well-designed learning tasks that allow for skill acquisition in an instructional climate focused on mastery.

Upon completion of studies at Colegio Maya, a student should represent 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.

The expectation is that students graduating from high school will be able to plan their own lifelong fitness and wellness programs, develop their own learning plans for acquiring new motor skills, and analyze their own movement performances by applying biomechanical principles. They will also be able to understand and appreciate skillful movement from both a personal and social perspective. The medium for optimal performance is an active, positive and safe learning environment.

In addition, upon graduating from Colegio Maya, a student should not only be knowledgeable about their intellectual, social, and physical self, but also be able to promote good health and wellness practices in the community in which they live. The most effective way to do this is by personally living a healthy lifestyle. Health is not merely doing what is healthy but also constantly learning about current health issues and being cognizant of community health by playing an active role.

Course Descriptions

Grade 9 Physical Education (Full year of two semesters, 0.5 credits per semester)

The physical education program for grades 6 through 9 provides the Mayan student the opportunity to actively participate in and learn about wellness and movement activities in a sequential manner that

will contribute to an active healthy lifestyle. The following major areas are covered: Wellness/Fitness, Individual Activities, Team Activities, and Personal Movement Exploration.

Active for Life (Grades 10-12; 1 semester, 0.5 credits per semester)

This class is designed to give students in grades 10 - 12 a chance to develop the habit of being active while participating in fitness activities and a variety of recreational sports. The focus is on how to achieve and maintain lifetime wellness through integration of movement across the span of the stages of life from ages 5 to 65+. During the semester basic fitness and activity concepts will be reviewed along with supplemental tips for staying *active for life*. Students will set personal goals as a way to focus on being active. In promoting sport activities, students will assume responsibility for shared instruction of the activities through presentation of sport skills, facts, and strategies.

Fit for Life (Grades 10-12, 1 semester, 0.5 credits per semester)

The Fit for Life elective class allows the Mayan student to work towards becoming physically fit. Actively involved in the learning process, the student also learns the necessary information to be able to participate in fitness programs as an adult. The following major topics are covered: Components of fitness, Steps of developing an exercise program, Goal setting, Fitness training principles, Personal nutritional analysis, Mental training, and Training issues.

Wellness through Mind, Body & Spirit (Grades 10-12, 1 semester, 0.5 credits per semester)

This class will take a holistic approach to learn about connecting the mind, body and spirit. Using the 8 Dimensions of Wellness model, we will focus on the interaction of physical activity with SEL (social emotional learning) in promotion for our overall well-being. From there we will explore each dimension with the ultimate goal of learning how to appreciate, engage, and sustain a balanced healthy lifestyle. Finding a balance between these dimensions can ultimately help us understand how to achieve optimal health and happiness.

Adventure Leadership (Grades 10-12, 1 semester, 0.5 credits per semester)

This course allows the Mayan student to develop self-confidence in exploration of personal leadership in a non-traditional movement setting. Students examine their own leadership styles while leading adventure-related activities that contribute to the development of community and teams. Students subsequently lead activities within Colegio Maya (student activities, community service, etc.) as preparation for leading outside within their respective communities.

HEALTH

The Colegio Maya Health Education Program provides students with the knowledge and skills they need to develop, maintain and enjoy healthy lifestyles and to promote the health of others around them. The expectation is that students will make healthy choices that will influence others in the community where they live and socialize. Students will learn about aspects of health and wellness (physical,intellectual, emotional & social). Students will become aware of how lifestyle factors and the environment affect their health, and how their behavior now will affect their health in the future. Emphasis is placed on reinforcing students' self-esteem to enable and empower them to make wise and healthy decisions regarding the many issues they face at different development stages. Students will

demonstrate the ability to use interpersonal communication skills, goal-setting and decision-making skills. The information provided is age appropriate.

A health-educated student will be able to do the following upon completing this course:

- Differentiate and prioritize what is healthy living for them personally.
- Students will decide where they stand on various issues and defend their stance based on health information and their own personal values and priorities.
- Demonstrate good decision making skills. In determining what is healthy for them, students will evaluate positive and negative outcomes of health decisions.
- Assist others in making decisions. Students should be able to help others in making decisions through the use of the Decision-Making Model.
- Maintain healthy relationships with family, friends, peers and members of the community that aligns with personal growth.

