

## INTRODUCTION

The Program of Studies contains descriptions for courses offered in grades 6-12 at Colegio Maya. Middle School students and parents can use the Program of Studies to get an overview of the courses offered during the middle school years 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 age students and their families, the Program of Studies is a reference point for students and parents to review a course's objectives, requirements, prerequisites (if any), and credit value. In addition you will find useful information about placement and graduation requirements. The inclusion of a course description in this booklet does not guarantee its inclusion in next year's program.

Students and their parents should study each departmental philosophy and outcome overview and course description as well as the graduation requirements, program planning suggestions, and other information given. Students and parents who want more information about courses or who need assistance in program planning should talk with the teachers or counselors.

All course placement is subject to the principal's approval.

## GRADUATION REQUIREMENTS

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

English	4.0 credits
Social Studies	4.0 credits
Foreign Language	4.0 credits
Science	4.0 credits
Mathematics	4.0 credits
Physical Education	1.5 credits
Health	0.5 credits
Fine Arts	1.0 credits
Technology	0.5 credits
Communications	0.5 credits
Electives	4.0 credits
Community Service	10 hours per year
<b>Total</b>	<b>28.0 credits</b>

Section: 6600  
Regulation: N  
Exhibit: N

<b>Program</b>		<b>Minimum of credits</b>	<b>Available Elective</b>
Physical Education		1.5	Fit for Life, Adventure Leadership
Health		0.5	Health
Fine Arts	Art I, Art II, Art III, Advanced Art	1.0	Introduction to Drama, Drama
Vocal Music I, Vocal Music II, Vocal Music III, Vocal Music IV, Beginning Instrumental Music, Advanced Instrumental Music			
Technology		0.5	Technology Applications, Multimedia/Yearbook
Communications		0.5	Model United Nations (MUN), Knowledge, Theories and Values, Drama/Speech
Other Electives		4.0	Academic Writing, Workshop, Global Issues, Career Decision Making.

Seniors present a senior portfolio as part of their graduation requirements. The requirements of this portfolio will be given to seniors during the first week of school.

In order to participate in the graduation ceremony, the requirements must be met in full at least 2 days before the ceremony.

### **COLEGIO MAYA GRADUATE PROFILE**

The Colegio Maya education program is designed to nurture a graduate who:

Is competent in the application of the skills of reading, writing, listening and speaking in English.

- Demonstrates competency in quantitative, scientific and technological literacy.
- Demonstrates competency in reading, writing, speaking and comprehending Spanish at an appropriate level.
- Is able to find and access information efficiently and effectively.

- Evaluates information competently, and uses information accurately, creatively and responsibly.
- Exhibits awareness and practices sensitivity to environmental preservation.
- Demonstrates the ability to think critically and to solve problems.
- Demonstrates an understanding of history and its relationship to the world today.
- Understands and values the participation and leadership needed to foster a more peaceful world.
- Understands wellness and its implication for a healthy lifestyle.
- Expresses herself/himself creatively and responds with sensitivity to the creative works of others.
- Understands the values and the personal rewards of community service.
- Can live successfully in a multicultural, global society by exercising tolerance, understanding and open mindedness.
- Sustains and enhances self-esteem through integrity, responsibility and self-knowledge.
- Demonstrates an active desire to learn, to reflect and to understand the world.
- Actively works to find his or her voice to become a leader for a more peaceful world.

### **IMPORTANT PLANNING CONSIDERATIONS**

One of the more important decisions 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 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 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 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.

**B. 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.

**C. 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 in 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.

**D. Class Adds & Drops** – Students may drop or add courses only during the first ten school days of the semester and within the first five days of second semester with the approval of the principal. The necessary forms are 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 teacher agree that it is in the best interest of the student to drop the class.

### **ONLINE COURSES**

Students can take an online course as part of the program of study at Colegio Maya only following a written request to and approval in writing from the Principal. Except for cases of remediating a failed course, online courses can only be used to enrich a student’s program no to replace a course or requirement offered at Colegio Maya.

These 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.
- 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 to 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.

### **ADVANCED PLACEMENT (AP) PROGRAM**

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 request higher scores. 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:

Human Geography  
Comparative Government  
Psychology  
Calculus AB  
Statistics  
English Literature  
English Language and Composition  
US History  
World History  
Spanish Language  
Spanish Literature  
Environmental Science  
Physics I

### **AP COURSE ENROLLMENT GUIDELINES**

Students in 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> 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
2. Strongly consider their level of interest in the subject
3. Complete an AP course application form
4. Obtain the approval of appropriate teachers
5. Meet course requirements
6. Take the accompanying AP exam in the spring. The cost of this exam must be paid for by August 30<sup>th</sup> of the current school year.
7. Students may take AP exams of subjects not offered by the school as per AP guidelines.
8. Students can take 4 AP courses per year. Upon special request a senior may be allowed to take 5 AP courses.

## **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 upper classman, fill in the courses that you have already taken, as well as those that you would like to take. Pay close attention to prerequisites 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.

## **MATHEMATICS DEPARTMENT**

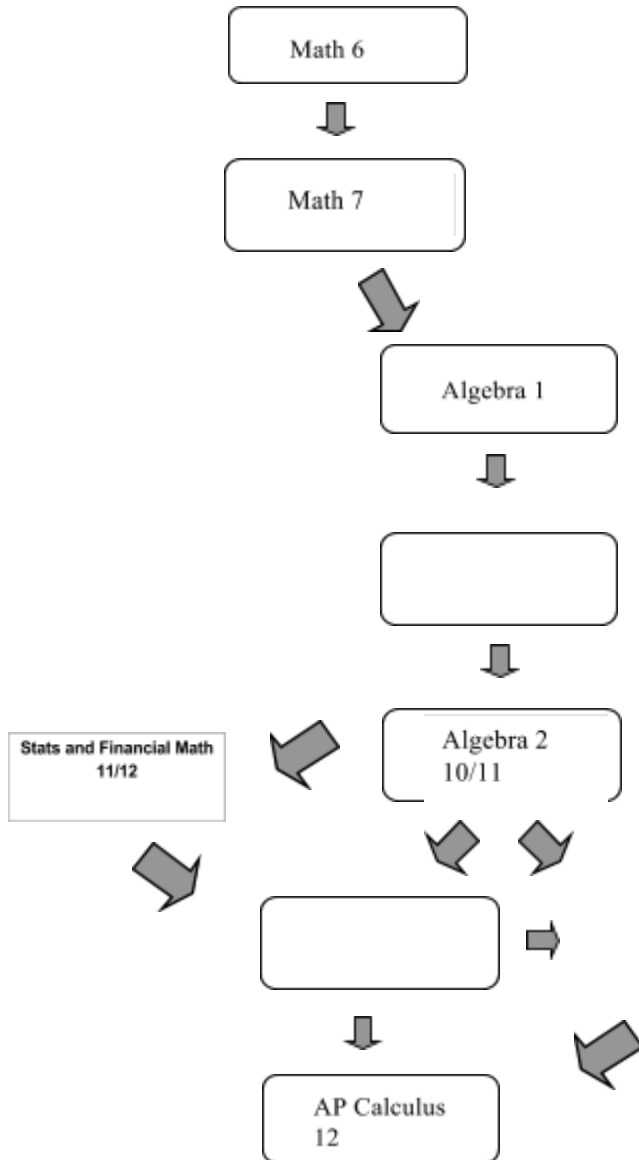
### **Philosophy**

Students should have numerous and varied experiences related to mathematics and its cultural, historical, and scientific evolution so that they can appreciate the role of mathematics in the development of our contemporary society and explore relationships among mathematics and the disciplines it serves: the physical and life sciences, the social sciences, and the humanities.

