COLEGIO MAYA

Middle School Learning Program
2018-2019

THE
COMMON GROUND
COLLABORATIVE

CONTENTS

INTRODUCTION

This booklet contains descriptions for courses offered in Grades 6 through Grade 8 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.

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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:

DEFINING *Learning*	DESIGNING *Learning*	DELIVERING *Learning*	DEMONSTRATING *Learning*
What is learning and how do we do it?	*What's worth learning and how do the pieces fit?*	*How do we teach for learning and create learning cultures?*	*How do we know what we've learned and let others know?*

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.
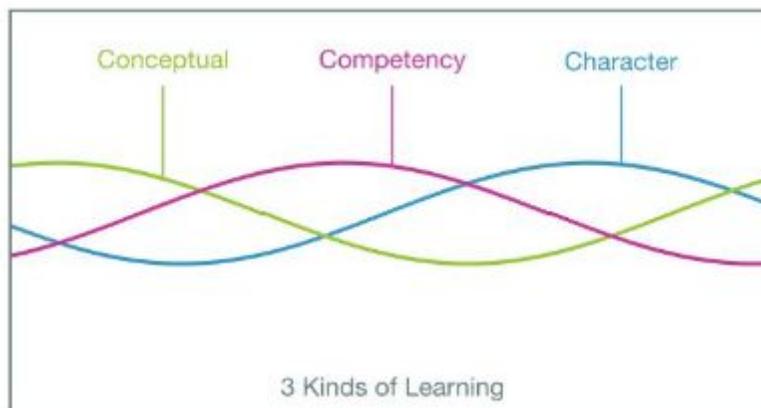
For a full overview of our learning ecosystem please see here:

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. Learning portfolios are an indispensable tool that both drive student reflection and demonstrate 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.

SERVICE LEARNING

Service Learning is an integral part of our curriculum in middle school 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, using Compass Education tools 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 G suite, including Google Classroom and Google Applications, on a daily basis as part of their learning. In accordance with the **Bring Your Own Device (BYOD)** policy, secondary students bring laptops or tablets to facilitate their learning.

The Tech Department assists the community with troubleshooting and any kind of assistance they might need. Wifi and outlets throughout campus enable students to work anywhere and at any time. Three computer labs on campus contain iMacs and PCs, and mobile labs with laptops, iPads, and Chromebooks are available to students at any time.

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.

Makerspace
A makerspace is a place where students can experiment and innovate in a safe environment. Through this process, students explore different concepts and techniques. Labs are equipped with all sorts of tools, such as drills, routers, sanders, files, screwdrivers, 3D printers, 3D scanners, robots, and more. The iMacs with a wide range of software that students can use to plan and create their designs and prototypes. We place an emphasis on incorporating STEAM and service projects into the learning process and providing support to students to turn their ideas into reality.

PROGRAM OF STUDY

English Language Arts

Philosophy

Colegio Maya's Middle School Language Arts program balances literature and language arts. 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. In particular, language arts classes introduce students to the common literacy expectations that will provide students clear guidelines for research and communication in all disciplines.

Reading

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

- **Independent reading** across a range of fictional genres and text types: science fiction, modern fantasy, historical fiction, world literature, adventure, mystery realistic fiction, poetry, and graphic novels, for example. Students have full choice over their book choices and demonstrate their knowledge and understanding in a variety of ways.
- **Shared reading** in book clubs and literacy circles gives students opportunities to read and analyze their reading more closely as they take on specific roles within their reading groups. Students retain some choice in the books they read, generally selecting from a range of fiction and nonfiction options. Students discuss themes, issues, personal connections and "wonderings" arising from their shared reading experience, as well as identifying elements of the writing such as specific literary techniques, organizational structures, powerful words and interesting uses of writing conventions.
- **Whole-class reading** of novels, poems, short stories, nonfiction articles, or extracts taken from these sources provides students with models of and guides for close reading and analytical skills and annotation techniques.

