



# COLEGIO MAYA



## High School Learning Program 2020-2021



# CONTENTS

<a href="#"><u>Introduction</u></a> .....	3
<a href="#"><u>Key Contacts</u></a> .....	3
<a href="#"><u>Graduation Paths</u></a> .....	3-4
<a href="#"><u>Graduation Requirements</u></a> .....	4
<a href="#"><u>Colegio Maya Learning Ecosystem</u></a> .....	4-6
<a href="#"><u>Important Planning Considerations</u></a> .....	6-7
<a href="#"><u>Four Year Plan</u></a> .....	7
<a href="#"><u>Online Courses</u></a> .....	7-8
<a href="#"><u>Advanced Placement (AP) Program</u></a> .....	8-11
<a href="#"><u>Advanced Placement Enrollment Guidelines</u></a> .....	11
<b>Program of Study</b> .....	12-39
<a href="#"><u>English Language Arts</u></a> .....	12-13
<a href="#"><u>Spanish</u></a> .....	14-17
<a href="#"><u>Social Studies</u></a> .....	18-20
<a href="#"><u>Mathematics</u></a> .....	21-24
<a href="#"><u>Sciences</u></a> .....	25-27
<a href="#"><u>Health and Physical Education</u></a> .....	28-30
<a href="#"><u>Visual and Performing Arts</u></a> .....	31-33
<a href="#"><u>Computer Science and Design</u></a> .....	33-35
<a href="#"><u>High School Electives</u></a> .....	36-39
<a href="#"><u>Learning Support</u></a> .....	39

## INTRODUCTION

This booklet contains descriptions for courses offered in grades 9-12 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. We recommend that students always consult both their teachers and the college guidance counselor before making final decisions.

### SOME KEY CONTACTS:

Secondary Principal	Russ Kupperstein	rkupperstein@cm.edu.gt
Director of Curriculum, Instruction & Assessment	Jeff Fifield	jfifield@cm.edu.gt
English	Tracy Adrian	tadrian@cm.edu.gt
Spanish	Monica Bernhard	mbernhard@cm.edu.gt
Mathematics	Marty Brodsky	mbrodsky@cm.edu.gt
Social Studies	Katia Morales	kkayayan@cm.edu.gt
Science	Aubry Burr	aburr@cm.edu.gt
Fine Arts	Doug Schmidt	dschmidt@cm.edu.gt
Physical Education & Health	Morgan Scotney	mscotney@cm.edu.gt
Technology	John Baskett	jbaskett@cm.edu.gt
Warrior Time	Jamie Day	jday@cm.edu.gt
Learning Support	Aida Zea	azea@cm.edu.gt
College Counselor & Academic Advisor	Maggie Kayayan	mkayayan@cm.edu.gt

## 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](#)

## 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
<b>Total</b>	<b>28.0 credits</b>

In addition, students are required to show evidence of a service learning project and share their learning journey via either their learning portfolio or a presentation of learning.

In order to participate in the graduation ceremony, graduation requirements must be met in full at least 2 days before the ceremony.

## COLEGIO MAYA LEARNING ECOSYSTEM

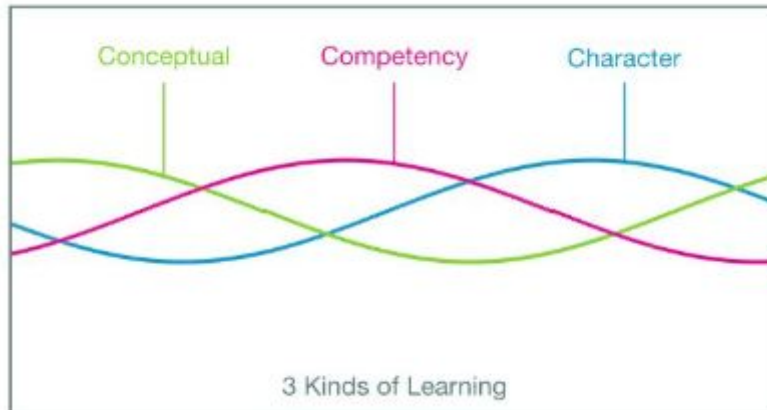
Colegio Maya is a member of the [Common Ground Collaborative](#) and uses this framework to define the learning ecosystem. To achieve the deep, meaningful learning demanded by our philosophy, all learning experiences are based on the four Ds and the three Cs. The four Ds are the framework around which the curriculum is designed and constructed:



<b>DEFINING Learning</b> <i>What is learning and how do we do it?</i>	<b>DESIGNING Learning</b> <i>What's worth learning and how do the pieces fit?</i>	<b>DELIVERING Learning</b> <i>How do we teach for learning and build a shared learning culture?</i>	<b>DEMONSTRATING Learning</b> <i>How do we know what we've learned and share it with other learning stakeholders?</i>
--	--	--	--

## DEFINING Learning - Conceptual, Competency and Character Learning

The three Cs are the concepts, competencies, and character traits that we aim to develop in students through the experiences we provide them both inside and outside the classroom.



<p><b>Conceptual</b>  <i>"When learners: connect, construct, check, they understand that..."</i></p>	<p><b>Competency</b>  <i>"When learners: deconstruct, identify, practice, they are able to..."</i></p>	<p><b>Character</b>  <i>"When learners: consider, act, reflect, they become more..."</i></p>
--	--	--

## DESIGNING Learning - What's worth learning and how do the pieces fit?

Learning is designed around relevant, engaging content which is mapped into one coherent educational experience for all our learners. At the CGC learning is organized around six learning commonalities and through modules organized around these commonalities and grade level conceptual themes. At Maya these commonalities are covered in our subject areas but many of the commonalities are explored across disciplines and extracurricular offerings.

Commonalities	CM Subject Areas
Purpose and Balance	Health, Wellness and Physical Education, Mentor and Service Learning , Athletics and Activities program
Imagination and Creativity	Arts, Design and Technology, Arts electives
Earth and Ecosystems	Science
Patterns and Principles	Science, Mathematics and Computer Science
Stories and Signals	Languages Arts,
Individuals and Groups	Social Sciences

Units are based around learning experiences that are driven by a central driving question.

