



# COLEGIO MAYA

## Elementary School



## Learning Program 2018-2019



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## INTRODUCTION

This document provides an overview of the Colegio Maya Elementary School learning program for students Pre-Kindergarten to Grade 5. It aligns with the Middle School and High School guides creating an articulated PK-12 learning experience for our students and for those who are interested in attending Colegio Maya.

## KEY CONTACTS:

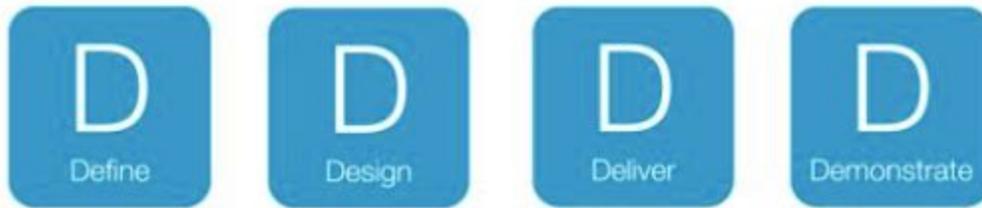
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# COLEGIO MAYA LEARNING ECOSYSTEM

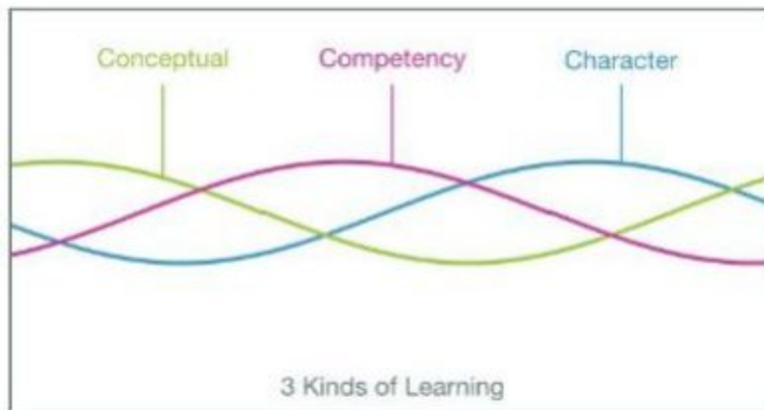
Colegio Maya is a member of the [Common Ground Collaborative](#) and uses this framework to define the learning ecosystem.

To achieve the deep, meaningful learning demanded by our philosophy, all learning experiences are based on the four Ds and the three Cs. The four Ds are the framework around which the curriculum is designed and constructed:



<b>DEFINING Learning</b> What is learning and how do we do it?	<b>DESIGNING Learning</b> What's worth learning and how do the pieces fit?	<b>DELIVERING Learning</b> How do we teach for learning and create learning cultures?	<b>DEMONSTRATING Learning</b> How do we know what we've learned and let others know?
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The three Cs are the concepts, competencies, and character traits that we aim to develop in students through the experiences we provide them both inside and outside the classroom.



For a full overview of our learning ecosystem please [see here](#):

## **ELEMENTARY SCHOOL PHILOSOPHY**

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

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

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

The Elementary School experience includes learning opportunities for students in and beyond the classroom through service and co-curricular activities. We offer an environment which is both dynamic and nurturing. Decisions about teaching and learning are based on practices that are developmentally appropriate for a given age. Colegio Maya is a community of learners who work together to develop our skills and explore the world around us. Parental involvement is considered an essential aspect of building a strong connection between home and school.

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

## **SERVICE LEARNING**

Service Learning is an integral part of our curriculum and provides opportunities for students to develop their skills, talents and interests in real world, hands on contexts. Students are encouraged to look through a sustainability systemic lens, using Compass Education tools with the goal of creating 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**

In Elementary, technology is part of the core class structure and has the flexibility to be integrated into inquiry units and a variety of class projects. Collaboration between classroom teachers and our Tech Integrationist ensures our students are learning about and practicing digital literacy.

