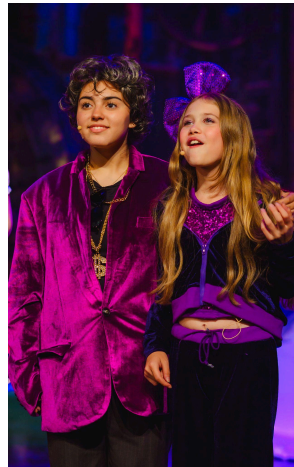




COLEGIO MAYA



Secondary School Academics 2026-2027



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INTRODUCTION

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

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

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

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

KEY CONTACTS:

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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](#)):

- **1. Entering:** Comprehensible mainly at the word, phrase, or memorized chunk level; fluency is significantly limited.
- **2. Emerging:** Comprehensible overall, but clarity and fluency degrade in complex speech.
- **3. Developing:** Generally fluent and clear, with occasional gaps in complex speech.
- **4. Expanding:** Fluent, purposeful, and clear (*exit threshold: level 4.9*).
- **5. Bridging:** Fluent and purposeful; comparable to native-English peers.
- **6. Reaching:** Fully fluent and tailored to audience/purpose; meets college and career standards.

Depending on the student's language needs and schedule, EAL 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

At Colegio Maya, literacy in the secondary years includes reading, writing, speaking, listening, and research. These skills are essential for academic success, thoughtful participation in society, and preparation for university and life beyond school.

In middle and high school, literacy expands beyond learning how to read and write. Students analyze complex ideas presented in various texts and communicate clearly in various formats. Through literature, academic texts, research, and collaborative discussion, students grow to understand multiple perspectives and express their thinking with clarity and purpose.

Our approach builds on the strong literacy foundation developed in earlier grades and continues to be informed by structured literacy principles based on the science of reading. Skilled reading relies on the interaction of:

- **Word Recognition** (automatic decoding, spelling knowledge, and reading fluency)
- **Language Comprehension** (background knowledge, vocabulary, syntax, reasoning, and literacy knowledge)

By secondary school, most students have developed strong word recognition skills, allowing them to focus increasingly on deep comprehension, analysis, and communication.

Developing Advanced Literacy Skills

In secondary school, literacy instruction emphasizes the continued development of both essential skills that support accuracy and fluency and expanding skills that grow throughout a student's academic life.

Expanding Academic Literacy

As students mature academically, literacy increasingly focuses on higher-level thinking and communication:

- Reading complex literary, argumentative, and informational texts
- Exploring a variety of genres in a variety of configurations, from independent reading to small groups to whole-class reads
- Writing across genres including analytical, argumentative, narrative, and research writing
- Mastering the steps of the writing process to enhance students' writing and thinking
- Expanding academic vocabulary and disciplinary language
- Speaking in discussion, debate, and seminar-style dialogue
- Critically evaluating sources and media
- Synthesizing information from sources to develop new ideas

- Communicating ideas through presentations, writing, and digital media

Continuing Foundational Skills

While most foundational skills are established earlier, they continue to be strengthened through academic reading and writing. These include:

- Reading fluency and accuracy with complex texts
- Spelling and academic writing conventions
- Sentence structure and clarity in writing
- Strategic reading practices for understanding challenging texts

These skills support students in reading and writing with precision, independence, and confidence across subject areas.

Students engage with diverse texts and perspectives, using reading, discussion, and writing to explore ideas and deepen understanding across subjects such as literature, history, science, and the arts.

Assessment & Responsiveness

Colegio Maya uses rigorous and meaningful assessments to support students' growth as readers, writers, and communicators. Teachers use a variety of tools to understand student progress, including:

- Reading and writing assessments
- Classroom performance tasks and projects
- Research and analytical writing assignments
- Presentations and collaborative discussions

Assessment results help teachers adjust instruction and provide targeted support, ensuring students continue to grow as confident and capable learners.

Our Commitment

Literacy in the secondary years prepares students not only for academic success but also for thoughtful participation in a global society.

At Colegio Maya, we are committed to developing students who are:

- Readers who value the power of literature to convey the human experience
- Critical readers and media consumers
- Clear writers for a variety of purposes
- Confident and effective speakers
- Responsible researchers

Through engagement with meaningful texts, purposeful communication, and interdisciplinary learning, our students develop the literacy skills necessary to succeed in university, contribute to their communities, and navigate an increasingly complex world.

***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.

Language Path	Grades 6-8
Language B	Levels I, II, III
Language A	Level IV

*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

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

Crosscutting Concepts

- Patterns

*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
- Total Health & Wellness (physical, intellectual, emotional, social) - Values-based decision-making - Peer relationships - Time Management - Puberty: reproductive systems, hygiene, changes related to puberty	- 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.	- 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

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.

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

Design AI is an introduction to the rapidly evolving world of artificial intelligence and its role in the design process. Throughout the course, students will explore how AI can be used as a powerful tool for creativity, problem-solving, innovation, and communication. Students will learn how to effectively use AI to generate ideas, conduct research, create images, develop presentations, and improve designs while understanding both the benefits and limitations of these technologies.

