



COLEGIO MAYA



Secondary School Academics 2025-2026



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INTRODUCTION

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

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

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

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

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CORE COMPONENTS AT COLEGIO MAYA

Universal Student Support

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

EAL

EAL (English as an Additional Language) provides support for students in all English levels as recognized by the WIDA (World-Class Instructional Design and Assessment) and develops the students' social and academic language. Students develop their competency through engaging interactions with teachers and peers in the four domains of language acquisition: reading, writing, speaking, and listening.

Language levels of development and proficiency (based on [WIDA](#)):

- **Entering (level 1)** - Students' response is generally comprehensible, but intelligibility and fluency may be significantly compromised in language beyond words, oral phrases, or memorized chunks.
- **Emerging (level 2)** - Students' response is generally comprehensible but its clarity and fluency may often be compromised in more complex speech.
- **Developing (level 3)** - Students' response is generally comprehensible, but the comprehensibility and fluency may from time to time be compromised in more complex speech
- **Expanding (level 4)** - Students' response is is generally comprehensible, fluent, and related to purpose; The exit level from the EAL program is 4.9;
- **Bridging (level 5)** - Students' response is comprehensible, fluent, and generally related to purpose; generally comparable to the speech of English proficient peers;
- **Reaching (level 6)** - Students' response is fully comprehensible, fluent, and appropriate to purpose, situation, and audience; comparable to the speech of English proficient students meeting college- and career-readiness standards;

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

Social Emotional Counseling and SEL

Counseling and support are provided for students who have specific behavioral and/or social-emotional challenges that impact their learning experience. Counseling specialists collaborate with students, parents, and classroom teachers to develop individual student support plans using interventions and strategies ensuring full access to the school's curriculum. In addition, SEL is promoted through Warrior Time Program with the programmatic application of Habits of Mind and restorative practice in classroom lessons, assemblies, and initiatives.

Service Learning

Service Learning is a part of our school culture and provides opportunities for students to develop their skills, talents and interests in real-world, hands-on contexts. Students are encouraged to look at potential partners through a sustainability systemic lens to help vet partners and determine the greatest leverage point for positive change. Through the five steps of service learning (investigation; preparation; action; reflection and demonstration) students come to understand that the positive impact they can have on the world is directly related to 'glocal' (global-local) issues. What students learn in the classroom, combined with their prior knowledge and understanding of the world around them, coupled with their skills, talents and interests is how they are encouraged to pick a project in which they can have sustainable, long lasting, positive impact.

Technology

Technology Services

Students use the tools of Google Workspace for Education, including Gmail, Drive, Docs, etc., on a daily basis as part of their learning. In accordance with the **Bring Your Own Device (BYOD)** policy, secondary students bring laptops to facilitate their learning.

The Tech Department assists the community with troubleshooting and any kind of assistance they might need. (Not repairs of the devices). WiFi and outlets throughout campus enable students to work anywhere and at any time. Computer labs on campus contain iMacs, and laptops, iPads, and Chromebooks are available to students at any time. (Depending on the disponibility).

Digital Citizenship

Digital citizenship and accountability form the cornerstones of students' technology experiences. Students "understand the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world" ([ISTE Standard](#)). Colegio Maya has recently adopted the Google program "[Be Internet Awesome](#)" and we use [Common Sense Media resources](#) to help them become responsible digital citizens. Students are required to complete a Responsible Use Agreement as part of their agreement with the School Code of Conduct.

Makerspace

The Colegio Maya MakerSpace is a dynamic, hands-on environment that encourages creativity, innovation, and real-world skill development through access to cutting-edge tools and technology. It offers students and community members the opportunity to design, prototype, and build a wide variety of projects—from simple crafts to complex engineering solutions. Key equipment includes laser cutters for detailed cutting and engraving, 3D and resin printers for precise prototyping, CNC machines for high-accuracy machining, and a full suite of woodworking tools for traditional fabrication. This space also serves as the hub for the school's Robotics Team, featuring a fully equipped Lego and VEX setup that supports both middle and high school robotics programs. Altogether, the MakerSpace is a collaborative hub where ideas take shape and learning happens by doing.

College Counseling

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

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

MIDDLE SCHOOL PROGRAM OF STUDY

MIDDLE SCHOOL PHILOSOPHY

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

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

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

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

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

English Language Arts

Philosophy and Overview

Colegio Maya's Language Arts program centers on a balanced literacy approach. Colegio Maya selects from the Common Core and AERO standards for [English Language Arts](#) to improve students' language skills in reading, writing, listening, and speaking. Language skills are essential in developing a strong foundation of literacy competencies and conceptual understandings that lay the groundwork for students' continued success in their learning journey. The skills mastered in language arts are essential to learning in other disciplinary areas, enhancing students' comprehension and critical thinking in reading, listening, writing, and speaking. Students learn to read like writers and write like readers. They also apply these skills in listening and speaking in a variety of contexts and for a variety of purposes and audiences. Students learn to speak articulately and effectively using standard and academic English. Crucially, exploring and building their literacy skills develops students' character, sense of identity, and empathy for the diversity of human experience. Through English Language Arts, students acquire an appreciation for and an ability to utilize the beauty and power of language and imagination.

Throughout this document, “text” refers to a work presented in any medium: writing, audio, video, image, etc. “Reading,” therefore, may also encompass viewing and listening.

Reading

Students read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Reading and analytical skills are developed through a variety of strategies. Independent reading allows students to read across a range of genres and text types. Reading

in book clubs gives students opportunities to read and analyze as they collaborate in practicing different strategies. Whole-class reading provides students with models of, and guides for, close reading and analytical skills and annotation techniques.