## DELIVERING Learning - How do we teach for learning and build a shared learning culture?

Five learning principles drive teaching and learning practices.

<p><b>Self-regulated Learning</b> Everyone can learn how to learn and has the right and responsibility to do so.</p>	<p><b>Learning Culture</b> Learning is enhanced by a common learning culture, framed by a common learning language and shared learning principles.</p>	<p><b>Nature of Learning</b> Learning is a personal and social activity; it is both cognitive and emotional.</p>	<p><b>Learning Contexts</b> Transfer of learning happens best in relevant, interdisciplinary contexts.</p>	<p><b>Learning Environments</b> The organisation of space and time have a significant impact on learning.</p>
--	--	--	--	---

**DEMONSTRATING Learning - So what have we learned?**

Assessing, recording and reporting as and for learning is undertaken via a range of ongoing and cumulative strategies, since all assessment is “formative”. Our approaches are informed by these three principles:

<p><b>Purpose</b> The key purpose of assessment, recording, reporting is to generate feedback to students to improve their learning and to teachers to inform their practice.</p>	<p><b>Differentiation</b> Effective Assessment reflects the diversity of student learning profiles and offers all learners the opportunity to show what they have learned.</p>	<p><b>Connection</b> Effective Assessment is a connected element in the learning process and is contextualised via rich, real-world demonstrations of learning.</p>
---	--	---

For a full overview of our ecosystem, please explore the links below:

<p><a href="#">Full Learning Ecosystem</a></p>	<p><a href="#">Learning Definitions</a></p>	<p><a href="#">Learning Glossary</a></p>	<p><a href="#">Assessment Principles</a></p>
<p><a href="#">CM Learner Profile</a></p>	<p><a href="#">Learning Principles</a></p>	<p><a href="#">Unit Planner</a></p>	<p><a href="#">Assessment Agreements</a></p>

**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 a failed course. Online courses cannot be used to replace a course or requirement currently offered at Colegio Maya.

**Global Online Academy** - Colegio Maya is part of the Global Online Academy and students have access to a full [catalog of courses](#). Enrollment in these online courses incurs an additional cost.

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.
- 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 to 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 (3, 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"> <li>• English Language and Composition</li> <li>• English Literature and Composition</li> <li>• Spanish Language and Culture</li> <li>• Spanish Literature and Culture</li> </ul>
Sciences	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Physics I and II</li> </ul>
History and Social Sciences	<ul style="list-style-type: none"> <li>• Human Geography</li> <li>• Comparative Government</li> <li>• Psychology</li> <li>• World History</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Calculus AB/BC</li> <li>• Statistics</li> </ul>
Arts	<ul style="list-style-type: none"> <li>• Studio Art - Drawing / 2D Design</li> </ul>
General	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Research</li> </ul>
Online	<ul style="list-style-type: none"> <li>• Computer Science Principles</li> <li>• Computer Science A</li> </ul>

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 Physics I	AP Biology	AP Research*	AP Studio Art: Drawing / Studio Art 2D Design

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

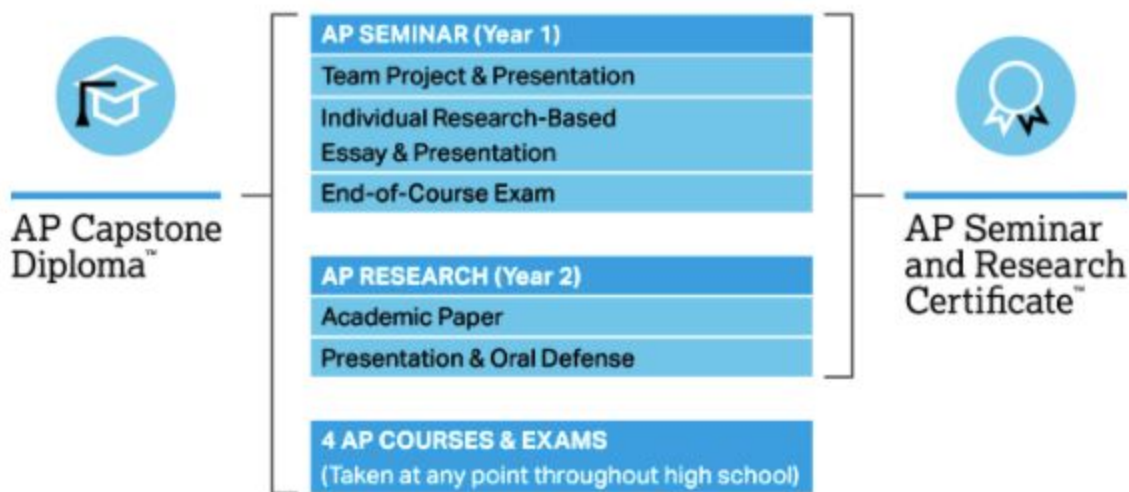
## AP CAPSTONE

### 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 consists 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 COURSE ENROLLMENT GUIDELINES**

Students in 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> 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. Complete an [AP Course Application Form](#)
6. Take the accompanying AP exam in the spring. The cost of this exam must be paid for by August 30<sup>th</sup> of the current school year.
7. Students may take AP exams of subjects not offered by the school as per AP guidelines.
8. 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.

# PROGRAM OF STUDY

## ENGLISH LANGUAGE ARTS DEPARTMENT

### Philosophy

Colegio Maya's 9-12 Language Arts program balances literature and language arts. By analyzing literature, students develop higher levels of comprehension and critical thinking and acquire an appreciation for the beauty and power of language and imagination. In addition, they will attain an understanding of the complexity of the human spirit as portrayed in classic literature. By writing about and discussing literature, students will learn to speak and write articulately and effectively using Standard English. This supplements their ongoing work on writing projects, in which they adjust the tone and style of their writing and speech for a variety of audiences; support statements logically using well-founded facts, theories, and opinions; and reach conclusions based on sufficient evidence. They will effectively organize ideas in a variety of ways and demonstrate creativity through style, organization and development of content. Colegio Maya follows the AERO standards for [English and Language Arts](#).