Students from Grades 3 thru 5 utilize Chromebooks in a 1:1 like setting in order to conduct research, create documents and augment their learning. Students from PreK-Grade 2 work in the designated computer lab as well as use iPads within their classrooms. The elementary school has a range of online subscriptions which student use ranging from Newsela to BrainPop. In addition, students to learn about coding, video production and enjoy our robotics classes.

### **Digital Citizenship**

Digital citizenship and accountability form the cornerstones of students’ technology experiences. Students “understand the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world” ([ISTE Standard](#)). Colegio Maya has recently adopted the Google program “[Be Internet Awesome](#)” and we use [Common Sense Media resources](#) to help them become responsible digital citizens. Students from Grade 1 thru Grade 5 are required to fill out a Responsible Use Agreement.

# COLEGIO MAYA EARLY CHILDHOOD PROGRAM

## Conceptual, Competency and Character Learning

### Conceptual and Competency Learning:

*Conceptual thinking: they are experts in working with significant ideas. Specifically, they are able to:*

- *Identify issues*
- *Frame conceptual questions*
- *Gather and analyse information*
- *Form hypotheses*
- *Test and modify these hypotheses in a range of contexts*

*Critical Competencies: they are experts in the application of the key skills necessary for success. They are able to:*

- **Self Manage** - *(direct their own guided inquiry processes, be organized)*
- **Collaborate** - *(collaborate effectively and efficiently in diverse contexts)*
- **Communicate** - *(use language fluently and precisely for a range of purposes within a range of contexts, reading, writing, speaking, connecting)*
- **Think Critically** - *(research, inquiry, questioning, problem solving)*
- **Be Creative** - *(innovate, tackle complexity, curiosity, imagination)*

### Literacy and Oral Language Conceptual and Competency Learning:

#### Your Child's learning will focus on

- Listen and respond appropriately in a classroom situation to oral instruction
- Wait his/her turn and respond appropriately
- Share ideas from personal and/or literary experiences in complete sentences
- Read for enjoyment through rhymes, poems, songs and fingerplays
- Read for information through non-fiction books
- Properly care for and handle books
- Identify and recognize concepts of print – top/bottom, front/back, left/right, matching written to spoken word
- Book title, title page, book cover, author's name, illustrator, and page numbers
- Recognize patterns in print such as, "Brown Bear, Brown Bear what do you see? I see a red bird looking at me."
- Identify pictured rhyming words
- Recognize sound/letter correspondence
- Recognize and name capital and lowercase letters
- Recognize and write his/her first name with correct capital and lowercase letters
- Recognize and write simple high frequency words such as: to, the, go, and
- Segment sentences into words
- Segment words into syllables

- Isolate beginning sounds in words
- Distinguish beginning sounds in pictured words
- Use appropriate reading strategies, using visual, syntax and meaning clues to read unknown words
- Point accurately to words when reading simple text
- Dictate stories
- Generate ideas to write about
- Write through use of scribbling, drawing pictures, using letters to represent words, or copying words from his/her surroundings
- Use beginning, middle and ending sounds in writing
- Write left to right, top to bottom with appropriate words spacing
- Spell some two and three letter words correctly