Students will engage in hands-on projects that combine traditional design thinking with modern AI tools. They will learn how to identify problems, generate creative solutions, evaluate AI-generated content, and make informed decisions as designers. Emphasis will be placed on critical thinking, ethical AI use, prompt engineering, creativity, collaboration, and digital citizenship. By the end of the course, students will be able to use AI responsibly to enhance their learning, communicate ideas effectively, and create innovative products and projects that address real-world challenges.

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.

Interior Design & Creative Spaces (Semester 1) Fashion Design (Semester 2)

S1: We exist in different spaces throughout our lives. Bedrooms, classrooms, living rooms, movie theaters, etc. How do these get created? In the class of Interior Design and Creative Spaces, we will be working on designing environments people live, work, and learn in. We will explore color schemes, furniture layout, lighting, mood boards, textures, organization of spaces and furniture, and space planning while learning how design affects mood and productivity. We will learn by making sketches, using digital design tools from Adobe, and physical mini-models to present ideas. This class

encourages creativity, problem-solving, and presentation skills, so embrace the thrill of experimentation, explore your passion for design, and prepare to make better spaces!

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	• English Language and Composition • English Literature and Composition • Spanish Language and Culture • Spanish Literature and Culture
Sciences	• Biology • Physics I
History and Social Sciences	• Business & Personal Finance • Human Geography

	• Comparative Government • Psychology • World History
Mathematics	• Calculus AB • Calculus BC** • Statistics**
Arts	• 2D Art & Design / Drawing / 3D Art & Design
General	• 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**

GRAD E	COURSE 1	COURSE 2	COURSE 3	COURSE 4	COURS E 5	COURSE 6	COURSE 7	COURSE 8	COURSE 9
Grade 9	AP Human Geography								
Grade 10	AP World History	AP Spanish Language & Culture							AP Business & Personal Finance
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 / Studio Art 3D Design	

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

AP CAPSTONE

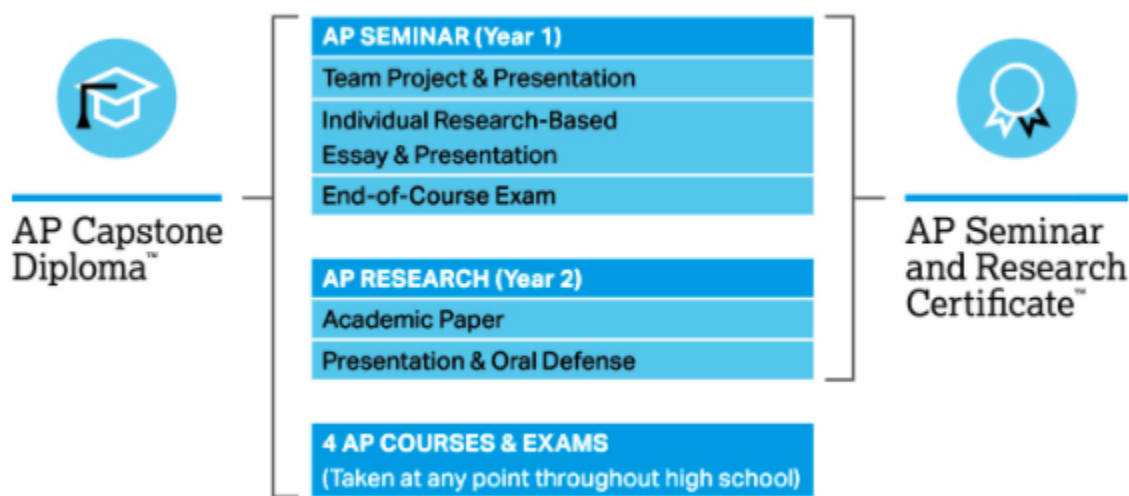
Prerequisites

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>

[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 November 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

At Colegio Maya, literacy in the secondary years includes reading, writing, speaking, listening, and research. These skills are essential for academic success, thoughtful participation in society, and preparation for university and life beyond school.

In middle and high school, literacy expands beyond learning how to read and write. Students analyze complex ideas presented in various texts and communicate clearly in various formats. Through literature, academic texts, research, and collaborative discussion, students grow to understand multiple perspectives and express their thinking with clarity and purpose.

Our approach builds on the strong literacy foundation developed in earlier grades and continues to be informed by structured literacy principles based on the science of reading. Skilled reading relies on the interaction of:

- **Word Recognition** (automatic decoding, spelling knowledge, and reading fluency)
- **Language Comprehension** (background knowledge, vocabulary, syntax, reasoning, and literacy knowledge)

By secondary school, most students have developed strong word recognition skills, allowing them to focus increasingly on deep comprehension, analysis, and communication.