### Department Outcomes

Within the context of the Secondary Language Arts Program, students are expected to achieve the following outcomes:

- read, write, view and discuss a wide variety of fiction, nonfiction, and poetry.
- select from a repertoire of language skills and strategies while reading, writing, speaking, and listening
- revise writing and speaking in relation to purpose, audience, and form.
- adapt reading, listening, and viewing processes to purpose, context and form.
- respond to and evaluate what is read, written, heard, and viewed.
- interpret and analyze works representative of a variety of cultural and historical contexts.
- use appropriate conventions of language in speaking and writing.

### 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 continue 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 6+1 Traits of writing 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, with a focus on the 6+1 Traits, and students also learn writing for argumentative and investigative purposes. Formal presentations focus on improving students’ 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 DEPARTMENT

## Philosophy

Colegio Maya recognizes that learning languages other than one's own mother or heritage language provides wide ranging benefits to the individual learner, as well as the school's overall, interdisciplinary curriculum. Learning and critical thinking skills attained in other language learning directly and positively impact learning in other content areas and lifelong learning. Language awareness gained in learning additional languages improves understanding of language in general, including one's own mother/heritage language.

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

The primary objective of leveled instruction is to teach the language structure so that students may effectively use it in oral comprehension and expression, reading and writing, aligned with AERO World Language Standards. In this program, students learn to express their needs, opinions, and wishes according to their age and academic grade level. The curriculum spiral design permits students to advance through each level, 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 one. The time needed to advance from level to level may vary according to individual progress. Advanced students will benefit from Aero Language Arts standards as well as [World Language Standards](#).

<b>Grade</b>	<b>Spanish Sequence For students learning Spanish as a second language (level I-II)</b>	<b>Spanish Sequence For students learning Spanish as a second language (level III)</b>	<b>Alternative Spanish Sequence For students learning Spanish as a second language (level III-IV)</b>	<b>Spanish Sequence For students learning Spanish as a first language (level IV)</b>	<b>Alternative Spanish Sequence For students learning Spanish as a first language (level IV)</b>
<b>9</b>	Spanish Level I-II	Artes del lenguaje		Spanish Literature, Communication and Culture	
<b>10</b>	Spanish Level I-II	Artes del lenguaje or AP Spanish Language and Culture		Literature from Spain (Literatura Española)	
			<b>Coming from Language and composition or Current Events a student may choose:</b>		<b>Coming from AP Lit or Literature from Latin America, a student may choose:</b>
<b>11</b>	Spanish Level I-II	Artes del lenguaje or Spanish Language and Composition		AP Spanish Literature and Culture or Literature from Latin America	
<b>12</b>	Spanish Level I-II	Artes del lenguaje or Current Events	Literature from Latin America	Literature from Latin America or AP spanish Literature and culture	Contemporary Issues in Latin American Culture

Students move across courses based on their individual needs, language skills, proficiency level and standards assessment. Some courses require teacher approval. We recommend that students always consult their teachers before making final decisions

## **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. This course provides students with opportunities to 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)**

**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 will be given the opportunity to 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.

---

## **SOCIAL STUDIES DEPARTMENT**

### **Philosophy**

Colegio Maya's 6-12 Social Studies students are empowered to be positive global citizens and 21st century learners who strive for understanding through critical thinking, cross-curricular connections, and undertaking effective community action. We believe that students need to play an active role in society to participate in an ever changing and diverse world. Units are guided by the NCSS standards.

### **Department Outcomes**

Within the context of the Secondary Social Studies program, students are expected to achieve the following outcomes:

- Understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.
- Understand causes and effects of interaction among societies, including trade, systems of international exchange, war and diplomacy.
- Understand the interactions and relationships between societies and their physical environments
- Understand cultural and intellectual developments among societies.
- Understand social systems and structures and how these influence individuals
- Understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizens
- Understand fundamental economic principles and ways in which economies are shaped by geographical and human factors.
- Understand how societies have influenced and been influenced by scientific and technological developments.

### **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.

## **WORLD HISTORY (2 semesters 1 credit)**

### **Course Description:**

World History is a two-semester survey of world history from 8000 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.

## **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)**

**Pre-requisite:** 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)

### **MODEL UNITED NATIONS (1 semester, 0.5 credits - course may be taken more than once)**

**Course Description:**

Model United Nations is an authentic simulation of the U.N. which catapults students into the world of diplomacy and negotiation. In Model U.N., students step into the shoes of ambassadors of U.N. member states to debate current issues on the Organization's vast agenda. The students prepare draft resolutions, plot strategy, negotiate with supporters and adversaries, resolve conflicts, and navigate the U.N.'s rules of procedure-all in the interest of mobilizing "international cooperation" to resolve problems that affect almost every country on Earth. The Model United Nations course provides an extraordinary experience for students. It gives them the opportunity to learn about the United Nations system, the governmental perspectives of a number of foreign countries, and international issues. They also get to put the knowledge they have gained into practice by participating in an international simulation. Students are expected not only to understand the perspectives of the country they represent on a number of issues, but to try to find solutions to some of the world's current problems.

### **MODEL INTERNATIONAL CRIMINAL COURT (1 semester, 0.5 credits - course may be taken more than once)**

Students will engage in a sets of trainings, discussions and workshops and culminate with a simulation of the trial process, including preparation, trial and verdict.

## MATHEMATICS DEPARTMENT

### Philosophy

Students should have numerous and varied experiences related to mathematics and its' cultural, historical, and scientific evolution so that they can appreciate the role of mathematics in the development of our contemporary society and explore relationships among mathematics and the disciplines it serves: the physical and life sciences, the social sciences, and the humanities. Colegio Maya adheres to the [Aero Math Standards](#) (2015) which are aligned with Common Core Math Standards.