Writing

Students write with a specific and meaningful purpose and audience in mind across narrative, informational, and persuasive genres. To this end, writing instruction fosters students' personal growth and their power to effect change in the world. Writing is drafted, revised and redrafted before being edited and finally published, where possible for an authentic audience.

Listening and Speaking

Students should be able to acquire, evaluate and present increasingly complex information, ideas, and evidence through speaking and listening. Students have regular opportunities for collaboration, discussion and problem-solving in one-to-one, small-group and whole-class settings for a variety of purposes and audiences.

Language and Style

To ensure development of effective reading and writing, students must understand both the conventions and the stylistic effects of language. Explicit teaching of the features of language enables students to describe how language works, to make meaning as they read, and to use language to craft meaning as they write. Students hone their skills to create specific tones and styles to match the audience and genre.

*See Course Storyboards in the [Curriculum Blueprint](#)

Spanish

Philosophy and Overview

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

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

The primary objective of levels I-III is to teach the structure of the Spanish language to the student so that she/he may effectively use it in oral comprehension and expression, reading and writing. At these levels, Spanish is aligned against AERO World Language Standards. In this program, the students learn to express their needs, opinions, and wishes according to their age and academic grade level. The spiral design of the curriculum permits the students to advance through each level, according to individual achievement of the prescribed learning goals. Once a student has achieved the level-specific learning goals, then she/he is promoted to the next level. The time needed to advance from level to level may vary according to individual progress. ([Exit Standards for Spanish levels I-II-III, - Procedures for promotion between levels during the School year.](#))

The primary focus of **LA Spanish**, level IV, is the refinement and enrichment of oral and written Spanish. The spiraled focus at this level is done through an emphasis on literature. At the Advanced Spanish Level, the curriculum is aligned against the AERO Common Core Plus Language Arts Standards.

This path is designed for students who:

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

Students at this level have demonstrated a mastery of grammar and oral expression skills. This allows them to interact successfully with a wide variety of texts and writing opportunities, that include different genres as well as different media to analyze and interact with. This level of ability allows them to continue to develop their cognitive language skills in a progressive sequence. They will continue to develop their listening, speaking (including presentational skills), plus their reading and writing skills through a variety of strategies that support the ones used in the English Program as a way to help students master them through guided practice, self assessment and feedback opportunities.

Structure of the Program by Grade Levels

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

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

Grade 9 -10
Levels I, II, III

Grade 10:
Level III: AP Spanish Language & Culture

Grade 11-12:
Levels I, II, III

Language A
Grades 6 - 8
Level IV

Grade 9
Level IV- Literatura, comunicación y cultura

Grade 10:
Level IV: Literatura de España

Grade 11-12:
Levels III - IV: Spanish through the Arts
Levels III - IV: Contemporary Issues in Latin-America

*See Course Storyboards in the [Curriculum Blueprint](#)

Mathematics

Philosophy and Overview

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

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

Organization:

	Grade 6	Grade 7	Grade 8
PATH 1	Year 1: OUR 1	Year 2: OUR 2	Year 3: OUR 3
PATH 2	Year 1 and Year 2: OUR 1, 2 and 3		Year 3: HS Integrated Math I

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

mastery of OUR 2, then they will move from Path 1 to Path 2. This same challenge by choice will be available every year through middle school.

Middle School Enrichment

The middle school Enrichment is designed for middle school students who have been identified as needing intensive support to up-level math performance. The course will be interactive and personalized to cater to each student's specific needs as aligned to the Open Up Resources (OUR) math classes. The small-group setting will allow for targeted instruction based on key concepts from middle school math standards ([AERO Common Core Plus](#)), with an emphasis on building foundational skills and addressing any gaps in understanding. The course may be taken for a semester or the whole school year.

***See Course Storyboards in the [Curriculum Blueprint](#)**

Social Studies

Philosophy and Overview

Studying the social sciences prepares young people for success in college and career as well as helping them become informed, engaged citizens. The primary purpose of social studies is to help students make informed and reasoned decisions. Students need the intellectual power to recognize societal problems, ask good questions and develop robust investigations into them, consider possible solutions and consequences, separate evidence-based claims, and communicate and act upon what they learn.

Overview

The social studies curriculum at Colegio Maya is organized according to the [C3 Framework](#) created by the [National Council for Social Studies](#). The framework is organized along the following four dimensions:

- **Dimension 1: Developing Questions and Planning Inquiries**
Social studies consists of a rich array of facts, concepts, and generalizations. We tie content together through the use of questions.
- **Dimension 2: Applying Disciplinary Tools and Concepts**
Four core disciplines provide the context for the social sciences: government/civics, history, economics, and geography.
- **Dimension 3: Evaluating Sources and Using Evidence**
Through the analysis of sources and application of information, students can make evidence-based claims and reach conclusions.
- **Dimension 4: Communicating Conclusions and Taking Informed Action**
Students will apply disciplinary knowledge and concepts, gather and evaluate sources, and then develop claims and use evidence to support those claims.

Combining the study of history with that of social sciences is critical to understanding how a society works or should work. The social sciences engage concepts and theories to expand our understanding of the social world. They employ both quantitative and qualitative empirical data, scientific methods

and other interpretive methodologies to understand the dynamic nature of human behavior and human systems, as well as the complexity and ambiguity inherent in the study of society. Students should be able to apply their historical and social science knowledge to explain individual and group behavior as well as events occurring locally, nationally, and internationally. In all social studies courses students will develop the following skills:

- Practice inquiry
- Identify and interpret information from primary and other sources
- Analyze data from written and visual sources
- Evaluate, apply and critically present information

The course sequence is designed to provide students with knowledge and applicable skills in a range of social science disciplines.