Grade 9 Health (*Health class in grade 9 is part of Physical Education classes)

Health topics taught during the year include Substance Use and Abuse and Basic First Aid. The focus on Substance Use and Abuse allows students to examine the influence of media, peer pressure and cultural background; uses and abuses of drugs, alcohol, and smoking; and the effects and treatment of the various drugs and substances. In addition, issues related to substance use and abuse such as relationships, risk taking, and sexual responsibility are covered. During the unit study of Basic First Aid, students learn about and how to treat: fractures/sprains, control bleeding, shock, poisoning, choking, insect bites/stings, and burns. As well, students learn to identify life threatening emergency situations and how to provide basic care, especially CPR.

Grade 10 Health (1 semester, 0.5 credits per semester)

This course provides students with the opportunity to explore health and wellness from an individual and societal perspective. Students will have the opportunity to learn and practice life skills, while considering personal perspectives that will assist them in making sound decisions for a lifestyle that embraces wellness. The class is taught in such a way as to support health literacy and promote the 21st Century Skills, as well as, developing critical thinking skills and learning to ask good questions as it pertains to health and wellness. One major goal of this course is that students will have the ability to critically think about their health and wellness, make good decisions based on what they know and act according to their personal wellness values.

Arts & Design: Drama, Music, Visual Art & Design

Philosophy and Overview

The Arts Department at Colegio Maya is dedicated to the school's vision of developing every students' mind, body and character through a solid foundation in music, drama and visual art. At Colegio Maya we recognize the undeniable value these forms of expression have in the lives of children of all ages, and support each student's unique needs as they are guided through their personal learning journey in the arts.

Drama

The theater program at Colegio Maya is designed for students to explore the craft of theater in all its areas and components, as well as learning how to collaborate and work together as a group. The business of theater is done by doing. Through games, research, discussions, acting exercises, productions, reflection and improvisation, students will explore and experience what it is like to put together a theatrical performance. The drama class will help students develop and reinforce 21st-century skills, like creativity, problem-solving, critical thinking, leadership, and collaboration. Students will also learn and use theater vocabulary, dramatic elements, artistic perception, creative expression, aesthetic judgment and will be able to explore the importance of production and performance value. Students have opportunities to work both onstage and backstage, performing and producing for shows. The drama department puts together musicals and plays after school that can be enjoyed by everyone in and outside the community.

Music

The music program at Colegio Maya is a fun and engaging program for students. They are given an opportunity to explore their creativity and develop instrumental and self-management skills.

Visual Art

In the Colegio Maya secondary visual arts courses for grades 9-12, the program is scaffolded to allow students to transition seamlessly from middle school into a high school visual arts program. These courses give students the opportunity to develop and hone the skills of inquiry, process, evaluation, and communication using the language of art. Topics include the elements and principles of art and design; art history in context; styles and artistic movements; art exhibition and display; and the art of critique, self reflection and reflective feedback.

Design

The concepts of Design at Colegio Maya are structured to challenge all students to apply practical and creative thinking skills to solve design problems. Students will explore the role of design in both historical and contemporary contexts. Students will also be tasked with considering their responsibilities (sustainability, material use, etc) when making design decisions and taking action. Design at Maya will focus on the holistic design process rather than the final products and solutions.

The Engineering Design Process at Colegio Maya is used as a way to structure inquiry and analysis of design problems. It dives into the development and creation of feasible solutions, while also focusing on testing and evaluating of models, prototypes and products.

***Arts and Design Course Descriptions are listed in Exploratory and Elective classes**

Elective Classes

Electives provide students choice and a sense of agency in their learning. Options offer students the chance to explore world issues, unleash their creativity, and delve deeply into competencies and concepts.

Active for Life (Semester 2)

This class is designed to give students in grades 10 - 12 a chance to develop/continue the habit of being active while participating in fitness activities and recreational movement. The focus is on how to achieve and maintain lifetime wellness through integration of movement across the span of the stages of life from ages 5 to 65+. Students will set personal goals as a way to focus on being active. In promoting movement, students will assume responsibility for shared leadership through the leading of activities.

Advanced Art/Pre-AP Art (Year long)

Students who take this course must have demonstrated a high level of proficiency in HS Studio Art class. This is a rigorous class designed for highly-motivated artists interested in developing a high quality portfolio and/or preparing for further studies in AP Art and/or university studies. Artists will use an inquiry process that emphasizes experimentation, research, revision, and material exploration to develop a body of work. Artists will keep a sketchbook, regularly participate in peer critiques, practice writing about their work, develop a digital portfolio, and prepare exhibitions for display.