### Department Outcomes

- Students will understand and apply the concepts and procedures of mathematics relative to numbers, measurement, spatial sense, probability and statistics, and functions and relationships.
- Students will be able to solve problems using mathematics.
- Students will use mathematical reasoning and develop proficiency in critical and creative thinking.
- Students will communicate knowledge and understanding in mathematical and everyday language.
- Students will make mathematical connections to other academic areas and to everyday situations.
- Students will learn to value and appreciate the beauty of mathematics.
- Students will become aware of the impact and influence of mathematics on the world around them.
- Students will use computers and calculators efficiently, effectively, and wisely.

In 2018/19 Colegio Maya began the transition to an integrated approach to teaching mathematics, replacing the current sequence of algebra 1 in G8, geometry in G9, algebra 2 in G10, then precalculus, calculus and/or statistics in G11 and 12. The new program is being phased in over three years as shown in the table below.

	<b>Current (2017/18)</b>	<b>2018/19</b>	<b>2019/20*</b>	<b>2020/21*</b>
Grade 6	Integrated math 6 (plus number sense elective)	Integrated math 6 (plus number sense elective)	Integrated math 6	Integrated math 6
Grade 7	Integrated math 7 (plus number sense elective)	Integrated math 7 (plus number sense elective)	Integrated math 7	Integrated math 7
Grade 8	Algebra 1 (plus number sense elective)	Integrated math 8 (plus number sense elective)	Integrated math 8	Integrated math 8
Grade 9	Geometry	Geometry	Integrated math 9	Integrated math 9
Grade 10	Algebra 2	Algebra 2	Algebra 2	Integrated math 10
Grade 11	Precalculus AP Calculus	Integrated math 11 Precalculus	Math 11 Precalculus	Integrated math 11 Precalculus

		AP Calculus (AB)	AP Calculus (AB) and/or AP statistics	AP Calculus (AB) and/or AP statistics
Grade 12	Statistics & Financial AP Calculus AB	Integrated math 12 AP Calculus (AB) AP Statistics	Integrated math 12 Precalculus AP Calculus (AB) and/or AP statistics	Integrated math 12 Precalculus AP Calculus (AB) and/or AP statistics

\* AP courses will be decided based on demand

Integrated math courses simply reorganize the mathematics students are learning. Instead of having separate courses for algebra and geometry, integrated programs present 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 topics, other than just algebra and geometry, such as functions, probability, statistics, trigonometry, and data analysis. An integrated approach also develops skills such as collaboration, creativity, critical thinking, motivation, and communication and uses them to deepen mathematical learning.

### **INTEGRATED MATH 8 (2 semesters, 1 credit)**

#### **Course Description:**

This course is a full year, high school credit course that provides a deeper understanding of concepts from Algebra I along with application of geometric theorems and ideas. Within the Integrated Math 8, students will create and solve simple expressions and equations, compare and analyze functions, solve linear equations with more than one variable, analyze and solve problems of triangles, and utilizing the coordinate system to explain geometric relationships and various line models.

### **ALGEBRA I (2 semesters, 1 credit)**

#### **Course Description:**

This course covers all of the skills of first-year algebra and provides the foundation for later mathematical study. Students will learn a variety of symbolic algebraic techniques and will apply those techniques to real-life, practical situations whenever possible. Linear relationships and equations will be mastered and students will be introduced to non-linear relationships with a particular focus on quadratic relations.

### **GEOMETRY (2 semesters, 1 credit)**

#### **Course Description:**

Geometry introduces students to the world of proofs, focusing especially on the shapes and figures of space and the relationships related to these objects. In addition to the study of mathematical arguments, students will extend their ability to solve problems involving area, coordinate systems, and trigonometry.

## **ALGEBRA II (2 semesters, 1 credit)**

Prerequisite: Algebra I, Geometry or permission of instructor

### **Course Description:**

In this course, students will extend the work done with linear relations that they began in Algebra I. They will focus on linear relationships as models for two-variable data. They will work with matrices and their application to linear systems. Functions and function notation will be introduced, and students will explore several classes of functions in depth, including exponential, logarithmic, power, and polynomial (especially focusing on quadratic) functions. Students will become familiar with common applications of all these functions, as well as their theoretical aspects.

## **PRE-CALCULUS (2 semesters, 1 credit)**

Prerequisite: Algebra 2 or permission of instructor

### **Course Description:**

Students will begin the course by studying polynomial functions and the relation between their graphs, factorizations, and roots. Mathematical modeling will be a focus of the course, and students will become proficient at developing exponential and sinusoidal models for real-world situations. The ideas of trigonometry will be introduced and students will investigate trigonometric functions from a circular and a triangular perspective. The course will conclude with a study of combinatorics and probability.

## **MATH 11 (2 semesters, 1 credit)**

### **Course Description:**

This course is a full year, high-school math course for the student who may have successfully completed Algebra 2 in grade 10 or who has not successfully completed Algebra 2 and is taking that course concurrently with Integrated 11. Due to the varied nature of the students, the course will be individualized so that each individual student can learn the material that he or she needs. The course - depending on the student - includes algebraic concepts from Algebra 2, the complex number system, vector and matrix quantities, reasoning with equations and inequalities, interpreting and building functions, trigonometric functions, and advanced probability. Students will gain solid experience with inverse functions, deriving the unit circle and applying the unit circle, equations of ellipses, probability distributions, vector components, and matrices operations.

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

### **Course Description:**

This course is offered to students not taking AP mathematics course. It starts with individualized review of Algebra I, Algebra II 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, expectation and estimation.

## **ADVANCED FUNCTIONS 12 (2 semesters, 1 credit)**

### **Course Description:**

Advanced functions is offered to students not taking AP mathematics course, and covers the following skills and topics: constructing and interpreting graphs of functions; solving polynomial equations and sketching and analyzing graphs of polynomial and rational functions; using the laws of exponents and logarithms and

applying them to real-world situations; defining trigonometric ratios, solve trigonometric equations, investigating inverse trigonometric functions, sketching and analyzing trigonometric graphs and applying trigonometry to solve real-world problems; and use trigonometric identities; analytic geometry - exploring conic sections algebraically and graphically as well as identifying and evaluating arithmetic and geometric sequences and series.