The middle school social studies curriculum provides a strong foundation in world history and historical thinking skills. In sixth grade, students follow the evolution of early humans and the first civilizations beginning in 10,000 BCE and continuing through 600 BCE. In seventh grade, students explore interactions between world civilizations from the Middle ages through the Age of Discovery and the Renaissance. Students progress to modern history, from ca. 1750 and the Enlightenment to the present, in eighth grade.

***See Course Storyboards in the [Curriculum Blueprint](#)**

Science

Philosophy and Overview

We understand Science is the basis for the design of technologies that solve real-world problems. Our Science Program aims to empower students as scientists and to be able to make sense of the natural world, seek to describe the world's complexity, explain its systems and events, and find the patterns that allow for predictions and understandings. Science teachers hold high standards for themselves and all students, working collaboratively to improve in their practice and expecting students to continually grow in their understanding of not only science content knowledge but also science & engineering practices.

Overview

Maya uses the [NGSS Standards](#) to determine content and skills that are taught in our curriculum. These science standards are composed of three dimensions: science & engineering practices, cross-cutting concepts, and disciplinary core ideas—all of which help students learn the real applications of science. Our teachers use [OpenSciEd](#), [CK-12](#), [Gizmos](#), [PhET simulations](#), & [Tuva Labs](#) as resources to deliver engaging learning opportunities. Throughout the learning experiences provided to our students, there is a combination of the three learning dimensions. So with each content area (what scientists know), skills (how scientists act) and crosscutting concepts (how scientists think) are incorporated into the learning.

Science & Engineering Practices

- Asking Questions
- Defining Problems
- Developing & Using Models

- Planning & Carrying Out Investigations
- Analyzing & Interpreting Data
- Mathematics & Computational Thinking
- Construct Explanations
- Designing Solutions
- Engaging in Argument from Evidence
- Obtain, Evaluate, Communicate Information
- Patterns
- Cause & Effect
- Scale, Proportion, & Quantity
- Systems and system models
- Energy & Matter
- Structure & Function
- Stability & Change

Crosscutting Concepts

*See Course Storyboards in the [Curriculum Blueprint](#)

Physical Education & Health

Philosophy and Overview

The aim of PE & Health is to develop students who are Physically Literate. SHAPE America, the foundation of our PE & Health curriculum, defines this as “The ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the health and development of the whole person.” As you can see, our classes involve much more than just playing games, though games are used often for a variety of purposes, including demonstration of learning, warm-up, and fun. We encourage students to be able to perform many activities at a competent recreational level while striving, according to personal interest, to perform one or more activities at a proficient level.

Overview

Our team of teachers aims to develop the physically literate individual through deliberate practice of well-designed learning tasks that allow for skill acquisition in an instructional climate focused on mastery. Specifically, students are assessed on the following:

- Develops a variety of motor skills.
- Applies knowledge related to movement and fitness concepts.
- Develops social skills through movement.
- Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Key understandings and practices that support active learning and enjoyment in PE and Health that we emphasize in class are:

1. Attitude and Effort: Students must show up and work hard while trying their best during class; there are many things to learn which means that completing sports outside of class is not sufficient evidence of proficiency.
2. Being physically literate does not mean only being proficient in one activity or sport; it means being able to transfer learning to other activities and sports in order to be able to perform them at a recreationally competent level.

Grade 6 Physical Education Course Description

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

Grade 7 Physical Education Course Description

The emphasis in seventh-grade physical education is meeting challenges and making decisions. During this time of rapid physical, social and emotional change, students are looking for a sense of belonging, community, peer group and team to gain more confidence in individual activities. Physical education offers the opportunity for students to take risks and accept challenges of setting personal goals. They use more mature motor patterns in various individual and team sport activities.

Grade 8 Physical Education Course Description

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

***See Course Storyboards in the [Curriculum Blueprint](#)**

Health

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

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

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

Health Topics by grade levels

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

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

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

Philosophy and Overview

Philosophy: Fine Arts

The Fine Arts Department at Colegio Maya is dedicated to the school's vision of developing every student's mind, body, and character through a solid foundation in visual art, music, and drama. 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.

Philosophy: Design

The philosophy of the Colegio Maya Design Department is rooted in the rigorous principles of the Engineering Design Process, emphasizing a methodical approach to problem-solving that begins with a deep understanding of user needs and extends through iterative development and testing. Our commitment to this process ensures that every project undertaken by our students is grounded in real-world applicability, innovation, and sustainability. By integrating critical thinking, creativity, and technical proficiency, we prepare our students to address complex challenges with solutions that are both effective and visionary. Our approach encourages continuous learning and adaptation, fostering an environment where ideas are deeply tested and refined, leading to outcomes that push the boundaries of what is possible in design.

To support this philosophy, our classrooms are equipped with cutting-edge technology that enhances both individual learning and collaborative efforts. Using state-of-the-art tools and advanced prototyping equipment, our facilities provide students with the resources they need to bring their ideas

to life. This technological infrastructure is complemented by spaces designed to promote collaboration, such as flexible workstations and interactive MakerSpaces. By creating a dynamic, technology-rich environment, we empower our students to experiment, innovate, and work together, ensuring they are well-prepared to become leaders in the ever-evolving field of design.