### **Department Outcomes**

- Students will understand and apply the concepts and procedures of mathematics relative to numbers, measurement, spatial sense, probability and statistics, and functions and relationships.
- Students will be able to solve problems using mathematics.
- Students will use mathematical reasoning and develop proficiency in critical and creative thinking.
- Students will communicate knowledge and understanding in mathematical and everyday language.
- Students will make mathematical connections to other academic areas and to everyday situations.
- Students will learn to value and appreciate the beauty of mathematics.
- Students will become aware of the impact and influence of mathematics on the world around them.
- Students will use computers and calculators efficiently, effectively, and wisely.

## SECONDARY MATHEMATICS COURSE SEQUENCE



### NOTE:

To move to the subsequent course, students need a 75% in their current course or the permission of the instructor. Enrollment in Precalculus, students must earn 85% in Algebra II. AP guidelines apply for Calculus & Statistics.

### **Sample Programs:**

6 <sup>th</sup>	Math 6		
7 <sup>th</sup>	Math 7		
8 <sup>th</sup>	Algebra 1		
9 <sup>th</sup>	Geometry		
10 <sup>th</sup>	Algebra 2	OR	Geometry
11 <sup>th</sup>	Precalculus	OR	Algebra 2 and AP Statistics
12 <sup>th</sup>	AP Calculus	OR	Discrete Math or Pre Calculus

### **SIXTH GRADE MATHEMATICS**

Grade: 6  
Length: 2 Semesters

#### **Course Description**

Students will at first follow a course of study that focuses on numerical reasoning. Students will build on their understanding of rational numbers and will learn how to compute with fractions and decimals. The second area of study focuses on geometrical reasoning and spatial visualization. Students will have a variety of experiences working with the area and perimeter of two-dimensional shapes and will conclude the year with a unit on three-dimensional figures and spatial visualization.

Resources: *MathThematics 2 - Mc Dougal Littell*  
A scientific calculator

### **SEVENTH GRADE MATHEMATICS**

Grade: 7  
Length: 2 Semesters

#### **Course Description**

Students will begin their formalized study of algebra by working with tables, graphs, and equations, focusing especially on how situations with constant rates of growth lead to linear relationships. Understanding of ratio, proportion, and similarity will build on previous work with rational numbers and will lay a foundation for later work in geometry. Students will study the integers and become proficient with integer computation.

Resources: *MathThematics 3 - Mc Dougal Littell*  
A scientific or graphing calculator (TI-84 model preferred)



## **ALGEBRA 1**

<u>Grade:</u>	8
<u>Length:</u>	2 Semesters
<u>Prerequisite:</u>	Recommendation of seventh grade instructor

### **Course Description**

This course covers all of the skills of first-year algebra and provides the foundation for later mathematical study. Students will learn a variety of symbolic algebraic techniques and will apply those techniques to real-life, practical situations whenever possible. Linear relationships and equations will be mastered and students will be introduced to non-linear relationships with a particular focus on quadratic relations.

<u>Resources:</u>	<i>Algebra 1 - Pearson</i> A graphing calculator (TI-84 model preferred)
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## **GEOMETRY**

<u>Grade:</u>	9-10
<u>Length:</u>	2 Semesters
<u>Credit:</u>	0.5 Credits per semester
<u>Prerequisite:</u>	Algebra 1, or permission of instructor

### **Course Description**

Geometry introduces students to the world of proof, focusing especially on the shapes and figures of space and the relationships related to these objects. In addition to the study of mathematical arguments, students will extend their ability to solve problems involving area, coordinate systems, and trigonometry.

<u>Resources:</u>	<i>Geometry - Pearson</i> A graphing calculator (TI-84 model preferred)
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## **ALGEBRA 2**

<u>Grade:</u>	10-11
<u>Length:</u>	2 Semesters
<u>Credit:</u>	0.5 Credits per semester
<u>Prerequisite:</u>	Algebra I, Geometry or permission of instructor

### **Course Description**

In this course, students will extend the work done with linear relations that they began in Algebra I. They will focus on linear relationships as models for two-variable data. They will work with matrices and their application to linear systems. Functions and function notation will be introduced, and students will explore several classes of functions in depth, including

exponential, logarithmic, power, and polynomial (especially focusing on quadratic) functions. Students will become familiar with common applications of all these functions, as well as their theoretical aspects.

Resources:            *Algebra 2 - Pearson*  
A graphing calculator (TI-84 model preferred)

### **Financial Maths / Statistics**

Grade: 11-12  
Length: 2 semesters  
Credit: 0.5 Credits per semester  
Prerequisite: Algebra2 or permission of instructor

The course provides a thorough grounding in the mathematical concepts, tools and skills needed to understand financial decision making. In combination with specialized finance and economics topics, the program incorporates core mathematical principles, probability and inference and a range of statistical concepts and techniques. In addition, students have a chance to develop communication and personal skills.

Resources: Financial Math platform  
  
Statistics book

### **PRECALCULUS**

Grade: 11-12  
Length: 2 Semesters  
Credit: 0.5 Credits per semester  
Prerequisite: Algebra 2 or permission of instructor

### **Course Description**

Students will begin the course by studying polynomial functions and the relation between their graphs, factorizations, and roots. Mathematical modeling will be a focus of the course, and students will become proficient at developing exponential and sinusoidal models for real-world situations. The ideas of trigonometry will be introduced and students will investigate trigonometric functions from a circular and a triangular perspective. The course will conclude with a study of combinatorics and probability.

Resources:            *Precalculus: Graphical, Numerical, Algebraic - Demana, Waits, Foley, Kennedy*  
A graphing calculator (TI-84 model preferred)

## AP STATISTICS

Grade	11/12
Length:	2 Semester
Credit:	0.5 Credits per semester
Prerequisite:	Algebra 2 and

### Course Description:

Students normally take AP Statistics in their junior or senior year and may decide to take it concurrently with the Precalculus course

Emphasis is placed not on actual arithmetic computation, but rather on conceptual understanding and interpretation. The course curriculum is organized around four basic themes; the first involves exploring data, and covers 20–30% of the exam. Students are expected to use graphical and numerical techniques to analyze distributions of data, including univariate, bivariate, and categorical data. The second theme involves planning and conducting a study and covers 10–15% of the exam. Students must be aware of the various methods of data collection through sampling or experimentation and the sorts of conclusions that can be drawn from the results. The third theme involves probability and its role in anticipating patterns in distributions of data. This theme covers 20–30% of the exam. The fourth theme, which covers 30–40% of the exam, involves statistical inference using point estimation, confidence intervals, and significance tests. Students enrolled in this course are required to take the AP Statistics Exam in the spring.