### **ADVANCED PLACEMENT AP STATISTICS (2 semesters, 1 credit)**

Prerequisite: Algebra 2 or permission of instructor, also see AP guidelines, page 5

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

Students normally take AP Statistics in their junior or senior year and may decide to take it concurrently with the Precalculus course. Emphasis is placed not on actual arithmetic computation, but rather on conceptual understanding and interpretation. The course curriculum is organized around four basic themes; the first involves exploring data, and covers 20–30% of the exam. Students are expected to use graphical and numerical techniques to analyze distributions of data, including univariate, bivariate, and categorical data. The second theme involves planning and conducting a study and covers 10–15% of the exam. Students must be aware of the various methods of data collection through sampling or experimentation and the sorts of conclusions that can be drawn from the results. The third theme involves probability and its role in anticipating patterns in distributions of data. This theme covers 20–30% of the exam. The fourth theme, which covers 30–40% of the exam, involves statistical inference using point estimation, confidence intervals, and significance tests. Students enrolled in this course are required to take the AP Statistics Exam in the spring.

### **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.



## SCIENCE DEPARTMENT

### Philosophy

Students should be challenged and engaged with learning about the world around them so that they develop confidence in scientific concepts as well as a clear understanding of the value of what they are learning and how it is relevant to their lives. The role of science teachers and the curriculum they follow should be one that exploits the natural curiosity of students and assists them in reaching their full potential, especially with regards to asking good questions and finding answers to these through the use of controlled and inquiry-based investigations. We believe that acquiring scientific knowledge must be done, as often as possible, using the fundamental investigative skills they have learned while in our classrooms, so that retention, comprehension, and application are at their highest levels. Science classes at Maya follow the [Aero Science Standards](#) which are based on the [NGSS standards](#) to guide our courses. These science standards are composed of three dimensions: science and engineering practices, cross-cutting concepts, and disciplinary core ideas - all of which help students learn the real applications of science.

### Department Outcomes

- Students will acquire a clear understanding and mastery of key science concepts and ideas.
- Students will master important science processes and safety skills through laboratory and field investigations.
- Students will develop an awareness of the relevance of science to their everyday lives.
- Students will develop proficiency in critical and creative thinking and problem solving - skills essential in science and in everyday life.
- Students will foster a growing appreciation of and interest in all sciences.
- Students will be prepared for university-level science upon graduation from Colegio Maya.
- Students will be acquainted with scientific resources available in the local environment, as well as resources available on the Internet and from other outside sources.
- Students will develop an awareness of the causes of and possible solutions for environmental problems in their local community, Guatemala, and the world.

### Colegio Maya 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 &amp; Engineering</i> 2 years: Chem, Physics required
<b>9</b>	2 Semesters Biology	2 Semesters Biology	2 Semesters Biology	2 Semesters Biology	2 Semesters Biology
<b>10</b>	2 Semesters Chemistry	2 Semesters Chemistry	2 Semesters Chemistry	2 Semesters Chemistry	2 Semesters Chemistry
<b>11</b>	<b>1st &amp; 2nd Semester</b> Physics or AP Physics I	<b>1st &amp; 2nd Semester</b> Physics or AP Physics I  <b>Additional Science (elective):</b> AP Biology	<b>1st &amp; 2nd Semester</b> Physics or AP Physics I  <b>Additional Science (elective):</b> AP Biology	<b>1st &amp; 2nd Semester</b> Physics or AP Physics I  <b>Additional Science (elective):</b> AP Biology	<b>1st &amp; 2nd Semester BOTH</b> AP Chemistry Online AP Physics I  *2 sciences courses required to get 2 years of both

					Chemistry & Physics
12	<b>1st &amp; 2nd Semester</b> Applied Science AP Physics I or II AP Biology	<b>1st &amp; 2nd Semester</b> AP Physics II  <b>Additional Science (elective):</b> Applied Science AP Biology	<b>1st &amp; 2nd Semester (choose 1)</b> AP Biology Applied Science  <b>Additional Science (elective):</b> AP Physics I or II	<b>1st &amp; 2nd Semester (choose 1)</b> AP Physics I or II AP Biology Applied Science	<b>1st &amp; 2nd Semester</b> AP Physics II  <b>Additional Science (elective):</b> 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. In Semester 1, 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. In Semester 2, 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 physical and trace evidence. Through virtual and hands-on labs and analysis of fictional crime scenarios, students will learn about forensic tools, technical resources, forming and testing hypotheses, proper data collection, and drawing responsible conclusions. Throughout the year, we will discuss the use of science 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.

## **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) ENVIRONMENTAL SCIENCE (2 semesters, 1 credit)**

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

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study, including ecology, biology, chemistry, earth & space science and psychology. Students enrolled in this course are expected to take the AP Environmental Science Exam in the spring, and will be assigned a textbook, lab manual and assignments to bring with them in August.

## **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 AND HEALTH**

### **Philosophy**

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 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.

### **PHYSICAL EDUCATION (Grade 9, 2 semesters, 0.5 credits per semester)**

**Course Description:**

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)**

### **Course Description:**

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 (FfL) (Grades 10-12, 1 semester, 0.5 credits per semester)**

### **Course Description:**

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.

## **STUDIO FITNESS (Grades 10-12, 1 semester, 0.5 credits per semester)**

### **Course Description:**

This physical education course is designed to improve cardiovascular health, muscular endurance, muscular strength, and overall body conditioning. Through an introduction to current fitness trends in pilates, dance aerobics, fit circuit training, and strength training the individual will develop a positive attitude toward exercise and their own individual health. The class will involve flexibility exercises, aerobic dance routines, and muscular endurance development through the use of appropriate weight equipment. Class discussions will revolve around current fitness topics and a focus on one's own personal fitness plan for lifetime health.