Visual Arts

The Visual Arts program at Colegio Maya is a dynamic and inclusive space that empowers students to trust in and embrace their innate creativity while drawing inspiration from the world around them. Our curriculum strikes a balance between academic rigor, artistic exploration, and a nurturing environment where students can thrive.

Through hands-on experiences and exposure to diverse artistic voices, students develop their own artistic processes while learning to appreciate and critique the work of others. Emphasizing Studio Habits of Mind, we foster critical thinking and problem-solving skills, allowing each student to discover and refine their unique artistic voice through inquiry and exploration.

We recognize the profound impact art has on society and ourselves, and we encourage students to explore its power to provoke thought and foster understanding. Through dialogue, reflection, and participation in critique sessions and public showcases, students refine their artistic abilities while seeking a deeper understanding of the role of visual culture in our world.

As students progress through our program, they expand their artistic abilities and cultivate empathy, cultural awareness, and a sense of responsibility as artists. Whether pursuing further studies in the arts or applying their talents in other fields, graduates leave understanding that art has the power to make meaningful contributions to society and enrich our lives as individuals.

Music

The music program at Colegio Maya is designed to ignite a passion for music that extends far beyond the classroom. It provides a fun and engaging environment where students of all ages, from pre-kindergarten through high school, can explore their creativity and develop their musical talents.

The program fosters a love for music through a curriculum that balances enjoyment and exploration. Students are encouraged to be curious, experiment, and discover their unique musical voice. This exploration goes hand-in-hand with skill development. Through hands-on learning, students develop instrumental proficiency and hone essential life skills such as discipline, focus, and practice habits.

The culmination of this journey comes alive on stage. Performances in recitals and concerts are a cornerstone of the program. Students gain invaluable experience performing in school productions and events, sharing their musical talents with the community. Students will carry with them the knowledge that music has the power to enrich their lives, connect them to others, and contribute meaningfully to the world around them.

Drama

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

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

Exploratory Classes

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

AI/Design

Pending course description

Art

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

CREW

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

Design

This course is an introduction to the engineering design process and all of the elements within the cycle. Everyone will be able to explore various design disciplines and practice critical thinking throughout the course. Students will learn to design for clients, develop their own ideas, and create a

product based on client needs and desires and their responsibilities as designers. Students will also learn how and why we use design elements and principles, how and why we use inspiration, why we sketch several design proposals before making the designs a reality, why they need feedback in order to improve their designs, and how to present our ideas to create powerful and compelling products and projects.

MS Drama

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

Passion Project (for Grade 8)

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

See Course Storyboards in the [Curriculum Blueprint](#)

MS Elective Classes

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

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

S1: In the Costume Design elective class, you will join us as we embark on a journey to bring characters to life through sewing, fabric, color, and imagination. In this hands-on course, students will learn the fundamentals of costume design, sewing, patternmaking, inspiration, and sketching while working collaboratively on crafting stunning costumes for our yearly school play. Don't miss out on this opportunity to explore the magic of storytelling through costume creation and leaving your mark on the stage!

S2: Get ready to unleash your inner creativity in our dynamic Textile & Fashion Design elective class. Join us as we dive into the exhilarating world of fashion design and set our sights on creating a runway like no other. In this hands-on course, students will explore the diverse facets of fashion, from sketching their own designs to selecting fabrics, making patterns, sewing, and bringing their visions to

life. Whether you dream of creating avant-garde couture or streetwear outfits, this class is your platform to discover your unique style and develop your own practice as a fashion designer. Embrace the thrill of experimentation, explore your passion for design, and prepare to make a statement!

Drama Studio

This is a hands-on class involving a combination of technical theater (lights, sound, costumes, special effects, props, etc.) and acting skills. This course is designed to help students gain as much comprehension as possible about putting on a successful production. From designing, creating the sets and props, costumes, light, music and special effects, to running the show, students will be researching production techniques and learning how to apply them in a show. Understanding how production jobs affect and help create the performance and how they work together to create a play is the main goal for the course. During the second semester, students will extend their acting and/or technical skills in supporting the production of the school play/musical.

Orchestra

Get ready for an epic musical journey in MS Orchestra! Discover the thrill of playing orchestral instruments alongside your peers. From strings to brass, woodwinds to percussion, you'll explore them all and uncover your talents. No prior experience is required. Through fun rehearsals and exciting performances, experience the incredible feeling of teamwork and collaboration. Together, we'll create mesmerizing music that showcases the power of unity and creativity.

Robotics

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

Studio Art

MS Studio Art offers students an opportunity to study Art more in depth than time allows in the Exploratory Art classes. Emphasis is placed on artistic habits and processes while developing an authentic artistic voice. Artists will practice expressing their ideas through various mediums such as drawing, painting, printmaking, and sculpture while learning how to improve and self-direct artistic growth with intention. Learning to express personal ideas as well as find meaning in the artworks of others helps prepare artists for future artistic endeavors as both creators and appreciators of Art.