### **Numeracy and Logical Conceptual and Competency Learning:**

#### **Your Child's learning will focus on**

- Count to 90 by 1's. Count to 100 by 10's
- Count forward from any number rather than starting at 1
- Write numerals from 0-20 to represent a number of objects
- Count up to 10 objects one-by-one saying the numbers in standard order and pairing each object with only one number name
- Identify the numbers of objects as the last number said when counting a group of objects. Count collections of objects in different ways to demonstrate that the arrangement of objects and the order in which they are counted do not change the total number of objects
- Count up to 10 objects arranged in a line, rectangular array or circle to answer "how many?" questions
- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group or groups of up to 10 objects
- Compare two numbers from 1 to 10 presented as written numerals
- Represent addition with objects, fingers, verbal explanations, expressions, drawings, equations, acting out situations, mental images. Represent subtraction with objects, fingers, verbal explanations, expressions, drawings, equations, acting out situations, mental images.
- Add sums up to 10. Subtract with minuends to 10. Solve addition and subtraction story problems.
- Decompose numbers less than or equal to 10 into pairs in more than one way and record.
- For any number from 1 to 9, find the number that makes 10 when added to that number. Record pairs of numbers whose sum is 10 using drawings and equations.
- Fluently add with sums up to 5. Fluently add and subtract with sums and minuends to 5
- Describe the weight of an object. Describe the length of an object
- Directly compare the weights of 2 objects and describe the difference between their weights. Directly compare the lengths of 2 objects and describe the differences between their lengths.

- Classify objects into categories. Count the number of objects in different categories. Sort categories of objects by the numbers of objects they contain
- Use informal language to describe the parts and attributes of 2D and 3D shapes, as well as the similarities and differences between different 2D and 3D shapes
- Model 2D shapes in the world by drawing them. Model 3D shapes in the world by building them.
- Compose simple shapes to form larger shapes
- Decompose numbers from 11 to 19 into a group of 10 and some 1's. Use an equations to represent any number from 11 to 19 as the sum of 10 and some more 1's. Compose numbers from 11 to 19 by adding the required number of 1's to a 10. Use a drawing to represent the 10 and 1's in any number 11 to 19

## **Character Learning:**

### **Character and Social/Emotional Learning**

*Principled (Integrity, Honesty, Trust)*

*Resilient (Perseverance)*

*Reflective (Self Awareness)*

*Caring (Empathy, Service)*

### **Your Child's learning will focus on**

- Share and take turns
- Play cooperatively
- Take responsibility for own things
- Take responsibility for actions
- Make positive choices
- Respect others
- Respect the classroom
- Stay organized
- Listen attentively
- Follow instructions and rules
- Stay on task and complete work on time

## **PROGRAM OF STUDY**

### **Grades 1-5**

## **LITERACY**

Colegio Maya's Elementary Language Arts program centers in on a balanced literacy approach. Colegio Maya selects from the AERO standards for [English and Language Arts](#) to improve students' language skills in reading, writing, listening, and speaking. The skills mastered in language arts frequently support inquiry units in other disciplinary areas such as social studies and science. The curricular frameworks introduce students to the common literacy expectations that will provide students clear guidelines for research and communication in all disciplines. While these components will look different from grade to grade, we believe they are essential in developing a strong foundation of literacy competencies and conceptual understandings that lay the groundwork for children's continued success in their learning journey.

### **Reading**

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

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

- Provides adult model of fluent reading
- Develops sense of story/text
- Develops vocabulary
- Encourages prediction, questioning, and inference skills
- Builds a community of readers
- Develops active listening

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

- Demonstrates awareness of text
- Develops sense of story or content
- Promotes reading strategies
- Develops fluency and phrasing
- Increases comprehension
- Encourages politeness and respect

**Guided Reading:** Teachers introduces a text selection at student's instructional level and provides small group instruction with students who have similar learning needs

- Promotes reading strategies
- Increases comprehension
- Encourages independent reading
- Expands belief in own ability

**Independent Reading:** Students have extended time for independently reading texts at their appropriate level as well as exploring high interest texts that align with their passions

- Encourages strategic reading
- Increases comprehension
- Supports writing development
- Extends experiences with a variety of written texts
- Promotes reading for enjoyment and information
- Develops fluency
- Fosters self-confidence by reading familiar and new texts
- Provides opportunities to use mistakes as learning opportunities

## **Writing**

The fundamental aim of writing is to communicate, and the aim at Colegio Maya is for students to write with a specific and authentic purpose in mind. To this end, writing instruction aims to foster students’ personal growth and their power to effect change in the world. In each grade level within elementary school, students will have the opportunity to write for three broad purposes: narrative, informational, and persuasive. Students will perform a variety of writing tasks, including, but not limited to, persuasive letters, personal narrative stories, scientific reports and analytical essays.