## **ADVENTURE LEADERSHIP (Grades 10-12, 1 semester, 0.5 credits per semester)**

### **Course Description:**

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.

### **HEALTH (High School) (\*Health class in grade 9 is part of Physical Education classes)**

#### **Course Description:**

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.

### **HEALTH (High School) (Grade 10, 1 semester, 0.5 credits per semester)**

#### **Course Description:**

This course provides students with a base of information about wellness (physical, mental, social, emotional health), an opportunity to learn and practice life skills, while considering personal perspectives that will assist them in making sound health decisions for a lifestyle that embraces wellness. Students engage through the lens of *“Question-Think, Decide, & Act!” in proactive support of personal wellness*. The class is taught in such a way as to support health literacy and promote the 21st Century Skills that focus on learning, innovation, life, & career skills.

## VISUAL and PERFORMING ARTS

The Art 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.

### VISUAL ART

#### **HS ART (1 semester, 0.5 credits per semester)**

##### **Course Description:**

High School art studio provides students with an authentic studio experience. Students are highly encouraged to develop both their artistic skill levels, as well as broaden their creative and imaginative abilities during the course of the year. Through the completion of artistic research, projects, presentations, and investigative work in their notebooks, students will gain confidence in the creative process, knowledge in the history of art, and an understanding of the essential place the visual arts hold in our lives.

#### **ADVANCED PLACEMENT (AP) STUDIO ART - DRAWING (2 semesters, 1 credit)**

Prerequisite: Must speak with Art teacher in advance of joining class.

##### **Course Description:** [Official AP 2-D Design Course Overview FAQs](#)

The purpose of this course is to provide challenging and stimulating university level artistic studio environment for students who wish to create a portfolio of hand rendered non 2-dimensional work, which must be submitted in the spring to the AP program for review. The course will provide students with the initiative to find their own artistic voice, through hands-on teacher instruction and an emphasis on independent research, experimentation, critical thinking and problem solving. Throughout the course, students are expected to compile a large body of successful and original work addressing breadth, concentration and quality. This final work will be sent as a portfolio to the College Board for review in both digital format and 5 physical pieces.

#### **ADVANCED PLACEMENT (AP) STUDIO ART - 2D DESIGN DRAWING (2 semesters, 1 credit)**

Prerequisite: Must speak with Art teacher in advance of joining class.

##### **Course Description:** [Official AP 2-D Design Course Overview FAQs](#)

The purpose of this course is to provide a challenging and stimulating university level artistic studio environment for students who wish to create a 2D portfolio of work that explores concepts and the refinement of composition in the area of visual art and design. All portfolio work will subsequently be submitted in the spring to the College Board via digital portfolio, as well as five physical pieces of their best work. The course will supply students with the initiative to find their own artistic voice, through both hands-on teacher instruction and an emphasis on independent research, experimentation, critical thinking and problem solving as well as reinforce student passion in 2D art. Throughout the course, students will be expected to compile a large body of 24 successful and original pieces addressing Breadth (competency and confidence in multiple 2D media), Concentration (sustained focus and growth through more independent investigation) and Quality (5 most successful pieces of work). This

final work will be sent as a portfolio to the College Board for review in the spring, in both digital format and 5 physical pieces.

## MUSIC

### Outcomes for HS Music Courses:

- To read music fluently
- To develop a working knowledge of vocal/instrumental performance technique and characteristic sound
- To implement an understanding of voice parts/instrument families into a performance ensemble setting
- To understand basic music theory as it relates to performing
- To understand basic music history as it relates to performing
- To prepare for vocal/instrumental performance opportunities
- To become well-rounded musicians (theory, history, performance)

### HIGH SCHOOL CHOIR (2 semesters, 1 credit) After School

#### Course Description:

High School Choir is a performing ensemble where students learn beginning and intermediate musical concepts and sing a variety of choral literature to become well rounded musicians and prepare for performance opportunities. The course will introduce students' music reading skills, understanding of musical symbols, sight reading, and singing in a group. No previous singing experience is necessary; all skill levels welcome.

### HIGH SCHOOL BAND (2 semesters, 1 credit)

High School Band is a performing ensemble where students learn intermediate and advanced musical concepts and play a variety of band literature to become well rounded musicians and prepare for performance opportunities. The course will strengthen students' music reading skills, understanding of musical symbols, sight reading, and playing an instrument in a group. Students 21st century skills are strengthened through creating, performing and responding. No previous singing experience is necessary; all skill levels welcome. No previous band experience is necessary. While all skill levels are welcome, it is highly recommended that students entering High School Band possess the ability to read music.

## THEATRE ARTS

### HIGH SCHOOL DRAMA THEATRE ARTS

The High School Drama class is a hands-on class involving a combination of theatre etiquette, stage directions, theatre terminology, theatre history, basic technical theatre (lights, sound, costumes, props, etc.) and acting skills. Students in drama will study, write, research, critique, create, design, perform and participate in a variety of theatre learning experiences.

Through games, discussion, acting exercises, reflection and improvisation, the students will explore the craft of theatre. Students will have performance-based experiences and project based learning using media and technology when appropriate. The drama class will help students develop and reinforce 21st century skills. This course will also help the student develop aesthetic perception and sensitivity towards the arts, as well as explore how theatre influences society.



## HIGH SCHOOL THEATRE PRODUCTION (1 semester, 0.5 credits per semester)

The theatre production class is learning everything there is to know about producing a show, from pre-production to post-production. It involves researching production techniques, the different jobs of the theatre, learning and applying the technique skills involved in production (lighting, sound, costumes, make-up, set and props) and designing a show. The class technically supports productions/presentations that are part of the Maya school community.

It is a hands-on class that will explore the craft of theatre from the “behind the scenes” point of view. Students will get to analyze the play, design it, built it and then present it. The class will help students develop and reinforce 21st century skills. This course will also help the student develop aesthetic perception and sensitivity towards the arts, as well as explore how theatre influences society.