See Course Storyboards in the [Curriculum Blueprint](#)

HIGH SCHOOL PROGRAM OF STUDY

GRADUATION PATHS

Students have the option to follow one of two paths:

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

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

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

GRADUATION REQUIREMENTS

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

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

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

IMPORTANT PLANNING CONSIDERATIONS

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

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

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

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

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

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

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

FOUR YEAR PLAN

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

ONLINE COURSES

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

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

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

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

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

ADVANCED PLACEMENT [\(AP\)](#) PROGRAM



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

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

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

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

	<ul style="list-style-type: none"> • Calculus BC** • Statistics**
Arts	<ul style="list-style-type: none"> • 2D Art & Design / Drawing / 3D Art & Design
General	<ul style="list-style-type: none"> • Seminar • Research

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

GRADE	COURSE 1		COURSE 2	COURSE 3	COURSE 4	COURSE 5	COURSE 6	COURSE 7
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 Calculus BC** AP Statistics**			AP Research*	AP Studio Art: Drawing / Studio Art 2D Design

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

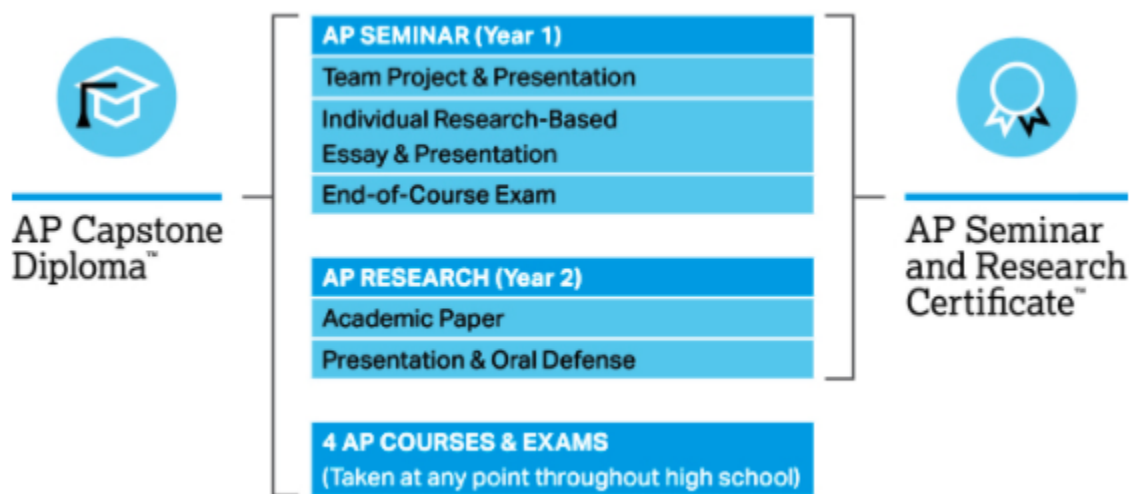
AP CAPSTONE

[Prerequisites](#)

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

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

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



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

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

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

The AP Capstone Diploma or AP Capstone Certificate

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

Colegio Maya Capstone

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

Sample Topics or Themes:

- Education
- Innovation
- Sustainability
- Technology
- Revolution

AP Examinations

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

AP University recognition link:

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

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

AP INTERNATIONAL DIPLOMA

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

AP COURSE ENROLLMENT GUIDELINES

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

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

English Language Arts

Philosophy and Overview

Colegio Maya's Language Arts program centers on a balanced literacy approach. Colegio Maya selects from the Common Core and AERO standards for English Language Arts to improve students' language skills in reading, writing, listening, and speaking. Language skills are essential in developing a strong foundation of literacy competencies and conceptual understandings that lay the groundwork for students' continued success in their learning journey. The skills mastered in language arts are essential to learning in other disciplinary areas, enhancing students' comprehension and critical thinking in reading, listening, writing, and speaking. Students learn to read like writers and write like readers. They also apply these skills in listening and speaking in a variety of contexts and for a variety of purposes and audiences. Students learn to speak articulately and effectively using standard and academic English. Crucially, exploring and building their literacy skills develops students' character, sense of identity, and empathy for the diversity of human experience. Through English Language Arts, students acquire an appreciation for and an ability to utilize the beauty and power of language and imagination.

Throughout this document, "text" refers to a work presented in any medium: writing, audio, video, image, etc. "Reading," therefore, may also encompass viewing and listening.

Reading

Students read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Reading and analytical skills are developed through a variety of strategies. Independent reading allows students to read across a range of genres and text types. Reading in book clubs gives students opportunities to read and analyze as they collaborate in practicing different strategies. Whole-class reading provides students with models of, and guides for, close reading and analytical skills and annotation techniques.

Writing

Students write with a specific and meaningful purpose and audience in mind across narrative, informational, and persuasive genres. To this end, writing instruction fosters students' personal growth and their power to effect change in the world. Writing is drafted, revised and redrafted before being edited and finally published, where possible for an authentic audience.

Listening and Speaking

Students should be able to acquire, evaluate and present increasingly complex information, ideas, and evidence through speaking and listening. Students have regular opportunities for collaboration, discussion and problem-solving in one-to-one, small-group and whole-class settings for a variety of purposes and audiences.

Language and Style

To ensure development of effective reading and writing, students must understand both the conventions and the stylistic effects of language. Explicit teaching of the features of language enables students to describe how language works, to make meaning as they read, and to use language to craft meaning as they write. Students hone their skills to create specific tones and styles to match the audience and genre.

***See Course Storyboards in the [Curriculum Blueprint](#)**

Spanish

Philosophy and Overview

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

The primary language of instruction at Colegio Maya is English with the Spanish Language Program as part of the school's program of studies. While Colegio Maya does not propose to be a bilingual school, the comprehensive Spanish Program attends to student learning through two specified paths based on each student's experience with the Spanish language. The first path, Spanish as a World Language, is offered to students in first through twelfth grades in the sequence of levels I to III. The second path, LA Spanish or Advanced Spanish, level IV, is oriented towards the fluent speaker for students in first through twelfth grades.