Resources:                    *The Practice of Statistics – Starnes, Tabor, Yates, Moore*  
A graphing calculator (TI-84 model preferred)

## AP CALCULUS AB

<u>Grade:</u>	12
<u>Length:</u>	2 Semesters
<u>Credit:</u>	0.5 Credits per semester
<u>Prerequisite:</u>	See page 5 for AP Course enrollment procedures

### Course Description

This is an advanced placement course designed to address the four major concepts in the calculus of functions of one variable. Students will master these concepts: limits, derivatives,

definite integrals, and indefinite integrals. Each concept will be approached from a variety of perspectives, and such multiple representations will help students to learn far better than they could under a strictly “algebra only” approach. Meaningful applications of calculus will be emphasized, and a wide range of cooperative student activities will be used to enhance learning. Students enrolled in this course are required to take the AP Calculus Exam in the spring.

Resources:

*Calculus of a Single Variable – Larson and Edwards*

A graphing calculator (TI-84 model preferred)

## SCIENCE DEPARTMENT

### Philosophy

It is the overall goal of our curriculum to appropriately challenge and engage students in such a way as to develop confidence in science and to help them develop a clear understanding of the value of what they are learning and how it is relevant to their lives. The role of science teachers and the curriculum they follow should be one that exploits the natural curiosity of students and assists them in reaching their full potential, especially with regards to asking good questions and finding answers to these through the use of controlled investigations. We believe that acquiring scientific knowledge must be done, as often as possible, using the fundamental investigative skills they have learned while in our classrooms, so that retention and comprehension are at their highest levels.

### Department Outcomes

- Students will acquire a clear understanding and mastery of key science concepts and ideas.
- Students will master important science process and safety skills through laboratory and field investigations.
- Students will develop an awareness of the relevance of science to their everyday lives.
- Students will develop proficiency in critical and creative thinking and problem solving -skills essential in science and in everyday life.
- Students will foster a growing appreciation of and interest in all sciences.
- Students will be prepared for university-level science upon graduation from Colegio Maya.
- Students will be acquainted with scientific resources available in the local environment, as well as resources available on the Internet and from other outside sources.
- Students will develop an awareness of the causes of and possible solutions for environmental problems in their local community, Guatemala, and the world.

## SCIENCE 6

Grade: 6  
Length: 2 Semesters

### **Course Description:**

In this course students will study science concepts related environmental science, physical science and the human biology and health. They will have opportunities to develop the skills needed to understand how science works, learn new concepts, solve problems, and make decisions in today's technological society.

Resources: Science Explorer; Human Biology and Health,  
Environmental Science and Motion, Forces, and Energy. Prentice Hall

## **LIFE SCIENCE 7**

Grade: 7  
Length: 2 Semesters

### **Course Description:**

This course will provide students with the basic knowledge of life science as it relates to them and their own range of experiences. Students will be encouraged to participate, to draw on previously learned information, to make judgments, and to inquire, thereby forming a basis for conceptual learning.

Students will develop basic skills needed for the study of science, such as laboratory methods and practice, use of the metric system, recognition and application of the scientific method, critical/higher order thinking skills, etc. Some of the major topics to be covered include characteristics of living things, simple organisms, plants, and animals.

Resources: Life Science, Prentice Hall. 1999

## **EARTH SCIENCE 8**

Grade: 8  
Length: 2 Semesters

### **Course Description:**

This course will provide students with basic knowledge of earth science as it relates to them and to their own range of experiences.

Students will be encouraged to participate, to draw upon previously learned information, to make judgments, and to inquire, thereby forming a basis for conceptual learning.

Students will develop and build upon basic skills in science, such as recognition and application of the scientific method, laboratory methods and practice, use of the metric system, critical/higher order thinking skills, etc. Some of the major topics to be covered include the universe, composition of the earth, structure of the earth, surface activity of the earth, subsurface activity within the earth, and the history of the earth.

Resources: Earth Science, Prentice Hall. 2010

## **PHYSICAL SCIENCE**

<u>Grade:</u>	9
<u>Length:</u>	2 Semesters
<u>Credit:</u>	0.5 Credits per semester
<u>Prerequisites:</u>	Passing grade in 8th grade science

### **Course Description:**

Physical Science is an examination of the major ideas and themes in physics and chemistry, the two main branches of physical science. Introductory physics is explored and studied during the first semester. The first semester includes topics related to fundamental science skills, motion, forces, fluids, and energy. And introductory chemistry is explored and studied during the second semester. The second semester includes topics related to properties & states of matter, atomic structure, the periodic table, and chemical bonds. Throughout this course, students conduct laboratory experiments in which they learn the tools and techniques used by scientists.

<u>Resources:</u>	Physical Science: Concepts in Action by Wysession, Frank, and Yancopoulos
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## **BIOLOGY**

<u>Grade:</u>	10
<u>Length:</u>	2 Semesters
<u>Credit:</u>	0.5 Credits per semester
<u>Prerequisite:</u>	Passing grade in Science 9

### **Course Description:**

Biology is an introductory course that covers the major concepts of biology. The topics covered are: biological principles, the scientific method, the structure and function of cells, the fundamentals of genetics, the fundamentals of evolution, the structure and functions of microorganisms, the anatomy of invertebrates, and the anatomy of vertebrates.

A laboratory-based approach will be undertaken. Major project will be assigned throughout the year that will include cell books, article reviews and dissections. Field studies will also support course content.

<u>Resources:</u>	Biology, Miller and Levine 2010
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## **CHEMISTRY**

<u>Grade:</u>	11
<u>Length:</u>	2 Semesters
<u>Credit:</u>	0.5 Credits per semester
<u>Prerequisite:</u>	Algebra I, Biology

### **Course Description:**

Chemistry, the study of matter and the changes it undergoes, is an examination of the major ideas and themes in basic chemistry. The first semester includes topics related to fundamental science skills, atoms, atomic structure, and chemical bonds. And the second semester includes topics related to chemical accounting, acids and bases, oxidation and reduction reactions, and organic chemistry. Throughout this course, students conduct laboratory experiments in which they learn the tools and techniques used by chemists. Emphasis is placed on conceptual understanding, as well as the use of mathematics as a means of comprehending chemical phenomena.

Resources: Chemistry for Changing Times by John W. Hill and Doris K. Kolb 2009

## **AP ENVIRONMENTAL SCIENCE**

<u>Grade:</u>	10,11, 12
<u>Length:</u>	2 Semesters
<u>Credit:</u>	0.5 Credits per semester

### **Course Description:**

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. The following themes provide a foundation for the structure of the AP Environmental Science course.

Resources: Environmental Science for AP, Friedland and Relyea 2012 / Living in the Environment, Miller 12th edition 2005



## PHYSICS

<u>Grade:</u>	12
<u>Length:</u>	2 Semesters
<u>Credit:</u>	0.5 Credits per semester
<u>Prerequisite:</u>	Algebra 11, Chemistry, Adv. Math

### **Course Description:**

Physics is a course in which students study the world around them and how it works. Physics, the study of matter and energy and the interactions between the two through forces and motion, is an examination of the major ideas and themes in physics. The first semester includes topics related to fundamental mathematics skills, velocity, acceleration, forces, and vectors. And the second semester includes topics related to motion in two dimensions, universal gravitation, momentum and its conservation, work, power, and simple machines, and energy. Throughout this course, students conduct laboratory experiments in which they will learn the tools and techniques used by scientists. Emphasis is placed on conceptual understanding, as well as the use of mathematics as a means of comprehending physical phenomena.