Adventure Leadership (Semester 1)

This course allows the student to develop self-confidence in exploration of personal leadership in a non-traditional movement setting through the use of experiential and adventure-based education activities such as adventure games and initiatives.

AP Studio Art (Year long)

AP Studio Art is intended for Junior or Senior students who are seriously interested in Art and Design. Due to the demanding nature of this AP course, it is highly recommended that artists take Advanced Art first. AP course requirements are significantly more rigorous, and students should demonstrate commitment and accomplishment when enrolled. During the year, artists will work in and out of class as needed to produce a portfolio to meet the standards set up by the College Board. Students will be expected to frequently complete high-quality artworks, keep a comprehensive sketchbook, document their ongoing inquiry and thinking processes, and participate in critique sessions. This course emphasizes making art as an ongoing inquiry process that involves the student in informed and critical decision making at all times. Students create a portfolio of work to demonstrate inquiry through exploration of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In the spring, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.

Architect of Learning (Semester 1 and 2)

During this scheduled time, students will be allotted time for academic support and development. They will follow a productive iterative process that is guided by Personal Learning Elements. Students are encouraged and supported to develop personal agency for their learning in working strategically to support their learning in either their academic classes, learning interests and/or desires to explore untapped areas for their learning. Grading is Pass/Fail and does not contribute to the student's GPA.

Band (Semesters 1 and 2)

In HS Band, students will not only become proficient musicians but will also cultivate essential skills such as teamwork, discipline, and perseverance. They will experience the joy of collaborating with their peers, working harmoniously to create captivating performances that transcend individual abilities. Through regular rehearsals and thrilling live performances, students will witness the incredible transformative power of collective musical expression.

Creative Writing (Semesters 1 and 2)

Creative writing explores the author's voice through poetry, memoir, short stories, and long form fiction. In a workshop setting, students will have the opportunity to learn the features of character development, plot, theme, setting, etc. There is a lot of opportunity for students to explore different narrative models, time periods, conflict, and story arcs, all while producing original works.

Computers: Animation, Game and App Design (Semesters 1 and 2)

This computer class will show students how to create images, animations, interactive art, and games. Students will become familiar with the programming concepts and the design processes computer scientists use daily. They then learn how these simpler concepts are combined to create a personalized, interactive program. The course concludes with a project in which you design an application that helps solve a problem of your choosing.

Computer Science Principles (Semester 2)

CSP introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. Topics include programming, data, art & design, games and animation.

Digital Design & Animation (Semester 2)

This class is an introduction to digital design and animation. We will learn how to use Adobe Creative Cloud, how to explore topics in a responsible way, how to use a drawing tablet and design elements and principles to create powerful and compelling work in and out of the classroom. Good designs are a journey; we need feedback and constructive criticism to improve, which we will have often. Students will manage an independent creative practice by themselves in order to understand techniques, explore and grow their skills, and find a personal style.

Journalism (Semesters 1 and 2)

How do we know what's going on in the world? Journalism is the practice of covering and communicating the news to the public. It can include politics, editorials, in-depth coverage, sports, arts,

and investigative journalism. More and more people now receive their news through social media, and this will be explored. In addition, television and radio journalism are important avenues for people to gather information, and this involves a different form of delivery and set of skills. Finally, this course will explore opinion, bias, and trustworthiness of news sources and how we decide what to read, listen to, and watch.

Multimedia Production and Yearbook (Semester 1 and 2)

This course is a creative, hands-on design course in which students will learn the process involved in creating Colegio Maya's multimedia materials, including the Yearbook. Students will use cutting-edge graphic-design software and professional recording and editing equipment to learn the basics of storytelling, reporting, photography, and social media. Some of the projects may include Maya's news publications, websites, and increasing Maya's social media footprint.

Musical Theater (Semester 2)

Musical Theatre has two components that separate it from plays: song and dance. Musical theater performers use their bodies to sing, to dance, and to act. In this course, students will understand how to use their bodies properly as instruments in order to be better performers. Students will explore acting, singing and dancing through exercises, performances and projects. Strongly recommended: take semester 1 course: Vocal Performance.