Developing Advanced Literacy Skills

In secondary school, literacy instruction emphasizes the continued development of both essential skills that support accuracy and fluency and expanding skills that grow throughout a student's academic life.

Expanding Academic Literacy

As students mature academically, literacy increasingly focuses on higher-level thinking and communication:

- Reading complex literary, argumentative, and informational texts
- Exploring a variety of genres in a variety of configurations, from independent reading to small groups to whole-class reads
- Writing across genres including analytical, argumentative, narrative, and research writing
- Mastering the steps of the writing process to enhance students' writing and thinking
- Expanding academic vocabulary and disciplinary language
- Speaking in discussion, debate, and seminar-style dialogue
- Critically evaluating sources and media
- Synthesizing information from sources to develop new ideas
- Communicating ideas through presentations, writing, and digital media

Continuing Foundational Skills

While most foundational skills are established earlier, they continue to be strengthened through academic reading and writing. These include:

- Reading fluency and accuracy with complex texts

- Spelling and academic writing conventions
- Sentence structure and clarity in writing
- Strategic reading practices for understanding challenging texts

These skills support students in reading and writing with precision, independence, and confidence across subject areas.

Students engage with diverse texts and perspectives, using reading, discussion, and writing to explore ideas and deepen understanding across subjects such as literature, history, science, and the arts.

Assessment & Responsiveness

Colegio Maya uses rigorous and meaningful assessments to support students' growth as readers, writers, and communicators. Teachers use a variety of tools to understand student progress, including:

- Reading and writing assessments
- Classroom performance tasks and projects
- Research and analytical writing assignments
- Presentations and collaborative discussions

Assessment results help teachers adjust instruction and provide targeted support, ensuring students continue to grow as confident and capable learners.

Our Commitment

Literacy in the secondary years prepares students not only for academic success but also for thoughtful participation in a global society.

At Colegio Maya, we are committed to developing students who are:

- Readers who value the power of literature to convey the human experience
- Critical readers and media consumers
- Clear writers for a variety of purposes
- Confident and effective speakers
- Responsible researchers

Through engagement with meaningful texts, purposeful communication, and interdisciplinary learning, our students develop the literacy skills necessary to succeed in university, contribute to their communities, and navigate an increasingly complex world.

*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.

Language Path	Grade 9	Grade 10	Grades 11 & 12
Language B	Levels I, II, III	Levels I, II, III	Levels I, II, III
		AP Spanish Language and Culture	Levels III-IV Spanish through the Arts

			Level III-IV Contemporary Issues in Latin-America
Language A	Literature, communication and culture	Literature from Spain	Levels III-IV Spanish through the Arts
			Levels III-IV Contemporary Issues in Latin-America
			Latinoamerican Literature
			Ap Spanish Literature and 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 Psychology or AP Psychology, which is a college level introductory psychology course, in which students examine human behavior and mental processes.

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.

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)

Grade	Typical Science Sequence	Alternative Science Sequence Engineering Track	Alternative Science Sequence Health Related Field Track	Alternative Science Sequence European University Track 1 year of: Bio, Chem, Physics required	Alternative Science Sequence Canadian University Track For Science & Engineering 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, Social, Environmental, Mental, Emotional & Spiritual). 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.

Acting for Stage, Screen & New Media (Semester 1 & 2)

This semester-long course introduces students to the fundamentals of acting across multiple platforms, including theater, film, television, and digital media. Students will explore how performance techniques adapt to different formats, learning how to use voice, body, and emotion effectively whether on stage, in front of a camera, or behind a microphone. Through hands-on projects, students will develop skills in scene work, on-camera acting, voice performance for radio and podcasts, and storytelling for contemporary media. Emphasis is placed on creativity, collaboration, and building

confidence as performers and communicators. By the end of the course, students will have a strong foundation in acting techniques and a versatile toolkit for expressing ideas across a variety of media, preparing them for further study in the performing arts or any field that values strong communication skills.

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.

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.

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.

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.

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.

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.

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!

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!

Industrial Design (Semester 1)

This course will focus on the continuation of design thinking using computer aided design programs and tools including 3D printing, CnC, Laser Cutting, and other shop tools. Students will follow the Engineering Design Process to prototype a solution to a client designed problem creating and developing concepts and specifications that optimize the function, value and appearance of products and systems for the mutual benefit of both user and manufacturer.

Interior Design & Creative Spaces (Semester 1)

S1: We exist in different spaces throughout our lives. Bedrooms, classrooms, living rooms, movie theaters, etc. How do these get created? In the class of Interior Design and Creative Spaces, we will be working on designing environments people live, work, and learn in. We will explore color schemes, furniture layout, lighting, mood boards, textures, organization of spaces and furniture, and space planning while learning how design affects mood and productivity. We will learn by making sketches, using digital design tools from Adobe, and physical mini-models to present ideas. This class encourages creativity, problem-solving, and presentation skills, so embrace the thrill of experimentation, explore your passion for design, and prepare to make better spaces!

Multimedia Design (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.**

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!

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.

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