Resources: Physics Principles and Problems, Merrill 1999

## LANGUAGE ARTS DEPARTMENT

### **Philosophy**

Colegio Maya's 6-12 Language Arts program balances literature and language arts. By analyzing literature, students will develop higher levels of comprehension and critical thinking and acquire an appreciation for the beauty and power of language and imagination. In addition, they will attain an understanding of the complexity of the human spirit as portrayed in classic literature. By writing about and discussing literature, students will learn to speak and write articulately and effectively using Standard English. They adjust the tone and style of their writing and speech for a variety of audiences; support statements using well-founded facts, theory, and opinion logically; and reach conclusions based on sufficient evidence. They will effectively organize ideas in a variety of ways and demonstrate creativity through style, organization and development of content.

### **Department Outcomes**

Within the context of the Secondary Language Arts Program, students are expected to achieve the following outcomes:

- Read, write, view and discuss a wide variety of fiction, nonfiction, and poetry.
- Select from a repertoire of language skills and strategies while reading, writing, speaking, and listening.
- Revise writing and speaking in relation to purpose, audience, and form.
- Adapt reading, listening, and viewing processes to purpose, context and form.
- Respond to and evaluate what is read, written, heard, and viewed.
- Interpret and analyze works representative of a variety of cultural and historical contexts.
- Use appropriate conventions of language in speaking and writing.
- Understand the cultural and historical influences that have shaped the English language.

## LANGUAGE ARTS 6

Grade: 6  
Length: 2 Semesters

### **Course Description**

English 6 consists of a balanced program of literature and language arts organized by genre and integrated themes that encourage comprehensive study of the types of literature. Reading units include the short story, non-fiction, poetry, the oral tradition (e.g., folk tales), and the novel; as often as possible, reading coordinates with the Social Studies curriculum. Students read in both whole-class and literature circle groups, analyzing and exploring the various

literary elements and devices that each genre contains. Writing instruction follows the writer’s workshop format, allowing students and teachers to focus on students’ individual needs via the 6+1 Traits of Writing, including spelling and grammar. The writing focus includes paragraphs, expository writing, folk tales, and persuasive essays. Vocabulary lists are derived in context and most often come from individual reading lists.

Resources:

*Where the Mountain Meets the Moon*, Lin; *Heart of a Samurai*, Preus; various short stories, *Good Masters! Sweet Ladies!*, Schlitz; additional or equivalent texts.

## **LANGUAGE ARTS 7**

Grade: 7  
Length: 2 Semesters

### **Course Description**

English 7 is a balanced literature and language arts program that emphasizes experience with a broad range of forms and genres. The program uses an integrated approach to language learning, which includes reading, writing, listening, thinking and speaking. Students read in both whole-class and literature circle groups, including both novels and samples of the genres studied in the writer’s workshop. Writing instruction follows the writer’s workshop format, allowing students and teachers to focus on students’ individual needs via the 6+1 Traits of Writing, including spelling and grammar. The writing focus includes poetry, memoir, short stories, book reviews, and persuasive essays. Vocabulary lists are derived in context and most often come from individual reading lists.

Resources:

*Dead End in Norvelt*, Gantos; *The Underneath*, Appelt; *The Absolutely True Diary of a Part-Time Indian*, Alexie; *Splendors and Glooms*, Schlitz; *The Graveyard Book*, Gaiman; *The Hunger Games*, Collins; *Life as We Knew It*, Pfeffer; *A Midsummer Night’s Dream*, Shakespeare; *The Giver*, Lowry; additional or equivalent texts

## **LANGUAGE ARTS 8**

Grade: 8  
Length: 2 Semesters

### **Course Description**

English 8 consists of a balanced program encompassing literature and language arts, providing students the opportunity to study and practice literary analysis skills. It is also a

focus from which to think and write critically about literature as well as to discover the relationship between literary and personal experiences. Students read novels, plays, memoir, and short story throughout the year. Varied and frequent writing assignments facilitate the understanding of writing as a process, with a focus, via the 6+1 Traits of Writing, on response to literature, essays, fiction writing, and character development.

Resources:

*To Kill a Mockingbird*, Lee; *Animal Farm*, Orwell; *Romeo and Juliet*, Shakespeare; *Night*, Wiesel; myriad short stories; additional or equivalent texts

## **ENGLISH 9**

<u>Grade:</u>	9
<u>Length:</u>	2 Semesters
<u>Credit:</u>	0.5 credits per semester
<u>Prerequisite:</u>	Completion of Language Arts 8

### **Course Description**

Using a variety of literature, from ancient Greek to contemporary texts, students in English 9 continue to think and write critically. Students write both expository and creative pieces, utilizing the 6+1 Traits of writing to build upon work from previous years, with a focus on authentic writing, research and citation, monologue, persuasive essays, and book reviews, among others. Projects, assignments, and in-class activities expand creative writing and thinking skills.

Resources:

*Of Mice and Men*, Steinbeck; *Krik? Krak!*, Danticat; *The Odyssey*, Homer; *Feed*, Anderson; *The Curious Incident of the Dog in the Night-Time*, Haddon; *Extremely Loud and Incredibly Close*, Foer; *The Book Thief*, Zusak; *The Taming of the Shrew*, Shakespeare; additional or equivalent texts

## **ENGLISH 10**

<u>Grade:</u>	10
<u>Length:</u>	2 Semesters
<u>Credit:</u>	0.5 credits per semester
<u>Prerequisite:</u>	Completion of English 9

### **Course Description**

English 10 is a balanced program encompassing literature and language arts. The literature concentration is twentieth century with specific focus on the skills of character studies,

synthesis of literary elements, and the evaluation of the text as a whole. Students continue to develop their writing with the 6+1 Traits and are introduced to detailed rhetorical analysis and oral skills in the form of speeches and debates.

Resources:

Short Stories from Prentice Hall's *Adventures in World Literature*; *Rhetorical Devices: A Handbook for Students and Student Writers*, McGuigan; *Macbeth*, Shakespeare; *Into the Wild*, Krakauer; *The Color Purple*, Walker; additional or equivalent texts

## **ENGLISH 11**

<u>Grade:</u>	11
<u>Length:</u>	2 Semesters
<u>Credit:</u>	0.5 Credits per semester
<u>Prerequisite:</u>	Completion of English 10

### **Course Description**

English 11 balances literature and language arts, including literature from a range of eras. Students connect literature from the nineteenth and twentieth centuries with significant historical events. Forms of expository writing from prior grades are reinforced, with a focus on the 6+1 Traits, and students also learn writing for argumentative and investigative purposes. Formal presentations focus on improving students' confidence in oral speaking.

Resources:

Prentice Hall Literature Short Stories: *The American Experience*; *100 Famous Speeches of the Twentieth Century*; *The Crucible*, Miller; *The Great Gatsby*, Fitzgerald; *The Adventures of Huckleberry Finn*, Twain; *Othello*, Shakespeare; Poetry Greats Anthology: *Nineteenth and Twentieth Century Poetry*

## **ENGLISH 12**

<u>Grade:</u>	12
<u>Length:</u>	2 Semesters
<u>Credit:</u>	0.5 Credits per semester
<u>Prerequisite:</u>	Completion of English 11

### **Course Description**

English 12 includes literature from a variety of genres and literary periods, ranging from

Elizabethan to contemporary. The course emphasizes close analytical reading and high-level skills in literary analysis and writing in preparation for college. Writing focuses on persuasion and research, while students learn to assess and imitate models of argumentative and persuasive essays. Class discussion is based on a seminar format.

