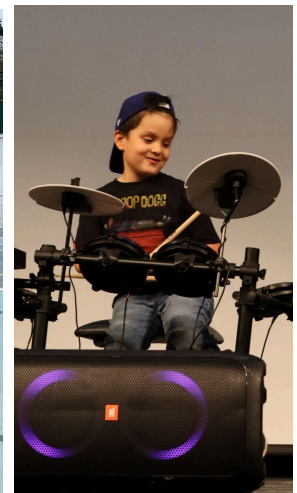




COLEGIO MAYA



Elementary School Academic Program 2026-2027

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ELEMENTARY SCHOOL PHILOSOPHY

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

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

To promote rigor and engagement, students engage in projects with real purpose and demonstrate their learning in authentic contexts. Their voices shape their demonstrations of learning. Because missteps occur in every learning journey, failure is treated as part of the learning process; teachers coordinate to provide students multiple opportunities to demonstrate their learning.

The Elementary School experience includes learning opportunities for students in and beyond the classroom through service and co-curricular activities. We offer an environment that is both dynamic

and nurturing. Decisions about teaching and learning are based on practices that are developmentally appropriate for a given age. Colegio Maya is a community of learners who work together to develop our skills and explore the world around us. Parental involvement is considered an essential aspect of building a strong connection between home and school.

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

TECHNOLOGY-STEM

At the Elementary level, Technology-STEM is a core part of the learning program and is designed to connect across different subject areas. Our Tech Integrationist works closely with classroom teachers to help students build digital literacy skills in meaningful and age-appropriate ways.

Students in Grades 3 to 5 use Chromebooks in a 1:1 environment to research, write, and expand their learning across subjects. Younger students, from PreK to Grade 2, use iPads in a similar 1:1 setup, giving them early exposure to digital tools and resources. Across all grades, students access a wide range of educational platforms, such as Starfall, Lexia, IXL, Newsela, BrainPop, and PebbleGo, to support reading, math, science, and more.

In Technology-STEM classes, students explore a variety of hands-on and digital topics including coding, design thinking, maker projects, digital design, and robotics. These experiences help build creativity, problem-solving, and confidence with technology from an early age.

Digital Citizenship

At Colegio Maya, Digital Citizenship and accountability are central to our Technology program. We strive to guide students in understanding their rights, responsibilities, and opportunities as participants in today's connected digital world, following the [ISTE Standards](#). To support this, we have adopted Google's [Be Internet Awesome](#) program and continue to use trusted resources from Common Sense Media. These tools help students develop safe, respectful, and responsible habits when using technology. To further reinforce these values, all students from ECC to Grade 5 review and sign a Responsible Use Agreement each year. This agreement encourages students to think carefully about how they use digital tools, promoting ethical and thoughtful behavior both in and out of the classroom.

COLEGIO MAYA EARLY CHILDHOOD PROGRAM

Colegio Maya Early Childhood Classrooms (ECC) are inclusive multi-age interactive environments for PreKindergarten and Kindergarten age children. They are supportive, safe, responsive and allow students to learn and socialize together throughout the day. Developmentally appropriate practices include a whole child approach recognizing that children are more than solely academic beings taking

into consideration their social, emotional, and physical wellness. Both Pre-K and Kinder students are challenged appropriately and able to develop on their own timetable. More specifically, developmental focus includes:

- Cognitive Development
 - Thinking skills such as creativity, problem solving, and critical thinking.
- Social Emotional Development
 - Social skills such as cooperation, peer learning, communication, empathy, self-regulation, self-awareness and resilience.
- Physical Development
 - Gross motor skills such as running and jumping and fine motor skills such as writing and drawing.

While students engage in literacy (read, write, speak & listen) and numeracy (understanding and application of mathematical concepts), they also participate in units of inquiry in science and social studies. All students delve into inquiry unit themes through a variety of ways such as discovery, exploration, and Project Based Approach. Co-curricular classes and activities include music, visual arts, technology & STEM, physical education and library.

SEL (Social and Emotional Learning) is a schoolwide initiative to care for the social and emotional development of our students. For Pre-K and Kinder we recognize the importance of the following needs:

- **Social:** Children are learning to interact, share, and take turns: we encourage group activities that promote cooperation and communication.
- **Emotional:** Children start understanding and naming feelings, and need support in expressing them in a healthy, safe way.
- **Psychological:** Developing a sense of autonomy and independence is key: we encourage decision-making abilities within boundaries.

Attention to these is provided through the school use of the Habits of Mind, embedded in school culture and curriculum and counseling support. Learning at Maya is student-centered and differentiated to meet the learning needs of students.

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

PROGRAM OF STUDY

Grades 1-5

LITERACY

At Colegio Maya, literacy is the foundation of learning in the elementary years. Literacy includes reading, writing, speaking, and listening, and we believe these skills grow together as children learn to communicate, think, and understand the world around them.