The primary objective of levels I to III is to teach the structure of the Spanish language to the student so that they may effectively use it in oral comprehension and expression, reading, and writing. At these levels, Spanish is aligned against AERO World Language Standards. In this program, the students learn to express their needs, opinions, and wishes according to their age and academic grade level. The spiral design of the curriculum permits the students to advance through each level according to individual achievement of the prescribed learning goals. Once a student has achieved the level-specific learning goals, they are promoted to the next level. The time needed to advance from level to level may vary according to individual progress. The Exit Standards for Spanish levels I-II-III and the Procedures for promotion between levels during the school year explain how students move between levels.

The primary focus of LA Spanish, level IV, is the refinement and enrichment of oral and written Spanish. The spiraled focus at this level is done through an emphasis on literature. At the Advanced Spanish Level, the curriculum is aligned against the AERO Common Core Plus Language Arts Standards.

This path is designed for students who:

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

Students at this level have demonstrated a mastery of grammar and oral expression skills. This allows them to successfully interact with and analyze a wide variety of texts and provides writing opportunities that include different genres and media. This level of ability allows them to develop their cognitive language skills in a progressive sequence. They continue to develop their listening, speaking (including presentation skills), reading, and writing skills through a variety of strategies that support the ones used in the English Program to help students master them through guided practice, self-assessment, and feedback opportunities.

Structure of the Program by Grade Levels

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

Language B

Grade 9 -10

Levels I, II, III

Grade 10:

Level III: AP Spanish Language & Culture

Grade 11-12:

Levels I, II, III

Language A

Grade 9

Level IV- Literatura, comunicación y cultura

Grade 10:

Level IV: Literatura de España

Grade 11-12:

Levels III - IV: Spanish through the Arts
 Le3³vels III - IV: Contemporary Issues in Latin-America
 Level IV: Literatura Latinoamericana
 AP Spanish Literature & Culture

*See Course Storyboards in the [Curriculum Blueprint](#)

Mathematics

Philosophy and Overview

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

Overview

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

Sequence of Mathematics at Colegio Maya

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

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
G6 Integrated Math OUR 1	G7 Integrated Math OUR 2 G7 Integrated Math OUR 2&3	G8 Integrated Math OUR 3 G8 HS Integrated Math I	G9 HS Integrated Math I G9 HS Integrated Math II	G10 HS Integrated Math I G10 HS Integrated Math III	G11 HS Integrated Math III - Precalculus - AP Calculus	- AP Calculus AB - Statistics & Business Math - AP Statistics

*See Course Storyboards in the [Curriculum Blueprint](#)

Social Studies

Philosophy and Overview

Studying the social sciences prepares young people for success in college and career as well as helping them become informed, engaged citizens. The primary purpose of social studies is to help students make informed and reasoned decisions. Students need the intellectual power to recognize societal problems, ask good questions and develop robust investigations into them, consider possible solutions and consequences, separate evidence-based claims, and communicate and act upon what they learn.

Overview

The social studies curriculum at Colegio Maya is organized according to the C3 Framework created by the National Council for Social Studies. The framework is organized along the following four dimensions:

- Dimension 1: Developing Questions and Planning Inquiries
Social studies consists of a rich array of facts, concepts, and generalizations. We tie content together through the use of questions.
- Dimension 2: Applying Disciplinary Tools and Concepts
Four core disciplines provide the context for the social sciences: government/civics, history, economics, and geography.
- Dimension 3: Evaluating Sources and Using Evidence
Through the analysis of sources and application of information, students can make evidence-based claims and reach conclusions.
- Dimension 4: Communicating Conclusions and Taking Informed Action
Students will apply disciplinary knowledge and concepts, gather and evaluate sources, and then develop claims and use evidence to support those claims.

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

- Practice inquiry
- Identify and interpret information from primary and other sources
- Analyze data from written and visual sources
- Evaluate, apply and critically present information

The course sequence is designed to provide students with knowledge and applicable skills in a range of social science disciplines.

In ninth grade, Human Geography and AP Human Geography build students' understanding of the geographic and human forces that have historically shaped our world and continue to do so today. Students analyze geographical features and processes and their impact on human culture and society, as well as human impact on the environment in the creation of cultural landscapes.

In tenth grade, World History and AP World History students return to the history that they first encountered in middle school, applying their understanding of geographical, social, economic, and cultural processes from Human Geography to the sweep of world events from 1200 to the present. Students develop their research, critical thinking and writing skills to deepen their understanding of key historical events and processes that continue to shape our world today.

In eleventh grade, Comparative Government and AP Comparative Government courses use a comparative approach to examine the political structures; policies; and political, economic, and social challenges in multiple countries.

In twelfth grade, students study AP Psychology, which is a college level introductory psychology course, in which students examine human behavior and mental processes, or Psychology & Sociology, which provides a comprehensive overview of both disciplines.

AP Capstone Program

The AP Capstone program is a research based interdisciplinary program that is housed within the offerings of the social studies department. AP Capstone is a diploma program based on two year long AP courses: AP Seminar (eleventh grade) and AP Research (twelfth grade). In AP Seminar students analyze arguments presented by others, as well as engaging in individual and group research projects and presentations. Students in AP Research carry out a yearlong AP Capstone study which requires them to engage in original research. Rather than teaching subject-specific content, the courses develop students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. Students who complete the two-year program can earn one of two different AP Capstone awards.