Resources:

*Hamlet*, Shakespeare; *A Thousand Splendid Suns* or *The Kite Runner*, Hosseini; *1984*, Orwell; *Beloved*, Morrison; additional or equivalent texts

## **ADVANCED PLACEMENT (AP) ENGLISH LANGUAGE AND COMPOSITION**

<u>Grade:</u>	11
<u>Length:</u>	2 Semesters
<u>Credit:</u>	0.5 Credits per semester
<u>Prerequisite:</u>	See page 5 for AP Course enrollment procedures

### **Course Description**

Advanced Placement English is a college level course that prepares students for the Advanced Placement Language and Composition Exam given by the College Board in May of each year. It consists primarily of a focus on non-fiction reading and writing, particularly various essay genres. The coursework emphasizes close analytical reading and student development of high level skills in rhetorical analysis and persuasive writing. Students learn to evaluate and emulate models of argumentative and persuasive essays and practice strategies for timed essay writing using the actual AP Exams from prior years. Class discussion is based on a seminar format.

Resources:

*50 Essays* (selected essays); *A Thousand Splendid Suns*, Hosseini; *Zeitoun*, Eggers; *Othello*, Shakespeare; myriad short nonfiction pieces, particularly those of historical significance to United States history

## **ADVANCED PLACEMENT (AP) ENGLISH LITERATURE**

<u>Grade:</u>	12
<u>Length:</u>	2 Semesters
<u>Credit:</u>	0.5 Credits per semester
<u>Prerequisite:</u>	See page 5 for AP Course enrollment procedures

Advanced Placement English Literature is a college level course that prepares students for the Advanced Placement Literature and Composition Exam given by the College Board in May of each year. It is a literature-based program, covering a variety of genres and literary periods. The coursework emphasizes close analytical reading and student development of high-level skills in literary analysis and writing. Students learn to evaluate and emulate models of

argumentative and persuasive essays and practice strategies for timed essay writing using the actual AP Exams from prior years. Class discussion is based on a seminar format. Students must be prepared to read extensively, not only the assigned books but literature of their own choice to support and enhance their knowledge of literature and authors.

Sample texts:

*How to Read Literature Like a Professor*, Foster; *The Turn of the Screw*, James; *Heart of Darkness*, Conrad; *Hamlet* or *King Lear*, Shakespeare; *Wuthering Heights*, Bronte; *Beloved*, Morrison; *The Importance of Being Earnest*, Wilde; *Daisy Miller*, James; myriad poems and short stories; additional or equivalent texts

## World Languages

Colegio Maya recognizes that learning languages other than one's own mother or heritage language provides wide ranging benefits to the individual learner, as well as the school's overall, interdisciplinary curriculum. Learning and critical thinking skills attained in other language learning directly and positively impact learning in other content areas and lifelong learning. Language awareness gained in learning additional languages improves understanding of language in general, including one's own mother/heritage language.

### Spanish Language

At Colegio Maya, the Spanish language is taught through two specified paths based on each student's experience with the language. The first path is referred to Spanish as a **World Language** and it is offered to students in grades 6th through 12th in the sequence of levels I-III. The second path, **Advanced Spanish, level IV, is focused on the language arts as well as literature.**

**The primary objective of levels I-III is to teach the language structure so that students may effectively use it in oral comprehension and expression, reading and writing. At these levels, Spanish Program is aligned against 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, according to individual achievement of the prescribed learning goals. Once a student has achieved the level-specific learning goals, then she/he is promoted to the next one. The time needed to advance from level to level may vary according to individual progress.**

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

This path is designed for students who:

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

Students at this level have demonstrated a mastery of grammar and oral expression skills. This level of ability allows them to continue to develop their cognitive language skills in a progressive sequence.



## Program Structure by Grade Levels

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

### World Languages Path

#### Grades 6—8

Levels I, II, III

#### Grade 9 -10

Levels I, II, III

#### GRADE 11-12

Levels I, II, III

AP Spanish Language and Culture

### Level IV -Advanced Spanish Path

#### Grades 6-8

Level IV - Español

#### Grade 9

Level IV- Literatura Hispanoamericana

#### GRADE 10:

Level IV: Literatura Española

#### GRADE 11-12

Level IV: Guatemalan Social Studies

AP Spanish Literature and Culture

### SPANISH I-II

Grade:

6-8

Length:

2 to 4 Semesters

Credit:

0.5 Credits per semester

### 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. Students 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. Writing and reading skills will be initiated. Oral communication and cultural awareness will be emphasized so that the students can interact with Spanish speakers.

Resources:    **Mira 1**            Heinemeann Pearson  
                         **Mira 2**            Heinemeann Pearson

## **SPANISH II-III**

Grade:                    6-8  
Length:                 2 to 4 Semesters  
Credit:                 0.5 Credits per semester  
Prerequisite:         Student demonstrates mastery of the Spanish II Course.

### **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. They will also acquire a greater understanding and appreciation of the cultural diversity in the Spanish-speaking world.

Resources:  
                         Donde Digo Digo- Mc Millan /McGrawHill  
                         Artes del Lenguaje- Mc Millan /McGraw Hill  
                         Reading class sets

## **SPANISH IV**

Grade:                    6  
Length:                 2 Semesters  
Credit:                 0.5 Credits per semester  
Prerequisite:         Completion of 5 grade Spanish IV or equivalent

### **Course Description**

This course is designed for accomplished readers and writers in Spanish. The course includes grammar and the study of literary genres: narrative, lyric, and dramatic. The units include tales, novels, legends, myths, non-fiction, articles, essays, poetry and theater. The course is based on literary analysis of each genre.

Resources:  
                         Selection of short novels; El misterio del hombre que desapareció; Lloro por la tierra;  
                         Por favor vuelve a casa; Free reading book.  
                         Destreza Ortográfica 2  
                         Villa Cuentos- Harcourt

## **SPANISH IV**

<u>Grade:</u>	7-8
<u>Length:</u>	2 Semesters
<u>Credit:</u>	0.5 Credits per semester
<u>Prerequisite:</u>	Completion of 7 grade Spanish IV or equivalent

### **Course Description**

This course is designed for accomplished readers and writers in Spanish. It includes the study of literary genres through literary narrative and lyric samples, such as myths, legends, novels, short stories, poetry and newspaper articles. Emphasis is given to oral and written language development through speaking, spelling, grammar and composition.

#### Resources:

Nuevas Vistas- Curso Uno- Holt, Rinehart and Winston  
Reading class sets

## **SPANISH I-II**

<u>Grade:</u>	9-10
<u>Length:</u>	2 to 4 Semesters
<u>Credit:</u>	0.5 Credits per semester

### **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. Students 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. Writing and reading skills will be initiated. Oral communication and cultural awareness with an emphasis in the Spanish speaking world.

#### Resources:

Spanish Reader Series by Addison-D.C. Heath & Co. / Wesley Publishing Co.  
¡Avancemos! 1 Holt McDougal

¡Avancemos!2 Holt McDougal; Cuentos Simpáticos D.C. Heath & Co.  
A Graded Reader for Intermediate Students, National Textbook Co.  
Graded Spanish Reader Primera Etapa

### **SPANISH III**

<u>Grade:</u>	9-10
<u>Length:</u>	2 to 4 Semesters
<u>Credit:</u>	0.5 Credits per semester
<u>Prerequisite:</u>	Student demonstrates mastery of the Spanish II course.