Reading objectives include:

- Students will locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.
- Students will demonstrate understanding of new vocabulary and concepts and use them accurately in reading, speaking, and writing.
- Students will describe, analyze, and evaluate information within and across various texts from a variety of cultures and historical periods.
- Students will explain how various texts evoke personal experience and reveal character in particular historical circumstances.

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 middle 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. In middle 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 writer's workshop-style mini-lessons, regular practice and self-assessment, as well as peer and teacher feedback.The 6+1 traits provide the framework for pinpointing areas of improvement within each student's writing.

Writing objectives include:
- Students will write for a variety of purposes (e.g., narrative, informative, and persuasive).
- Students will write a variety of tasks for many different audiences (e.g., a story based on a poem, reporting to a school committee, and a letter to the editor).
- Students will write from a variety of stimulus materials and within various time constraints (e.g., respond to photographs, cartoons, charts, letters, and dialogue).
- Students will generate, draft, revise, and edit ideas and forms of expression in their writing.
- Students will display effective choices in the organization of their writing. They should include detail to illustrate and elaborate their ideas and use appropriate conventions of written English.

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. Critical knowledge about the conventions of language is supported by practical implementation of students' knowledge and skills throughout the disciplines.

Spanish

Philosophy
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 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-II
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 will be exposed to rich Spanish language environments so they can develop basic vocabulary and grammar skills. Students will have the opportunity to develop and refine their communication skills in Spanish, including beginning practice of writing and reading skills. Oral communication and cultural awareness will be emphasized so that the students can interact with Spanish speakers.

SPANISH II-III
Course Description:
The course reinforces and refines students' listening, speaking, reading and writing skills. The program includes the reading and writing of authentic materials. Students are introduced to reading and analyzing formal literature and will acquire a greater understanding and appreciation of the cultural diversity in the Spanish-speaking world.

SPANISH IV
Course Description:
These courses are designed for accomplished readers and writers of Spanish. The courses include the study of language structure, composition, and literary genres, including narrative, lyrical, and dramatic works. The units include a variety of literary pieces, such as tales, novels, legends, myths, nonfiction works, articles, poems, and plays. These literature-based courses vary in difficulty according to grade level.

Mathematics

Philosophy

Colegio Maya middle school math is an integrated math program closely aligned with the common core standards. We utilize a spiraling curriculum that provides students the chance to revisit major mathematical topics (such as geometry, number sense, and algebraic thinking) with greater complexity as they move through middle school. Classes and lessons expect students to think critically and work towards mastery through conceptual and practical representations and problem sets. Inquiry is a central focus. Students are encouraged to embrace their own and their classmates' mistakes as opportunities to deepen their conceptual and procedural competency. During these formative years, it is important that students are aware of their mathematical thinking, while learning how to manipulate mathematical procedures to become more capable problem solvers, ready for an increasingly complex world.

Colegio Maya's integrated math courses, whilst being based on the Common Core standards, are designed to meet the needs of the students in our community. Data is collected regularly, (using pre-assessments, formative and summative assessments, MAP tests and teacher observations), to determine the level of math competency and attitude towards the subject for each student. 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. Using this data, students are placed in an appropriate "core" or "grade level" class, with additional "number sense" classes in Middle School for those who have been identified as requiring supplementary math support. Common Core Standards, appropriate to the current competency level of the students in the various classes, are selected to form the basis of the math curriculum for each class. Students can move from the "extended" to the "core" classes

at any time, or from the "core to the "extended" classes in the first few weeks of a new semester when sufficient data has been collected. Changes to the placement of students within classes are dependent on evidence that the teacher collects during a variety of assessment opportunities, and are at the discretion of the student's math teacher, the Director of Teaching and Learning and the Secondary Principal.

Note: Math placement decisions will affect class groupings in other curriculum areas, and changes to a student's placement will necessitate changes to the rest of their schedule. Placement decisions and changes will be made carefully, taking into account what is best for the learning of individual students as well as the wider community at Colegio Maya.