The primary curricular resource for the elementary school is the [Writing Workshop](#) framework out of Columbia University, Teachers College. In elementary school, students are guided by the writing process as they become increasingly independent. Writing is drafted, revised and redrafted before being edited and finally published—where possible for an authentic audience. They are guided in this writing process by writing workshop mini-lessons, regular practice, peer feedback, teacher conferences and self-assessment. Detailed rubrics as well as check-lists provide the framework for pinpointing areas of improvement within each student’s writing.

## **Listening and Speaking**

Students should be able to acquire, evaluate and present increasingly complex information, ideas, and evidence through speaking and listening. Students have regular opportunities for collaboration, discussion and problem-solving in one-to-one, small-group and whole-class settings for a variety of purposes. It is important to note that although formal presentations are important, informal discussions that take place between students as they work in book clubs, peer evaluate a student’s writing, or come to a consensus during a group activity also build essential communication skills.

### **Listening and speaking conceptual understandings include:**

- Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages.
- Listening skills are critical for learning and communicating.
- Effective listeners are able to interpret and evaluate increasingly complex messages.
- A speaker selects a form and an organizational pattern based on the audience and purpose.
- A speaker’s choice of words and style set the tone and define the message.

## **Language Foundation Skills**

To ensure development of effective reading and writing, students must understand the conventions of language. Explicit teaching of the features of language enables students to describe how language works, to make meaning as they read, and to use language to make meaning as they write. The

elementary program utilizes a number of curricular programs to do this including Words Their Way and Fountas and Pinnell.

## **NUMERACY**

Numeracy in the elementary school is aligned with the common core standards. At Maya, we utilize [Bridges in Mathematics](#) which focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. The curriculum is rigorous, coherent, engaging, and accessible to all learners. It blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.

Lessons expect students to think critically and work towards mastery through conceptual and practical representations and problem sets. During eighty to ninety minutes each day students solve problems using visual models and manipulatives, make and test conjectures while recording their thinking, and talk and move around the classroom as they actively engage in learning. Real world application and time for math games are also important elements of daily instruction.

Data is on regarding students progress is collected regularly, (using pre-assessments, formative and summative assessments, MAP tests and teacher observations). Data collected covers the range of math competencies: number systems; operations and algebraic thinking; geometry; statistics and probability. Teacher observations and interactions with the students provide evidence of the students' demonstration of transdisciplinary competencies such as self-management, critical thinking, the ability to work independently and to communicate effectively with teachers and other students, as well as key character traits essential for math success such as resilience and the ability to reflect thoughtfully on their own competency level, next steps, practices and habits.

## **INQUIRY**

### **Philosophy**

Colegio Maya's elementary students are empowered to be positive global citizens and 21st century learners who strive for understanding through critical thinking, cross-curricular connections, and undertaking effective community action. They are encouraged to make sense of the natural world, describe its complexity, explain its systems and events and find patterns that allow for predictions and understandings.

Inquiry Units make reference to, but are not dictated by the National Council for the Social Studies ([NCSS](#)) curricular themes and the Next Generation Science Standards ([NGSS](#)).