***See Course Storyboards in the [Curriculum Blueprint](#)**

Science

Philosophy and Overview

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

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

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

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

Science & Engineering Practices

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

Crosscutting Concepts

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

HS Science Course Sequence (AP Physics II may only be offered online pending number of students)

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

*See Course Storyboards in the [Curriculum Blueprint](#)

Physical Education & Health

Philosophy and Overview

Our team of teachers aims to develop the physically literate individual through deliberate practice of well-designed learning tasks that allow for skill acquisition in an instructional climate focused on mastery. Specifically, students are assessed on the following:

- Develops a variety of motor skills.
- Applies knowledge related to movement and fitness concepts.
- Develops social skills through movement.
- Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Key understandings and practices that support active learning and enjoyment in PE and Health that we emphasize in class are:

1. Attitude and Effort: Students must show up and work hard while trying their best during class; there are many things to learn which means that completing sports outside of class is not sufficient evidence of proficiency.
2. Being physically literate does not mean only being proficient in one activity or sport; it means being able to transfer learning to other activities and sports in order to be able to perform them at a recreationally competent level.

HEALTH

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

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

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

- Maintain healthy relationships with family, friends, peers and members of the community that aligns with personal growth.

Grade 9 Health is part of the Grade 9 required Physical Education classes and Grade 10 Health is a required one semester class.

*See Course Storyboards in the [Curriculum Blueprint](#)

Arts: Drama, Music & Visual Arts

Philosophy and Overview

Philosophy: Fine Arts

The Fine Arts Department at Colegio Maya is dedicated to the school's vision of developing every student's mind, body, and character through a solid foundation in visual art, music, and drama. 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 Arts

The Visual Arts program at Colegio Maya is a dynamic and inclusive space that empowers students to trust in and embrace their innate creativity while drawing inspiration from the world around them. Our curriculum strikes a balance between academic rigor, artistic exploration, and a nurturing environment where students can thrive.

Through hands-on experiences and exposure to diverse artistic voices, students develop their own artistic processes while learning to appreciate and critique the work of others. Emphasizing Studio Habits of Mind, we foster critical thinking and problem-solving skills, allowing each student to discover and refine their unique artistic voice through inquiry and exploration.

We recognize the profound impact art has on society and ourselves, and we encourage students to explore its power to provoke thought and foster understanding. Through dialogue, reflection, and participation in critique sessions and public showcases, students refine their artistic abilities while seeking a deeper understanding of the role of visual culture in our world.

As students progress through our program, they expand their artistic abilities and cultivate empathy, cultural awareness, and a sense of responsibility as artists. Whether pursuing further studies in the arts or applying their talents in other fields, graduates leave understanding that art has the power to make meaningful contributions to society and enrich our lives as individuals.

Music

The music program at Colegio Maya is designed to ignite a passion for music that extends far beyond the classroom. It provides a fun and engaging environment where students of all ages, from pre-kindergarten through high school, can explore their creativity and develop their musical talents.

The program fosters a love for music through a curriculum that balances enjoyment and exploration. Students are encouraged to be curious, experiment, and discover their unique musical voice. This exploration goes hand-in-hand with skill development. Through hands-on learning, students develop instrumental proficiency and hone essential life skills such as discipline, focus, and practice habits. The culmination of this journey comes alive on stage. Performances in recitals and concerts are a cornerstone of the program. Students gain invaluable experience performing in school productions and events, sharing their musical talents with the community. Students will carry with them the knowledge that music has the power to enrich their lives, connect them to others, and contribute meaningfully to the world around them.

Drama

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

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

Design

Philosophy and Overview

Design

The philosophy of the Colegio Maya Design Department is rooted in the rigorous principles of the Engineering Design Process, emphasizing a methodical approach to problem-solving that begins with a deep understanding of user needs and extends through iterative development and testing. Our commitment to this process ensures that every project undertaken by our students is grounded in real-world applicability, innovation, and sustainability. By integrating critical thinking, creativity, and technical proficiency, we prepare our students to address complex challenges with solutions that are both effective and visionary. Our approach encourages continuous learning and adaptation, fostering an environment where ideas are deeply tested and refined, leading to outcomes that push the boundaries of what is possible in design.

To support this philosophy, our classrooms are equipped with cutting-edge technology that enhances both individual learning and collaborative efforts. Using state-of-the-art tools and advanced prototyping equipment, our facilities provide students with the resources they need to bring their ideas to life. This technological infrastructure is complemented by spaces designed to promote collaboration,

such as flexible workstations and interactive MakerSpaces. By creating a dynamic, technology-rich environment, we empower our students to experiment, innovate, and work together, ensuring they are well-prepared to become leaders in the ever-evolving field of design.

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

Elective Classes

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

Advanced Art/Pre-AP Art (Year long)

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

Active for Life (Semester 1)

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.

Adventure Leadership (Semester 2)

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

AP Studio Art (Year long)

AP Studio Art is intended for Junior or Senior students who are seriously interested in Art and Design. Due to the demanding nature of this AP course, it is highly recommended that artists take Advanced Art first as well as other Studio Art courses. AP Artists should have an idea of how to use many different art mediums since they will be responsible for guiding their own artistic processes. AP course requirements are significantly more rigorous, and students should demonstrate commitment and accomplishment when enrolled. During the year, artists will work in and out of class as needed to produce a portfolio to meet the standards set up by the College Board. Students will be expected to

frequently complete high-quality artworks, keep a comprehensive sketchbook, learn about the unique requirements of the AP portfolios, read a course text, document their ongoing inquiry processes, and participate in critique sessions. This course emphasizes making art as an ongoing inquiry process that involves the student in informed and critical decision making at all times. Students create a portfolio of work to demonstrate inquiry through exploration of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In the spring, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Artists will also create a final exhibition of their work throughout the year.