Performance and Theater Production (Semesters 1 and 2)

This course explore all aspects of the production of theatre: from lighting and music, to set, prop, costume and makeup design, to special effects. This course is designed to help students gain as much comprehension as possible about putting on a successful production. Students will be researching production techniques and learning how to apply them in a show. Understanding how production jobs affect and help create the performance and how they work together to create a play is the main goal for the course. As part of this course, students will be helping produce the school play and/or musical. Students in this class will work hand in hand with students in the Theater and Set Design class.

Photography & Social Media Production (Semester 1)

This class is an introduction to digital photography and social media management. We will learn how to use exposure, shutter speeds, lighting techniques, design elements and principles to create powerful and compelling images in and out of the class. Taking a photo is just the first step. Editing is where the real magic happens. We will be shooting in the class and on location, then you'll learn to edit your photos in Adobe Photoshop.

Social Media Production is designed to look at the rise of social media and how SMM (social media managers) are integrating social media tools in their overall marketing strategy. Students will manage a social media presence for themselves, understand techniques for gaining customers/followers, and properly select social media platforms to engage with their audience.

Studio Art (Semesters 1 and 2)

Studio Art is a foundational Visual Arts class that gives artists an opportunity to develop fundamental skills in various 2D and 3D artistic media and processes as well as learn to practice intentional artistic decision-making that communicates meaning through intentional artistic choices. Through looking at the work of other artists, peer critiques, and reflection practices, students will learn critical skills for sophisticated self-directed art-making and more advanced studio classes. Students will keep a sketchbook, a digital portfolio, and regularly write about their work to help explain their artistic thinking and develop their artistic voice. This class is a prerequisite for the Advanced Art class.

Structural Design and Robotics (Semesters 1 and 2)

Structural Design & Robotics is made up of 2 paths students can choose from. Structural Design will provide students with a foundational understanding of how structures are put together. The course emphasizes the historical development of structural form and the evolution of structural design knowledge. Projects can include the design and construction of bridges, earthquake towers, and cranes. This course will focus on the continuation of design thinking using computer aided design programs and tools including 3D printing, CnC, Laser Cutting, and other shop tools. Students will follow the Engineering Design Process to prototype a solution to a client designed problem.

In Robotics, students will be tasked with the design and program of a robot. Teams will be tasked with a series of individual challenges that they will collaborate together to solve. Depending on the level of experience, students will be working with either Lego Spike or with VEX robotics. Both levels will be working toward a competition which takes place in the Spring.

Textile and Fashion Design (Semester 1) Costume and Fashion Design (Semester 2)

This course is an introduction to textile and fashion design. We will learn how to create a fashion collection from scratch, how and why we use design elements and principles, an inspiration, a color palette, a textile palette, why we sketch several design proposals, and how it relates to the industry. Students will learn fashion sketching, explore fibers and fabrics, practice hand sewing and embroidery, be introduced to using a sewing machine, learn the steps in basic clothing construction, and explore fast fashion and sustainability as it pertains to fashion and textiles. Students will learn how to present their ideas to create powerful and compelling collections in and out of class, and they will be able to create a master plan. They will be able to design and sew their collection after the master plan and participate in a fashion show / fashion showcase!

Theater and Set Design (Semesters 1 and 2)

This course is an introduction to textile and fashion design. We will learn how to create a fashion collection from scratch, how and why we use design elements and principles, an inspiration, a color palette, a textile palette, why we sketch several design proposals, and how it relates to the industry. Students will learn fashion sketching, explore fibers and fabrics, practice hand sewing and embroidery, be introduced to using a sewing machine, learn the steps in basic clothing construction, and explore fast fashion and sustainability as it pertains to fashion and textiles. Students will learn how to present their ideas to create powerful and compelling collections in and out of class, and they will be able to create a master plan. They will be able to design and sew their collection after the master plan and participate in a fashion show / fashion showcase!

Vocal Performance (Semester 1)

This class is designed for students who want to learn and explore the art of singing. Voice technique is an introductory course designed to teach students how to make their voice sound more powerful, how to expand range and expression, and how to become more confident in vocal performances. The students will be able to understand the technical aspects of voice and singing, how voice is created and the proper techniques to support a good vocal performance. Students will explore posture and breathing exercises, as well as how to use the diaphragm, projection, and articulation to perform a song. We will also be using platforms and programs to learn how to record and edit a vocal performance. There will be opportunities for solo and group performances.

SECONDARY STORYBOARDS (*Under construction*)