### **Elementary Units of Inquiry for 2018-19:**

	SOCIAL STUDIES (& LITERACY)		SCIENCE (& LITERACY, DESIGN, TECHNOLOGY, MATH)	
ECC	<p><b>Individuals, groups &amp; communities</b>  <i>Individuals, and the groups to which they belong, share common elements and also have unique characteristics.</i></p>	<p><i>ECC students will choose two units of inquiry, based on their interests.</i></p>		
G1	<p><b>Finding My Place In The World</b>  <i>Personal identity is shaped by family, peers, culture, institutional influences, and places we have travelled.</i></p>	<p><b>Communities and Connectedness</b>  <i>Goods and services in a community serve the needs of the population.</i></p>	<p><b>Interdependent Relationships in Ecosystems: Tropical Rainforests</b>  <i>We are caretakers of our planet: people can make choices that reduce their impacts on the land, water, air and other living things.</i></p>	<p><b>Waves: Light and Sound</b>  <i>There is a relationship between sound and vibrating materials as well as between the availability of light and ability to see objects.</i></p>
G2	<p><b>Global Citizenship</b>  <i>As global citizens we have a responsibility to be aware of the struggles and triumphs happening around the world.</i></p>	<p><b>Inventions and Innovations</b>  <i>Science and technology can have both positive and negative impacts on individuals, society and the globe.</i></p>	<p><b>Environmental Interactions and Interdependence: The Role of Bugs in our World</b>  <i>Bugs are an essential part of the natural environment but can also be pests.</i></p>	<p><b>Forces and Interactions</b>  <i>Unbalanced forces acting on an object can change its speed or direction of motion.</i></p>
G3	<p><b>Food Production</b>  <i>The consumer choices we make can affect our own health and the wellbeing of our local communities and wider world.</i></p>	<p><b>Building Civilizations: Examining the Evidence</b>  <i>Artefacts, such as stories, biographies, interviews, and original sources such as documents,</i></p>	<p><b>Forces and Interactions</b>  <i>Unbalanced forces acting on an object can change its speed or direction of motion.</i></p>	<p><b>Interdependent Relationships in Ecosystems: Adaptations</b>  <i>Special features and adaptations give organisms an advantage when competing for essential resources</i></p>

		<i>letters and photographs, can be used to piece together a picture of the past</i>		
G4	<p><b>World Religions</b> <i>Understanding more about the core values of religions from around the world leads to tolerance and a more peaceful world.</i></p>	<p><b>Media and Advertising</b> <i>Advertisements and commercials are designed to persuade their audience to do or believe something.</i></p>	<p><b>Natural Hazards</b> <i>A variety of hazards result from natural processes. Humans can not eliminate the hazards, but can take steps to reduce their impacts.</i></p>	<p><b>Structure, Function and Information Processing: The Human Body</b> <i>The human body is a complex system which requires all the parts to work together. People with disabilities and special needs may need additional support in their lives.</i></p>
G5	<p><b>Protest</b> <i>Protest has been used in a variety of ways throughout history to collectively address unfairness within a community.</i></p>	<p><b>Human Population Growth</b> <i>Global population increase causes a strain on natural resources and the environment, and can lead to conflict.</i></p>	<p><b>Earth and Space Systems</b> <i>Human space exploration helps to address fundamental questions about our place in the Universe and the history of our solar system.</i></p>	<p><b>Matter and Energy in Organisms and Ecosystems</b> <i>An ecosystem is composed of interdependent living and nonliving parts and requires the elements to be in balance in order for life to thrive.</i></p>

## SPANISH

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

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

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

## **SPANISH I**

### **Course Description:**

This course provides students opportunities to develop competency in Spanish. Beginning Spanish is designed for students with little or no Spanish-speaking ability. They are introduced to authentic language resources so they can develop basic vocabulary and grammar skills. Students have the opportunity to expand their communication skills, including introduction to reading and writing. Oral communication and cultural awareness are emphasized so that the students can interact with Spanish speakers.

## **SPANISH II**

### **Course Description:**

The course reinforces and refines students' listening, speaking, reading and writing competencies. They are exposed to authentic resources and real life situations so that they can practice and refine their communication skills. Students are introduced to reading according to level and acquire a greater understanding and appreciation of the diversity in the Spanish-speaking world. Oral communication and cultural awareness are emphasized so that the students can interact with Spanish speakers.