---

## COMPUTER SCIENCE and DESIGN

### Philosophy

Educational technology represents powerful educational tools, useful in all areas of education; not merely to be treated as a subject studied in isolation. Students and teachers need easy access to technological tools. They should be available in every curriculum area, so they can be useful to all.

The ability to use technology effectively is a lifelong skill for all students now in grades K-12. This skill will help them adjust to an increasingly interdependent and constantly changing world. Colegio Maya follows the [ISTE](#) Standards and also teaches Digital Citizenship to all students to ensure that students are prepared for all aspects of technology use at home and in educational environments.

Design and computer science courses at Colegio Maya currently consist of both exploratory and elective courses. These courses aim to provide the students, not only with knowledge and understanding of design thinking and basic coding, but also a framework for growth in problem solving and design thinking skills. In order to better prepare Colegio Maya students for the careers of the future, it is proposed to make the following changes to the current sequence of design and computer science courses in 2020-21.

Grade	Current situation	Plan for 2020-21 (and beyond)
9		G9: Computer science I (1 semester) G9: Design (1 semester) Students must select ONE of the design elective courses for at least one semester
10	G10 Computer science (1 semester)	G10: Computer science II (1 semester)
9 - 12	Optional Design elective courses: - Tech Apps - Design Tech projects	Optional Design elective courses: - Theater design - Industrial design and robotics - Multimedia Publications and design

		- Textile and fashion design
11 - 12		<i>AP Computer science option in 2021-22</i>

During Grade 9 and Grade 10, students will also be introduced to computer science skills through a new 2 course series. All students in Grades 9 and 10 will take one semester each year of Computer Science. The goal of this series is to give each student the practice of developing algorithms to solve challenges. It will also provide the tools to turn those algorithms into computer code using a procedural language. The series will offer an understanding of the ethics of computing that lead to an organized, healthy world and self, all while providing enough experience with computer science that they can use these skills to enhance their learning and productivity in future venues.

### **COMPUTER SCIENCE I - ALGORITHMS and CODING:**

**(1 semester, 0.5 credits per semester)**

#### **Course Description:**

This course will focus on teaching algorithmic and basic programming skills. Students will first learn how to write algorithms and basic programming code including understanding of variables, functions and loops to implement these algorithms. This will then expand to standard searching and sorting algorithms as well as user and file I/O. Students will then use these experiences to complete a project involving sorting and/or searching items from a file and input by the user.

### **COMPUTER SCIENCE II - PROGRAMMATIC PROBLEM SOLVING:**

**(1 semester, 0.5 credits per semester)**

#### **Course Description:**

This course will focus on teaching objects and some basic patterns for designing solutions as well as ethical computer practices. Most of the semester will be focused on design and implementation of a project of the student's choice to solve a real-world problem (potentially hypothetical) using objects. Students will be exposed to Google Script and HTML5/Javascript as recommended options for the project, but they are free to choose other options pending approval by the teacher. This course relies on the basic skills gained in the 9th grade course and assumes coding and algorithmic knowledge.

### **HIGH SCHOOL DESIGN:**

During the High School years, students will continue being exposed to these design thinking strategies through a new series of courses. They will be offered a series of different design course electives in which they will choose one in G9 and another in G10 to further their experience in design thinking and problem solving skills. Each of these courses will be a continuation of the MS series focusing on product design and problem solving. The courses will be structured around the Engineering Design Process however they will take a greater focus on specific areas of design including Industrial Design & Robotics, Media Design, Theater Design, and Textile & Fashion Design.

### **INDUSTRIAL DESIGN and ROBOTICS (1 semester, 0.5 credits per semester)**

#### **Course Description:**

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 creating and developing concepts and specifications that optimize the function, value and appearance of products and systems for the mutual benefit of both user and manufacturer.

### **TEXTILE and FASHION DESIGN (1 semester, 0.5 credits per semester)**

#### **Course Description:**

This course will focus on the elements and principles of design as it relates to fashion and clothing. Students will explore fibers and fabrics, design and development of textiles (physical and digital processes), be introduced to using a sewing machine, following a commercial pattern, understanding basic clothing construction, and exploring fast fashion and sustainability as it pertains to fashion.

### **MULTIMEDIA PUBLICATION AND DESIGN (1 semester, 0.5 credits per semester)**

#### **Course Description:**

This course is a creative, hands-on design course in which students will learn the process involved in creating Colegio Maya's multimedia materials. 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.

### **THEATER DESIGN (1 semester, 0.5 credits per semester)**

#### **Course Description:**

This course will focus on the design and construction of the sets, scenes and props used in the annual Colegio Maya theatrical presentations. Students will follow the Engineering Design Process when creating the different parts that make up the entire theatrical experience. Students will design and prototype using CAD and other physical tools such as 3D printers, CnC machines and laser cutters to create scaled models for presentations prior to constructing the life-sized scenes.

## HIGH SCHOOL ELECTIVES

### Introduction

Valuing a full education that challenges multiple areas of knowledge and skill, Colegio Maya offers elective courses in an array of topics. The Elective program exists with the intent of providing a diverse set of curricular experiences to the student. These fields of study supplement and balance the core courses as well as provide fundamentals for certain life-long activities.

For planning purposes, the elective courses have been grouped into six distinct areas: Physical Education, Health, Fine Arts, Technology, Communications and Other Electives.

The current list of HS elective courses is linked [here](#). Refer to page 2 of this document for graduation requirements within each area.