Our elementary literacy program is grounded in research-based structured literacy practices. This means we provide clear, systematic instruction in the foundational skills children need to become strong readers and writers, while also nurturing curiosity, discussion, and a love of learning.

Building Strong Foundations

In the elementary years, students develop the essential skills that allow them to read and write with confidence. Through explicit instruction and guided practice, students learn to:

- Hear and work with the sounds in words
- Connect letters and sounds through phonics
- Read words and text accurately and with increasing fluency
- Spell and write clearly
- Understand how sentences and texts are organized

These foundational skills help students become accurate and increasingly automatic readers and writers, allowing them to focus on meaning, ideas, and communication.

Growing Language, Thinking, and Expression

Alongside foundational skills, students also develop the language and thinking abilities that deepen over time. In our classrooms, students:

- Participate in structured conversations and discussions
- Build vocabulary and background knowledge
- Listen carefully and share their ideas
- Read a variety of texts to build understanding
- Write for different purposes across subjects
- Collaborate with classmates to solve problems and explore ideas

Speaking and listening play an essential role in learning. Through dialogue, presentations, and collaborative learning, students clarify their thinking, strengthen comprehension, and improve their writing.

A Comprehensive Literacy Experience

Elementary students at Colegio Maya experience literacy throughout the school day. Literacy learning occurs during:

- Dedicated reading and writing instruction
- Interactive read-alouds and shared reading
- Small-group and individualized support
- Writing across subject areas
- Collaborative discussions and presentations

This balanced approach helps students become confident readers, thoughtful writers, and effective communicators.

Monitoring Growth and Supporting Every Learner

Teachers use a variety of reliable and research-based assessments to understand each child's strengths and areas for growth. These tools help us monitor progress and ensure instruction meets the needs of every learner.

When needed, teachers provide additional support so all students continue to develop their literacy skills successfully.

Our Goal

Our goal in the elementary years is to develop students who are:

- Fluent and enthusiastic readers
- Thoughtful and capable writers
- Confident speakers
- Attentive and respectful listeners

Most importantly, we aim to nurture children who see literacy as a powerful tool for learning, communication, and connection in a multilingual world.

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

NUMERACY

Philosophy

In the elementary school, we focus on developing students' deep understanding of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Instruction is rigorous, coherent, engaging, and accessible to all learners. It blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful. Students learn the value of mathematics and are held to high expectations. We believe that the learning environment should be filled with visual learning, curiosity, and risk-taking.

Overview

Colegio Maya adheres to the [Aero Math Standards](#) (2015), which are aligned with Common Core Math Standards. Mathematics in the elementary school uses the [Bridges in Mathematics](#) program. Lessons expect students to think critically and work towards mastery through conceptual and practical representations and problem sets. Students solve problems using visual models and manipulatives, make and test conjectures while recording their thinking, and talk and move around the classroom as they actively engage in learning. Real world application and time for math games are also important elements of daily instruction. An additional component of the Bridges program in use is [Number Corner](#), a skill-building program that revolves around the classroom calendar, providing daily practice as well as continual encounters with broader mathematical concepts. IXL, an award winning personalized learning digital program is used for supplemental practice. Through these programs, students work to develop transdisciplinary competencies such as self-management, critical thinking, communication, and resilience and use them for math success.

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

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

INQUIRY

Elementary Inquiry Philosophy

Colegio Maya's elementary students are empowered to be positive global citizens and 21st century learners who strive for understanding through critical thinking, cross-curricular connections, and attention to sustainable development goals. They are encouraged to make sense of the natural world, describe its complexity, explain its systems and events and find patterns that allow for predictions and understandings. Inquiry units guide the learner through the lens of academic study of science and social studies.

Science Philosophy

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

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

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

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

Science & Engineering Practices

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

Crosscutting Concepts

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

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

Social Studies Philosophy

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

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

Elementary Units of Inquiry:

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

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

SPANISH

Philosophy and Overview

Colegio Maya recognizes that acquiring languages beyond one's mother or heritage tongue offers significant benefits to both the individual learner and the school's interdisciplinary curriculum. The skills of learning and critical thinking developed through language study positively influence academic growth across disciplines and throughout life. Moreover, learning another language deepens understanding of language itself, including one's own mother or heritage language.