## **SPANISH III**

### **Course Description:**

#### **Upper Elementary:**

The course reinforces and refines students' listening and speaking, reading and writing skills. They are exposed to authentic resources and real life situations so that they refine their communication skills. The program includes reading authentic materials and writing in response to such materials. Students are introduced to reading and analyzing literature and acquire a greater understanding and appreciation of the diversity in the Spanish-speaking world. Oral communication and cultural awareness are emphasized so that the students can interact with Spanish speakers.

## **SPANISH IV**

### **Course Description**

#### **Lower Elementary:**

These are literature based courses with emphasis in developing phonological awareness, and communication skills. Students work on decoding skills to eventually achieve reading fluency. Through guided instruction students are introduced to strategic-thinking, questioning, clarifying and problem solving strategies, to help them in the process to become independent readers and writers.

#### **Upper Elementary:**

These are literature based courses with emphasis in developing phonological awareness, fluency and communication skills. Through guided instruction students practice and develop strategic-thinking,

questioning, clarifying and problem solving strategies to become independent readers and writers. Different units include a variety of literary pieces. These literature-based courses vary in difficulty according to grade level.

## **Elementary Physical Education and Health**

### **Philosophy**

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

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

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

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

Building upon the curricular scope and sequence from elementary, the middle school years allow for the sequencing of movement skills and knowledge towards full literacy. The grade-level outcomes by grade eight for students are as follows:

- Demonstrate competency in a variety of motor skills and movement patterns.
- Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Exhibit responsible personal and social behavior that respects self and others.

- Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

## **ES ART**

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

## **ES MUSIC**

Exploratory Music is an introduction to music where students will begin to read music fluently and develop a working knowledge of basic music theory and music history. In this class, students will explore music of different cultures, perform on various instruments and voice parts, and understand how music is made today. Student’s 21st century skills are strengthened through creating, performing, and responding to music.

## **STUDENT SUPPORT SERVICES**

### **Elementary Learning Support**

The Colegio Maya Learning Support Program (LSP) supports students who have been identified with mild academic and language needs. These students typically require support in reading, writing, or mathematics, as well as executive function. To ensure full access to the school’s curriculum and meet the unique needs of individual students, the learning support specialist collaborates with classroom teachers, students, and parents to develop learning plans. These include accommodations, building grade level competencies, learning strategies, and multi-sensory delivery of instruction. The teacher works with students one-on-one or in small groups - in the classroom or in the learning support room.

### **Elementary EAL**

Elementary school EAL(English as an Additional Language) instruction provides support to students with beginning to intermediate English language proficiency and aims to develop 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 learning needs are supported at each student’s level of language development and

proficiency.

- **Beginning (WIDA levels 1-2)** students are newcomers to English who are dedicated to learning basic language. Common vocabulary is taught within predictable grammatical sequences. Specialized support is given in pull-out classes.
- **Intermediate (WIDA levels 3-4)** students can be more successful in the classroom setting - interacting with advanced and native speakers. This allows them opportunities to learn from each other in order to extend their language development while still receiving a significant level of scaffolding in the classroom through push-in support by the EAL specialist.
- **Advanced (WIDA levels 5-6)** students can work in the classroom with minimal linguistic support, interacting fully with native speakers of the language.

## **Counseling**

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.

## **AFTER SCHOOL ACTIVITIES**

At the elementary level, from grades K through 5, students can choose to participate in a variety of activities. The activities run from 3:00 PM to 3:55 PM, for seventeen weeks each semester. A fee is charged for most activities, (including Robotics) to help cover the costs of the program. Some activities, are free of charge. All activities are approximately one hour long. Elementary students also have the opportunity to participate in school-wide dramas.

Some of activities available are: Track and field, dance, basketball, mini-chefs, gardening, soccer, volleyball, gymnastics, robotics, art and crafts, reading fun, karate, piano, French.

Revised: November 2018