Integrated Mathematics Competencies:

Sixth Grade	Seventh Grade	Eighth Grade
Area and surface area	Proportional Relationships	Transformational Geometry
Ratios	Geometric Relationships	Linear Relationships
Rates and Percentages	Operations with +/- Rational Numbers	System of Equations
Fractions and arithmetic	Expressions and Equations	Functions and data variance
Expressions and Equations	Angles, Triangles, and Prisms	Integers, exponents and scientific notation
Rational Numbers	Probability and Sampling	Irrational numbers
Data Sets	Putting it all together	Pythagorean Theorem
Putting it all together		Putting it all together

Social Studies

Philosophy

Colegio Maya's middle-school 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. Students need to play an active role in society to participate in an ever-changing and diverse world. When designing social studies units to achieve this aim, there are 3 guiding principles:

1. Units should encourage students to **make connections** in relation to:
i. **time** - how the topic of study was influenced by previous events in history and how it impacted on later events ii. **place** - how the topic of study, or variations of it, appear in other places around the globe iii. **strands or disciplines** - the cultural/anthropological, economic, historical, sociological, political and geographical conditions influencing the selected topic or event iv. **contemporary situations** - how the topic of study connects to current local or world events or issues.
2. Students should experience **powerful learning experiences** that are meaningful, integrative, value-based, challenging, and active. Students become aware of and understand multiple perspectives and develop empathy for other viewpoints.
3. Units of inquiry should involve a careful **balance between conceptual understanding and content knowledge.**

Units are designed taking into account the National Council for the Social Studies (NCSS) curricular themes and framework.

Social Studies Units of Inquiry for 2018-19:

Grade 6		
Mapping Family Histories *A person's heritage influences their perspective on the world*	**Human and environmental relationships and conflicts** *Through our individual and collective choices, humans have the ability to impact natural environments around the world in both a positive and negative way.* (Transdisciplinary Unit)	**The Rise and Decline of Civilizations** *Comparing and contrasting the reasons civilizations rise and decline can help explain the distribution and diversity of people and cultures around the world today*
Grade 7		
Exploring the Evidence *A variety of evidence needs to be collected in order to investigate historical questions*	**Maritime Explorations** *Maritime explorations throughout history have helped to bring together Europe, Asia, Africa and The Americas and facilitated the processes associated with globalisation*	**Trade Routes** *The process of trading goods and services shapes the world as we know it in both positive and negative ways.* (Transdisciplinary Unit)

Grade 8			
World Economies *Countries are interconnected through their economies; some countries are richer than others in terms of resources and world wealth, or a countries wealth can be determined by supply and demand of those resources which create a global market.*	**War & Conflict** *There are many factors that contribute to cooperation and conflict among people of a nation and/or world, including language, religion and political beliefs.*	**Revolutions** *Fundamental and relatively sudden changes in political power and organization occur when the population revolt against the government, typically due to perceived political, social or economic oppression.*	**Migration & Movement of People** *The causes and consequences of migration for the populations and countries and populations involved, depends on the particular push and pull factors at play in the situation.*

Science

Philosophy

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

The middle-school science curriculum aims to empower students as scientists. Therefore, all middle-school students should be:
- knowledgeable about the important concepts and theories of the three major branches of scientific study: earth, life, and physical sciences;
- able to think scientifically and use scientific knowledge to make decisions about real-world problems;
- able to construct new knowledge for themselves through research, reading, and discussion;
- 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.

To ensure this outcome, the science curriculum:
- emphasizes conceptual understanding as well as content coverage;
- promotes learning that is useful and relevant;
- emphasizes scientific literacy for all students;
- promotes interdisciplinary learning.

The science curriculum at Colegio Maya takes standards from NGSS. These science standards are composed of three dimensions: practice, cross-cutting concepts, and disciplinary core ideas—all of which help students learn the real applications of science.