Architect of Learning (Semester 1 and 2)

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

Game and App Design (Semesters 1 & 2)

We will learn to analyze the physics of sports using high tech, data capturing sensors. Additionally, we will learn the fundamentals of how A.I. and machine learning work. We will help prepare you for a future where you can use A.I. effectively, responsibly and ethically. No computer coding experience is needed.

Costume Design (Semester 1)

In the Costume Design elective class, you will join us as we embark on a journey to bring characters to life through sewing, fabric, color, and imagination. In this hands-on course, students will learn the fundamentals of costume design, sewing, patternmaking, inspiration, and sketching while working collaboratively on crafting stunning costumes for our yearly school play. Don't miss out on this opportunity to explore the magic of storytelling through costume creation and leaving your mark on the stage! Keep in mind that this semester, high school students will be working on costumes and won't be working on any fashion-specific projects as before.

Fashion Design (Semester 2)

Get ready to unleash your inner creativity in our dynamic Fashion Design elective class. Join us as we dive into the exhilarating world of fashion design and set our sights on creating a runway like no other. In this hands-on course, students will explore the diverse facets of fashion, from sketching their own designs to selecting fabrics, making patterns, sewing, and bringing their visions to life. Whether you dream of creating avant-garde couture or streetwear outfits, this class is your platform to discover your unique style and develop your own practice as a fashion designer. Embrace the thrill of experimentation, explore your passion for design, and prepare to make a statement!

Creative Writing (Semesters 1 and 2)

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

Computer Science Principles (Semesters 1 and 2, required for G10)

CSP introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. Topics include algorithms, data visualization, cyber security, physical computing, and occasional game design.

Filmmaking & Digital Design (Semester 1)

Step into the world of cinematic storytelling and digital design in our Filmmaking & Digital Design elective class. Join us as we embark on a journey to bring ideas to life on the screen and in the digital realm. In this dynamic course, students will explore the art of filmmaking, from crafting compelling narratives to mastering editing software and visual effects. Whether you're passionate about directing, screenwriting, cinematography, or digital design, this class offers a collaborative space to unleash your creativity and hone your skills. From short films to digital design projects, discover the power of storytelling and visual expression in the digital age. Besides films and design, we will also be working on an international documentary competition. This is an exciting opportunity to broaden your imagination, amplify your voice, and make your mark in the world of filmmaking and digital design!

Advanced Robotics (Semester 2)

This course aims to extend the knowledge and skills of students in designing and developing autonomous machines and researching robotics-related topics. Students will continue their growth while developing Innovation Projects related to their Robot Design Challenge. Prerequisite: 1 semester of HS robotics or 1 year of MS robotics, or teacher written approval.

Multimedia Production and Yearbook (Semester 1 and 2)

This creative, hands-on design course guides students through the complete production cycle of the official school yearbook. Students will develop and apply a variety of skills related to publishing and journalism, photography and photo editing, learn to use cutting-edge graphic design software, layout and digital design, storytelling, social media management, and run sales and advertising campaigns. **This is a yearlong course.**

Musical Theater (Semester 2)

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

Orchestra (Semesters 1 and 2)

In HS Orchestra, students will have a space to learn, practice, and play an instrument as part of an ensemble. They will work together with their teacher and peers to select, practice, and perform a repertoire that ranges from jazz to rock to pop and more. Students will also learn to record and edit their songs using production software, posting their works on social media and other music platforms.

Performance and Theater Production (Semesters 1 and 2)

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

Photography & Social Media Production (Semester 2)

Embark on a captivating journey into the art of photography and social media production in our immersive elective class. Join us as we explore the power of perspective, light, and composition to capture moments that speak volumes. In this hands-on course, students will learn the technical aspects of photography, from mastering camera settings, social media management, and design elements and principles to editing techniques, as well as the creative nuances that make each photograph unique. Unleash your creativity and develop your own signature style behind the lens. Whether you're a beginner or a seasoned photographer, this class offers the perfect opportunity to hone your skills, express your creativity, and uncover the beauty of the world around you through photography. Don't miss out on this chance to frame your perspective and tell your story through captivating images!

Structural Design & Robotics (Semester 1)

This class is made up of 2 paths students can choose from.

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

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

Studio Art (Semesters 1 and 2)

Studio Art is a foundational Visual Arts class that gives artists an opportunity to develop fundamental skills in various 2D and 3D artistic media and processes as well as learn to practice intentional artistic

decision-making that communicates meaning through intentional artistic choices. Through looking at the work of other artists, peer critiques, and reflection practices, students will learn critical skills for sophisticated self-directed art-making and more advanced studio classes. Students will keep a sketchbook, document their processes, and regularly write about their work to help explain their artistic thinking and develop their artistic voice. This class is a prerequisite for the Advanced Art class and/or AP Art classes.

Theater and Set Design (Semesters 1 and 2)

Theater and Set Design is an immersive, hands-on course that introduces students to the creative and technical aspects of theatrical production. Students will explore the fundamentals of stage design, including set construction, scenic painting, lighting, and props, while also learning how design choices support storytelling and enhance live performance.

Through collaboration with school productions and independent design projects, students will gain practical experience working behind the scenes in a real theater environment. Emphasis is placed on creative problem-solving, teamwork, and the use of tools and materials safely and effectively. This course is perfect for students interested in both the artistic and technical sides of theater.

Vocal Performance (Semester 1)

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

***See Course Storyboards in the [Curriculum Blueprint](#)**