Visual and Performing Arts	Social Sciences	Physical Education / Leadership	Technology / Online Courses
HS Theater Production	Model United Nations	Adventure Leadership	Industrial Design and Robotics
HS Drama Theater Arts	International Criminal Court	Active for Life	Multimedia Publication and Design
HS Art	Journalism	CrossFit Spartan Challenge	Textile and Fashion Design
HS Advanced Art	Leadership, Sustainability and Social Entrepreneurship	Fit For Life	Theater Design
HS Band	Global Citizenship		Global Online Academy courses
HS Choir			Online Courses Advanced Placement (AP) Global Online Academy VHS / Connections

VISUAL AND PERFORMING ARTS	Semester/ Year	Description
HS Art	1 semester	Students are supported and highly encouraged to develop both their artistic skill levels, as well as broaden their creative and imaginative abilities through the completion of artistic research, projects, presentations, development of a portfolio and investigative work in their notebooks
HS Advanced Art	1 semester	Students learn how to produce, present and critique their artwork. They will develop their skills in a range of media, producing pieces as they work on the development of a portfolio. As part of the process they will produce investigative

		work in their notebooks, and showcase and critique their own and others' work.
HS Band (Sem 1 and 2)	Year	HS Band is a performing ensemble where students learn and play a variety of band literature to become well rounded musicians and prepare for performance opportunities. The course will strengthen students' music reading skills, understanding of musical symbols, sight reading, and playing an instrument in a group
HS Choir	1 semester	HS Choir is a performing ensemble where students learn beginning and intermediate musical concepts and sing a variety of choral literature to become well rounded musicians and prepare for performance opportunities. The course will introduce students' music reading skills, understanding of musical symbols, sight reading, and singing in a group. No previous singing experience is necessary; all skill levels welcome.
HS Drama Theatre Arts	1 semester	This hands-on class provides you with an opportunity to learn theatre etiquette, history, technical aspects of the theatre, the art of improvisation and acting skills.
HS Theater Production	1 semester	This course will involve researching production techniques, learning and applying the technique skills involved in production (lighting, sound, costume, make-up, set and props)
<b>SOCIAL SCIENCES AND SCIENCES</b>	<b>Semester/Year</b>	<b>Description</b>
Model United Nations	1 semester	Model United Nations is an authentic simulation of the United Nations where you will learn to draft resolutions, plot strategies, negotiate and resolve global conflicts.
International Criminal Court	1 semester	ICC - Model International Court of Justice in which students will engage in sets of training, discussions and workshops and culminate with a simulation of the trial process, including preparation, trial and verdict.
Journalism	1 semester	Students will learn the basics of researching, investigating and reporting, and then edit and write stories for the school and other publications.
Leadership, Sustainability and Social Entrepreneurship	1 semester	Students will learn leadership skills investigating their own strengths and leadership styles and how that influences and culture. In addition, they will be introduced to the concept of social entrepreneurship and how the concept of sustainability is central to both leadership and entrepreneurship. Students will then apply their knowledge in hands-on project that will impact our community.

Global Citizenship	1 semester	This course introduces the concepts of global citizenship and what it means to be globally competent. Globalization requires a new emphasis on global citizenship education, which means helping students understand and appreciate human rights and shared global challenges and engaging in those challenges through action research. Students will develop their understanding of self as a global citizen, their global literacy (i.e. their understanding of self as a global citizen and their ability to work as part of a global community) and cultural literacy (i.e. their understanding of cultural differences and their ability to respect and value these differences in non-judgmental ways). Students will learn about and investigate sustainable and socially responsible organisational practices and how such practices can create a more inclusive, social and economic society. We hope to be able to bring in experts from the field as well as provide opportunities for hands-on practice as global citizens in their community.
Global Online Academy courses	1 semester	By signing up for this elective, you will have access to the courses offered by <a href="http://www.globalonlineacademy.org">www.globalonlineacademy.org</a> Most courses are 1 semester and please note there is an additional cost to enroll in these classes. Most classes expect 2-4 hours per week working on coursework or projects.
<b>PHYSICAL EDUCATION / LEADERSHIP</b>	<b>Semester/ Year</b>	<b>Description</b>
Adventure Leadership	1 semester	This course allows you 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.
Active for Life	1 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+.
CrossFit Spartan Challenge	1 semester	This physical education course is designed to improve cardiovascular health, muscular endurance, muscular strength, and overall body conditioning. We will be exploring the basic CrossFit lifting techniques and principles and working in teams/individually on different CrossFit challenges. We will be exploring the basic CrossFit lifting techniques & principles and working
Fit for Life	1 semester	This course is designed to help you work towards developing a fitness program to maximize your personal fitness.

<b>TECHNOLOGY AND MEDIA ARTS</b>	<b>Semester/ Year</b>	<b>Description</b>
Theater Production	1 semester	Technological Applications (on Theatre Production) - explore different technological aspects involved in theatre productions, such as marketing, spatial design, prop design and costume design
Design and Technology Products	1 semester	This is a project-based class where students will be able to explore areas of design that interest them, and develop their own projects with teacher guidance. Students will follow the design cycle to develop an idea into a product targeted to a specific audience, and through iterations create, test, modify and improve their products.

---

## **LEARNING SUPPORT**

### **LEARNING SUPPORT**

The Colegio Maya Learning Support Center (LSC) supports students who have identified learning needs in terms of academic, linguistic or emotional aspects. Learning and language specialists collaborate with students, parents, and classroom teachers to develop student support plans using interventions and strategies ensuring full access to the school's curriculum. Students develop self-advocacy skills to become confident and independent learners. The Colegio Maya Learning Support Center acknowledges the diversity of learning styles and academic levels found in every classroom. The Learning Support Center faculty work collaboratively with classroom teachers in providing varied support to meet the unique needs of individual students.

### **ESOL**

ESOL instruction provides support to students with below grade-level English language proficiency with a language-focused environment to develop the academic language necessary to meet grade-level expectations. Students engage in tasks in the four domains of reading, writing, speaking and listening through engaging interactions with teachers and peers. Support is offered through pull-out classes with the specialist teacher and also through push-in where the ESOL teacher works alongside the classroom teacher to help prepare materials for the ESOL students that are directly related to the academic vocabulary in core subjects, as well as general and specific social vocabulary. Depending on students' language needs, ESOL course will engage in distinctive after-school language support, using technology implementation, language transfer knowledge and other media tools for learning and demonstration.