Science Units of Inquiry for 2018-19:

Grade 6

Becoming a Scientist *The scientific method, when applied with integrity, provides a common language for the scientific community.*	**Human and environmental relationships and conflicts** *Through our individual and collective choices, humans have the ability to impact natural environments around the world in both a positive and negative way.* (Transdisciplinary Unit)	**Forces and Interactions** *The movement of an object depends on the properties of the object, as well as the interaction of the forces acting on it. This understanding enables us to design technological solutions to real world challenges.*	**Cells: Building Blocks of Life** *Cellular systems facilitate processes which allow organisms to meet their basic needs for life.*

Grade 7

Science Saves the World (or at least makes it a bit better...) *Technological and scientific developments fundamentally change the way that people live, connect, and communicate with each other, in both positive and negative ways.*	**Biogeochemical cycles in the environment** *Maintaining balance in global biogeochemical cycles is essential for sustained life on Earth. Human activities can change the distribution of elements within these cycles.*	**Trade Routes** *The process of trading goods and services shapes the world as we know it in both positive and negative ways.* (Transdisciplinary Unit)	**Acids and Bases** *Acids and bases are found in foods, the environment and in chemicals including pharmaceuticals. They have properties that are similar and different from each other.*

Grade 8

Evaluating Scientific Claims *Data, evidence, and the scientific claims made using them, must be carefully evaluated in our quest to understand the world around us.* **Creating Sustainable Solutions** *In order to create sustainable solutions to real world problems, the perspectives of all stakeholders, as well as a range of environmental, social and economic factors should be considered.*	**Body Systems** *The cells, tissues and organs in each of the body's systems must work together for a common purpose in order for the overall organism to function effectively.*	**Atoms and Molecules** *The periodic table organises the elements according to their properties, which allows us to manipulate and utilise them for a variety of purposes.*	**Energy and Power** *The application of scientific and technological understanding and skills can help us investigate possible energy solutions for the future.*

Physical Education and Health

Philosophy
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.

Sixth-grade 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 in their personal lives and fitness levels and how these activities can help them to understand people of diverse cultures.

Seventh-grade 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. Students will be able to participate in vigorous activity for a sustained period of time while maintaining a target heart rate and be able to identify proper warm-up, conditioning and cooling-down techniques. They should learn the FITT guidelines for physical exercise and understand the principles of overload, progression, and specificity in physical conditioning. They use more mature motor patterns in various individual and team sport activities.

Eighth-grade Physical Education Course Description
Group membership and positive social interaction is a primary reason why students seek physical activity, and they should be challenged with competition as a means for accomplishing this as well as increasing skill expertise in individual and team sport activities. 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.

HEALTH (*Health classes in Grades 6 to 8 are a part of the Crew classes)
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 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
Sixth Grade
Total Health & Wellness (physical, intellectual, emotional, social), Values-based decision-making, Peer relationships, Time Management, Puberty: Reproductive Systems, Hygiene, Changes related to Puberty.

Seventh Grade
Healthy Body - *What does my body need?* Nutrition, Rest & Relaxation, Exercise; Healthy Minds: Self-concept, Mindset, Relationships, Emotional Intelligence, Strengths-based Perspective, Stress Management.

Eighth Grade
Developing 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.

CREW

Philosophy

Middle-school culture is planned for, developed, and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become crew, not passengers. Crew aims to build cultures of respect, responsibility, courage, and kindness, where students and adults are committed to quality work and citizenship. Structures, themes, and traditions within Crew include community meetings, electronic portfolios, adventure education, health and wellness, passion projects, and service learning. Student agency and leadership are nurtured, and contributions to the school and world are celebrated. Students are encouraged to have "academic courage" in delving into deeper learning competencies that support mastery of core academic content:

- Think critically and solve complex problems,
- Work collaboratively,
- Communicate effectively,
- Learn how to learn,
- Develop a growth mindset.

Crew is a place where positive (character) education, adventure, and team building are intentional in generating excitement for taking on learning challenges inside and outside of the classroom. It 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. Crew is a spirit, a way of being.

Exploratories

Philosophy

Middle School Exploratory is a block of classes designed especially for students in grades six through eight. The intent of the Exploratory block is to give each child the opportunity to experience a variety of areas of study. Some are practical, such as computers; Others give students a taste of areas to which they might not normally be exposed. Still others offer students the opportunity to participate in and enjoy areas for which they may have an aptitude .

MS ART

The middle 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.

MS 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.