#### **Course Description**

The course encourages students to develop, reinforce and refine their listening, speaking, reading and writing skills. The program includes reading and writing prose, poetry and drama, at appropriate level. Students will be exposed to more challenging tasks, such as reading and analyzing formal literature. They will also acquire a greater understanding and appreciation of the diversity of cultures in the Spanish-speaking world.

#### Resources:

Nuevas Vistas- Curso Dos- Holt, Rinehart and Winston  
Graded Spanish Reader II  
Album (D.C. Heath)

### **SPANISH IV - Literatura Hispanoamericana**

<u>Grade:</u>	9
<u>Length:</u>	2 Semesters
<u>Credit:</u>	0.5 Credits per semester
<u>Prerequisite:</u>	Completion of 8 grade Spanish IV

#### **Course Description**

This course will continue to develop students' language skills through listening, speaking, reading and writing in a variety of genres. They will acquire a greater understanding of the cultural diversity in the Spanish-speaking world by being exposed to literature through selected works, newspaper articles, posts as well as other authentic materials.

#### Resources:

Ojos de perro siberiano  
Los árboles mueren de pie  
Cuentos cortos

## Selección de poesías

### **SPANISH IV - SPANISH LITERATURE 10**

<u>Grade:</u>	10
<u>Length:</u>	2 Semesters
<u>Credit:</u>	0.5 Credits per semester
<u>Prerequisite:</u>	Completion of 9 grade Spanish IV

#### **Course Description**

Students will study Spanish Literature since its origin. Literary periods to be studied include: Medieval Literature (El Mio Cid, Cantares de Gesta); The Spanish Renaissance; The Golden Age (Cervantes, Lope de Vega, Calderón de la Barca, Quevedo); Spanish Neoclassicism (Fernandez de Moratín); Romanticism (Bécquer, Zorrilla and Larra). The course emphasizes close interpretative and analytical reading.

#### Resources:

El Mio Cid  
El Lazarillo de Tormes  
Don Quijote de la Mancha  
La Vida es Sueño  
Gustavo Adolfo Bécquer  
Palabra Abierta 10- Oxford  
Tesoro Literario- Mc GrawHill

### **SPANISH I-II**

<u>Grade:</u>	11-12
<u>Length:</u>	2 to 4 Semesters
<u>Credit:</u>	0.5 Credits per semester

#### **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. Students 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. Writing and reading skills will be initiated. Oral communication and cultural awareness with an emphasis in the Spanish speaking world.

#### Resources:

Spanish Reader Series by Addison-D.C. Heath & Co. / Wesley Publishing Co.  
¡Avancemos! 1 Holt McDougal  
¡Avancemos!2 Holt McDougal; Cuentos Simpáticos D.C. Heath & Co.  
A Graded Reader for Intermediate Students, National Textbook Co.  
Graded Spanish Reader Primera Etapa

### **SPANISH III –IV - GUATEMALAN SOCIAL STUDIES**

Grade: 11-12  
Length: 2 Semesters  
Credit: 0.5 Credits per semester  
Prerequisite: Students demonstrate mastery of Level III / or Level IV students that choose not to take the AP Spanish Literature course

#### **Course Description**

This course will continue to develop students' language skills focusing on information about Guatemala and its history. They will also acquire a greater understanding of current events in Latin America by being exposed to literature through selected works, newspaper articles, posts as well as other authentic materials.

#### Resources:

Guatemala Ayer y Hoy  
Complementary materials from a variety of resources (periodical, videos, reference materials)  
Popol Vuh

### **SPANISH III - ADVANCED PLACEMENT (AP) SPANISH LANGUAGE & CULTURE**

Grade: 11-12  
Length: 2 Semesters  
Credit: 0.5 Credits per semester  
Prerequisite: See page 5 for AP Course enrollment procedures

#### **Course Description**

The Advanced Placement Spanish Language and Culture covers the equivalent of a college-level course. This course provides students with opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students learn about culture through the use of authentic materials that are

representative of the Spanish-speaking world. Materials include a variety of different media, such as journalistic and literary works, podcasts, interviews, charts, and graphs.

It is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken and as such, is an immersion experience requiring almost exclusive use of Spanish, a requirement which class participation grades reflect.

The course explicitly addresses the themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, Beauty and Aesthetics

The course offers opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures, to make comparisons between and within languages and cultures and to use the target language in real-life settings.

Resources:

AP Spanish Language & Culture workbook.  
Encuentros Maravillosos, gramática a través de la literatura ;  
16 Cuentos Latinoamericanos

**SPANISH IV- ADVANCED PLACEMENT (AP) SPANISH LITERATURE & CULTURE**

Grade: 12  
Length: 2 Semesters  
Credit: 0.5 Credits per semester  
Prerequisite: See page 5 for AP Course enrollment procedures

**Course Description**

The advanced Placement Spanish Literature course is intended to be the equivalent of a college-level course in Spanish literature, covering selected works from the literature of Spain and Latin America in the Medieval and Golden Age, Nineteenth – Century, Introduction of the Twentieth – Century Literature and selected poetry from different authors. The purpose of this course is to prepare students for the Advanced Placement Spanish of Literature Exam given by the College Board in May of every year. It is a literature-based program, in which an emphasis is placed on close analytical reading and poetry. The students need to have the skills necessary to write compositions and essays at a high-level standard.

Resources:

Abriendo Puertas  
Azulejo  
Reflexiones

## **French Language**

Colegio Maya offers a French program that unites the critical lexical elements of French with the cultural nuances of the larger Francophone world. Students in the program come from a variety of french language skills backgrounds (no or minimal knowledge of French), but are all united during the course in their goal to heighten cultural and linguistic fluency. Relevant topics and real world materials are explored through integrated activities and group work. Learning activities center around communication with peers and exploring cultural traditions from Francophone countries. The French Program is aligned to AERO World Language Standards

## **French 12**

### **Course Description**

The french class is designed for students with no or minimal knowledge of French. The class uses an integrated, communication approach to engage students in the learning process. Students will be exposed to grammar, vocabulary, and cultural information, and will have many opportunities to produce the language in speaking, reading and writing. Students will read material from authentic French sources, write short essays and give oral presentations. The goal of the program is to improve students' overall ability to understand and use the language as well as become familiar with the culture of French-speaking countries.



## **SOCIAL STUDIES 6**

### **Course Description**

The sixth grade social studies course focuses on world history from 500 - 1500. Our studies include units on Rome, Medieval Europe, the Islamic Empire, early American civilizations, China, and feudal Japan. Building and reinforcing social studies skills is an important aspect of the course. The year begins with a brief, but intensive review of geography skills. In later units, these skills are used to develop historical and cultural understandings. Other strategies to be used are: discussion, cooperative group work, research, essay writing, critical thinking activities, projects and presentations.