English is the primary language of instruction at Colegio Maya, complemented by a robust Spanish Language Program. While the school does not position itself as bilingual, the Spanish Program provides two distinct learning paths tailored to students' prior experience with the language:

- **Spanish as a World Language** (Levels I–III): Offered to students in grades 1–12, this path focuses on building foundational skills in oral comprehension, expression, reading, and writing. Instruction is aligned with AERO World Language Standards. Students learn to express needs, opinions, and ideas appropriate to their age and grade level. The spiral curriculum design allows progression based on individual achievement of learning goals, with promotion to the next level determined by mastery rather than time spent.
- **LA Spanish / Advanced Spanish** (Level IV): Designed for fluent speakers in grades 1–12, this path emphasizes refinement and enrichment of oral and written Spanish through literature. The curriculum is aligned with AERO Common Core Plus Language Arts Standards.

Objectives of Spanish as a World Language (Levels I–III)

The primary goal is to teach the structure of Spanish so students can effectively use it across all communication modes. Students progress through a spiraled curriculum that adapts to individual achievement, ensuring mastery before advancement. Promotion procedures and exit standards guide transitions between levels.

Objectives of Advanced Spanish (Level IV)

At this level, students refine oral and written skills through literary study. The program is designed for learners who:

- **Communicate effectively** in both social and academic contexts.
- **Employ diverse linguistic functions** independently.
- **Utilize complex language** to express abstract ideas and opinions related to academic content.

Students demonstrate mastery of grammar and oral expression, enabling them to engage with a wide range of texts and genres across different media. They continue to develop cognitive language skills in a progressive sequence, strengthening listening, speaking (including presentational skills), reading, and writing. Instructional strategies mirror those used in the English Program, with emphasis on guided practice, self-assessment, and feedback to support mastery.

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

PHYSICAL EDUCATION & HEALTH

Philosophy and Overview of the Physical Education & Health Program

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

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

Elementary Physical Education and Health Program

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

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

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

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

Building upon the curricular scope and sequence from elementary, the middle school years allow for the sequencing of movement skills and knowledge towards full literacy. Important to note in bridging the elementary and middle school divisions is the attention to the developmental growth stage of puberty. During fifth grade, learning activities are held to help students understand this special time and ways of navigating the associated challenges. Deeper learning on the topic in promotion of health and wellness is included in each of the middle school grade levels.

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

VISUAL and PERFORMING ARTS

Philosophy and Overview for PK-12

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

ES ART

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

ES MUSIC

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

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

UNIVERSAL STUDENT SUPPORT

PK-12 Program Philosophy

Colegio Maya offers targeted services to students with mild to moderate learning challenges, language academic development, and/or social-emotional needs that go beyond the regular classroom. The Student Support Team serves in an integrated system of supports for students to reach their full potential

Learning Support

Colegio Maya acknowledges the diversity of learning profiles and academic levels in every classroom. The Learning Support Team serves students with a documented mild to moderate disability that impacts their learning. These students typically require support in reading and writing across different

subject areas, mathematics, and executive function skills. Students develop self-advocacy skills and powerful habits of mind toward becoming confident and independent learners.

Learning Support Specialists collaborate with classroom teachers, students, and parents, creating individualized learning plans to support students in accessing the school's curriculum. These plans outline classroom accommodations or learning goals aligned to students' needs, there is continuous cooperation with Colegio Maya Learning Support Specialists and/or outside professionals. Learning Support Specialists collaborate closely with classroom teachers, providing either designated support outside the classroom and/or integrated support within their regular classroom environment. The amount of support is determined by the student's needs.

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.

Students are identified for EAL services through a combination of the WIDA assessment, classroom performance, and teacher observations. Students who score an overall composite score of 4.9 or below on the WIDA assessment are eligible for EAL support. For students with additional learning needs, our EAL and Learning Resource teams work collaboratively to ensure that both language and learning needs are met.

EAL services are tailored to each student's proficiency level. Depending on their English proficiency level, students may receive designated support outside the classroom or integrated support within their regular classroom environment. As students progress, our EAL teacher continues to monitor and consult with classroom teachers to ensure ongoing language development. All EAL students are reassessed annually with the WIDA test, and students may exit the program when they achieve a WIDA score above 5.0 and demonstrate grade-level academic English proficiency.

Social-Emotional Counseling

The Elementary Counseling Program provides proactive and responsive social-emotional support to promote student wellbeing, belonging, and access to learning. Counseling specialists collaborate with students, families, and teachers to support social-emotional development and address behavioral, emotional, and learning-related challenges that may impact a student's school experience. Individualized supports and interventions are provided as needed to ensure students can successfully access the curriculum.

AFTER SCHOOL ACTIVITIES

At the elementary level, from grades K through 5, students can choose to participate in a variety of activities that change yearly according to interest and availability. Examples of activities that have been held include: Track and field, dance, basketball, mini-chefs, robotics, coding, gardening, soccer, volleyball, gymnastics, art and crafts, Roots and Shoots, karate, piano, French. The activities run from 2:45 PM to 3:30 PM, each semester. A fee is charged for some activities while others are free. Elementary students also have the opportunity to participate in a school-wide drama production.