MS THEATER ARTS

As well as an introduction to theater arts, this course allows students to explore drama and collaborative skills. The business of theater is done by doing. Through games, research, discussion, acting exercises, productions, reflection and improvisation, the students will explore the craft of drama. 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.

MS DESIGN TECHNOLOGY

Design is a fundamental process to develop new products and solutions. Design Technology is a project-based learning class where the students will learn and experience, through the design process, the steps required to develop new products in different fields, such as product design, textile design, graphic design, etc.

Electives

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.   The courses change every year in order to offer students the greatest breadth of opportunities to expand their learning.

MS PHOTOGRAPHY
In this course, students will be learning the basics of photography and have the chance to create their own photographer portfolio based on the assignments given. Students will also learn how to use DSL-R based technical traits like aperture, shutter speed and flash settings on their mobile phones. Overall, the course's goal is to turn any cell phone into a virtual DSL-R camera, any time, any where.

GLOBAL ISSUES NETWORK
Students will develop a conceptual knowledge and understanding of global interdependence by exploring challenging issues facing the world community. Major issues lie in the societal, environmental, economic, and geopolitical realms. The course is designed to build competencies in research, critical thinking, peer collaboration, and communication about global issues.

VIDEO GAME DESIGN
This course presents the basic concepts of video game design. Students will understand what makes a good video game and the thinking used in computer programming. By the end of the course, students will be able to create their own video game using Scratch, a free programming language. Students will learn to value the role of creativity when making a video game as well as the importance of working in a team. Students will also learn to appreciate the role that video games play in society and how video games shape and are shaped by culture.

ADVERTISING AND DESIGN USING PHOTOSHOP
Students will learn the design process and through both research analysis and creation of a range of advertising products they will also learn the skills of Adobe Photoshop. Photoshop is an essential design tool. Students can easily express their creativity and exceed their limits by using Photoshop. Their ideas will come to life. In addition to editing photos, students create unique concepts from scratch. Students will artistically combine graphics with text; learn how to create magazine, newspaper, and billboard advertisements; and even design an advertising campaign.

MIDDLE SCHOOL BAND
Middle School Band is a performing ensemble where students learn foundational musical concepts and play a variety of band literature to become well rounded musicians and prepare for performance opportunities. The course will introduce students to music reading skills, understanding of musical symbols, sight reading, and playing an instrument in a group. Students 21st century skills are strengthened through creating, performing and responding. No previous band experience is necessary; all skill levels welcome.

THEATER PRODUCTION

This is a hands-on class involving a combination of theatre etiquette and technical theatre (lights, sound, costumes, props, etc.) Students in Theatre Production will study, research, critique, create, design, and participate in a variety of theatre learning experiences that are part of a production. The class technically supports the HS Theater Production class as well as the productions/presentations that are going on during the semester.

Students will be researching production techniques, learning and applying the technique skills involved in production (lighting, sound, costume, make-up, set and props) and analysing scripts. The main products on this course will be researching their production job and the performance or the play and a process portfolio where they will document their process and their work.

SUPPORT SERVICES

NUMBER SENSE

The course is designed to support each student's current math course. Students will improve their number fluency by playing mental math games, discussing mental math strategies, and working on improving speed in recall of basic math facts. Students will be given extra time and teacher attention in this class in order to complete their grade-level math work and to remediate any topics in which a student is still in the *developing* category. The main goal of this course is to build student confidence, understanding, and perseverance in mathematics.

LEARNING SUPPORT

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

MIDDLE SCHOOL ESOL

Middle school ESOL instruction provides support to students with below grade-level English language proficiency and aims to develop the students' academic language. In middle school ESOL, students develop their competency in the four domains of reading, writing, speaking and listening through engaging interactions with teachers and peers.

The ESOL learner will benefit from additional language elements that are directly related to the academic vocabulary in core subjects, as well as general and specific social vocabulary. Depending on student's language needs, ESOL course will engage in distinctive "push-in" lessons, and after-school language support tutoring, using technology implementation, language transfer knowledge and other media tools for learning and demonstration.