Class Textbook: *Journey Across Time*, Glencoe, McGraw-Hill, New York, 2006

## **SOCIAL STUDIES 7**

### **Course Description**

The seventh grade social studies course offers an overview of world history beginning with the Renaissance in Europe and ends with the rise of imperialism and nationalism resulting in World War I. Topics explored include the Reformation and the age of exploration, the Enlightenment, the scientific revolution and the Revolutionary period in Europe and the United States. New scientific discoveries lead to a new industrial society and global imperialism that bring changes: the fall of empires, revolutions and the creation of new nations and governments.

The connections that link historical events with time periods will emphasize an individual's place within the human family. This study of history combines an in-depth look at geography with an examination of the relationships of people with their surroundings, their movements and ideas of cross cultures with space, and locations of people. Strategies which are used in the development of skills are: lectures, group activities, debates, research, oral presentations, homework, blogs, and projects.

Class Textbook: *Journey Across Time*, Glencoe, McGraw-Hill, New York, 2006

## **Social Studies 8**

## **MODERN HISTORY**

### **Course Description**

The Modern History year- long course introduces the issues of the twentieth century; the causes of World War I, and its impact on the status of modern world peace and the futile search for stability following WWI. We explore the colonial and empire building of Europe, the rise of dictatorial regimes and how it leads to World War II. An overview of the movements toward a global civilization of 1945 to the present, the Cold War and a focus on the various types of government in use today are included in the topics. We will be analyzing the cause and effect relationship of the political, economic, social and cultural influences that have determined the outcome of world events and served as a basis to develop an awareness and understanding of the modern world. Students will be using the strategies of debate, essay writing, research, discussion, individual and group projects, current event publications, and documentary viewing to develop their critical thinking skills and their historical interpretation skills.

Class Textbook: *World History-Modern Times* Glencoe, McGraw-Hill, New York, 2005

### **Social Studies 9**

## **HUMAN GEOGRAPHY**

### **Course Description**

This yearlong course will introduce students to the systematic study of patterns and processes that have shaped human understanding and the use and alteration of the Earth's surface. Students will learn to employ spatial concepts and landscape analysis that examines human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Skills which will be employed in these studies include:

Interpreting maps and analyzing geospatial data.

Understanding and explaining the implications of associations and networks among phenomena in places.

Recognizing and interpreting the relationships among patterns and processes at different scales of analysis.

Defining regions and evaluating the regionalization process.

Characterizing and analyzing of changing interconnections among places.

The students will develop their critical thinking skills and historical interpretation skills through multiple teaching and learning strategies such as debates, essay writing, research discussion, projects, documentary videos and guest speaker presentations.

Resources: (To be determined)

## **WORLD HISTORY**

### **Course Description**

World History is a two-semester survey of world history from 8000 BCE to the present. In order to truly know about anyone or anything we have to know its history. In order to have a clue to understanding the actions of human beings today, we have to examine how we got here and where the “here” is. History provides the basis for understanding current events and issues, helping us to make choices for the future, while a deeper understanding of geography not only helps us to know where everything is but also helps to explain the relationship of humans to their environment. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography.

Resources: Bentley, Jerry and Herbert Ziegler. Traditions and Encounters, 3<sup>rd</sup> Edition. McGraw-Hill, 2006.  
Primary Source Investigator (CD-Rom) McGraw-Hill, 2006  
Documents in World History (CD-Rom) Prentice Hall Inc., 2004

## **ADVANCED PLACEMENT (AP) WORLD HISTORY**

### **Course Description**

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. Students are expected to read extensively and will develop essay writing skills. (source: College Board)

Resources: Bentley, Jerry and Herbert Ziegler. Traditions and Encounters, 3<sup>rd</sup> Edition. McGraw-Hill, 2006.  
Primary Source Investigator (CD-Rom) McGraw-Hill, 2006  
Documents in World History (CD-Rom) Prentice Hall Inc., 2004

## **U.S. HISTORY**

## **Course Description**

U.S. History is a yearlong course designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and issues related to U.S. history and society. This course focuses on political, social, economic, cultural, and technological development of the U.S. Students will learn about the history of the United States from the first “discoveries” of America and the Pre-Colonial period through present. To fully understand the development of the United States, students will analyze and evaluate change over time, identify the patterns and interrelationships that have shaped the history of the U.S., and be able to understand the impact the past has had on the present. This course is also designed to develop students’ critical thinking and historical interpretation skills through multiple teaching and learning strategies, such as, reading, writing, debate, discussion, research, projects, and presentations.

Resources: Cayton, Andrew, et. al. America: Pathways to the Present. Massachusetts: Prentice Hall, 2000.

## **ADVANCED PLACEMENT (AP) PSYCHOLOGY**

### **Course Description**

The purpose of the Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of the behavior and mental phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists’ use in their science and practice. This course will provide the student with a learning experience equivalent to that obtained in most college introductory courses.

Resources: Bernstein, Douglas, et. al. Psychology, 6<sup>th</sup> edition. Houghton Mifflin, 2003.

## **PSYCHOLOGY**

TBD

## **COMPARATIVE GOVERNMENT AND POLITICS**

### **Course Description:**

The Comparative Government and Politics course helps students understand major comparative political concepts, themes, and generalizations. Students will focus on the governments and politics of China, Great Britain, Iran, Mexico, Nigeria, and Russia. The students in the class will understand typical patterns of political processes and behavior and their consequences and will be able to compare and contrast political institutions and

processes across countries and to derive generalizations. Finally students will be able to analyze and interpret basic data relevant to comparative government and politics.

## **ADVANCED PLACEMENT (AP) COMPARATIVE GOVERNMENT AND POLITICS**

### **Course Description:**

The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings . The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes . The goal of AP Comparative Government and Politics is to study the concepts of comparative government and international relations; focusing specifically on six nation-states: the United Kingdom, Russia, China, Mexico, Nigeria, and Iran. Topics of study will include history of international relations; sovereignty, authority, and power; citizens, society, and the state; political institutions on both the national and international levels; political and economic change; and public policy. Students will also cover current events. This is considered a college level course, and will enable students to grow in their understanding of governments and societies around the world. (Adapted from the College Board)

## **MODEL UNITED NATIONS**

### **Course Description**

Model United Nations is an authentic simulation of the U.N. which catapults students into the world of diplomacy and negotiation. In Model U.N., students step into the shoes of ambassadors of U.N. member states to debate current issues on the Organization's vast agenda. The students prepare draft resolutions, plot strategy, negotiate with supporters and adversaries, resolve conflicts, and navigate the U.N.'s rules of procedure-all in the interest of mobilizing "international cooperation" to resolve problems that affect almost every country on Earth. The Model United Nations course provides an extraordinary experience for students. It gives them the opportunity to learn about the United Nations system, the governmental perspectives of a number of foreign countries, and international issues. They also get to put the knowledge they have gained into practice by participating in an international simulation. Students are expected not only to understand the perspectives of the country they represent on a number of issues, but to try to find solutions to some of the world's current problems.

- Research
- Writing
- Public speaking
- Problem solving

- Consensus building
- Conflict resolution
- Compromise and cooperation

## **KNOWLEDGE, THEORY, AND VALUES**

Grades: 10-12  
Length: 1 Semester  
Credit: 0.5 Credits per semester

### **Course Description:**

*What do you know? How do you know?* What one knows is influenced by many variables, including one's experiences, cultures, and individual interests. In this interdisciplinary course, students critically examine the ways knowledge is acquired. The course challenges students to question the basis of belief, become aware of the interpretive nature of knowledge, develop an understanding of why critically examining knowledge claims is important, and to demonstrate new understandings that personal and cultural beliefs may influence their own knowledge claims and those of others.

## **GLOBAL ISSUES**

Grades: 10-12  
Length: 1 Semester  
Credit: 0.5 Credits per semester

### **Course Description:**

The Current Events is a semester that deals with local and international problems, and issues, as well as regular review of the top news stories of the day. Students will examine the social, political and economic implications of issues studied and their historic and geographic causes. The student will have a greater understanding and awareness of how current issues and events are shaping the future, enabling her/him to be not only an informed citizen, but also a productive, contributing member of her/his society and world.

## **ELECTIVE COURSES**

### **Introduction**

Valuing a full education that challenges multiple areas of knowledge and skill, Colegio Maya offers elective courses in an array of topics. The Elective program exists with the intent of providing a diverse set of curricular experiences to the student. These fields of study supplement and balance the core courses as well as provide fundamentals for certain life-long activities.

For planning purposes, the elective courses have been grouped into six distinct areas: Physical Education, Health, Fine Arts, Technology, Communications and Other Electives. Refer to page 2 of this document for graduation requirements within each area.

## **GENERAL ELECTIVES**

### **PERFORMING ARTS (ART, DRAMA, VOCAL and INSTRUMENTAL MUSIC)**

#### **Philosophy**

Through the ages humans have used the arts to build and enrich their personal and shared environment. Art experiences should help humans to understand the visual qualities of these environments and should lead to the desire and the ability to improve them. An education that includes the arts consistently emphasizes the ability to make qualitative judgments and can help each citizen assume his/her share of responsibility for the improvement of the aesthetic dimension of personal and community living. Acceptance of this responsibility is particularly important during periods of rapid technological development and social change.

Participation in vocal and instrumental musical performance promotes self-confidence, increases musical knowledge and appreciation for various musical styles, and fosters a sense of accomplishment and well-being extending to everyday life.

Participation in theater arts allows students the opportunity to perform for audiences and enhances and builds self-esteem and public-speaking skills.

Participation in visual arts enables students to become more familiar with various methods to self-express and to communicate with other members of the humanity. It encourages them to observe, cogitate, and analyze the world around them and visually represent their feelings and thoughts in ways that would evoke and generate more human feelings and thoughts. Students eventually learn that visual arts is a form of two-way communication.

## Course Outcomes: **Visual Arts**

- The student will develop manipulative and organizational skills for effective visual expression of feelings.
- The student will develop an attitude of ease with art and the capacity to enjoy aesthetic expression in diverse forms.
- The student will develop respect for originality in one's own visual expression and in the expression of others including recognition of the impetus which creativity gives to human achievement.
- The student will develop respect for both expression and craftsmanship in art.

## **ART I: INTRODUCTION TO ART**

<u>Grade:</u>	9 <sup>th</sup> -12 <sup>th</sup>
<u>Length:</u>	1 semester
<u>Credit:</u>	0.5 credits
<u>Pre-requisite:</u>	Art I-Introduction to art

### **Course Description**

Introduction to art is the foundation level course for the high school art program and a prerequisite for Art II, III & IV. This one semester course is an introduction to art history, art criticism, aesthetics and art production. Through the course students will learn to identify elements of art and principles of design and apply this knowledge as it relates to the creation and evaluation of artwork.

Resources: sketchbook, 6B pencil and kneaded eraser.

## **ART II - DRAWING**

<u>Grade:</u>	10 <sup>th</sup> -12 <sup>th</sup> grade
<u>Length:</u>	1 Semester
<u>Credit:</u>	0.5 credits
<u>Pre-requisite:</u>	Art I

### **Course Description**

Art II is a semester long course designed to reinforce and build upon foundation concepts from Art I. During the semester students will concentrate on the basics of graphite and charcoal with an emphasis on drawing. The main focus of the semester will be structured as a study in drawing techniques. Assignments will be geared towards the building of art history



knowledge, exploration of new techniques, and building upon foundation concepts. Upon the completion of this course students will be prepared for the next course Art III.

Resources: sketchbook, 6B pencil and kneaded eraser.

### **ART III – PAINTING & DRAWING**

Grade: 10<sup>th</sup>-12<sup>th</sup> grade

Length: 1 Semester

Credit: 0.5 credits

Pre-requisite: Art I & II

#### **Course Description**

Art III is a semester long course designed to reinforce and build upon foundation and drawing concepts from art I and II. During the semester students will concentrate on painting skills and the exploration of the medium of paint. Students will learn to use paint through the use of selective color schemes. Assignments will be geared towards the building of art history knowledge, exploration of new techniques, building upon foundation concepts and the development of art journals and art criticism writing. Upon the completion of this course students will be prepared for the next course(s) Advanced Art.

Resources: sketchbook, 6B pencil and kneaded eraser.

### **ADVANCED ART**

Grade: 10<sup>th</sup>-12<sup>th</sup> grade

Length: 1 Semester

Credit: 0.5 credits

Pre-requisite: Art I, II, III

#### **Course Description**

Advance Art is a semester course. As an advanced art class, more emphasis will be placed on drawing, painting, mixed media and composition. Students can take this course multiple times. At each sequential course level, drawing and painting problems have a greater depth and complexity of art problems, and increased expectations for outcomes and responsibility. Assignments will be geared towards the exploration of new techniques, building upon foundation concepts and the development of art journals and artist statements.

Resources: sketchbook, 6B pencil and kneaded eraser.

## VOCAL AND INSTRUMENTAL MUSIC

### BEGINNING INSTRUMENTAL MUSIC

Grade: 9-12  
Length: 1 Semester  
Credit: 0.5 Credit

#### Course Description:

The course is designed for students who wish to learn a new instrument (students must provide their own instrument) or play piano or a stringed instrument such as guitar. Emphasis will be on personal growth. Included is the study of basic music theory.

### ADVANCED INSTRUMENTAL MUSIC

Grade: 9-12  
Length: 1 Semester  
Credit: 0.5 Credit  
Pre-requisite: One year experience on instrument of your choice

#### Course Description

Students must provide their own instrument. This is a performance based class focusing on ensemble music. The course is designed for students who already know how to read music and play an instrument. Included will be instruction in music theory and ear training.

### CHOIR 1, 2, 3 and 4

Grade: 9-12  
Length: Semester-based  
Credit: 0.5 Credit per semester

#### Course Descriptions

The courses offered at all levels are designed for students who enjoy singing or wish to learn to sing and improve their vocal techniques while singing with others. The focus of the courses is to explore a variety of musical styles and vocal compositions. These are performance-based course in which students learn to interpret and respond to musical symbols creatively.

Included is the study of music theory. Choir 1: Music theory will include sight-singing simple melodies in major modalities, and rhythms up to eighth notes. Choir 2: This course includes sight-singing melodies in major modalities, ear training (learning to write what you hear) and rhythms up to dotted quarter/eighth notes. Choir 3: Music theory will include sight-singing melodies in minor modalities, more advanced ear training, 16<sup>th</sup> note rhythms, and beginning look at harmony. Choir 4: Music theory will include sight-singing in up to four parts with chromatic alterations, syncopated rhythms, advanced harmony, and form analysis. This will include preparation for the AP music theory exam.

## **THEATRE ARTS COURSE DESCRIPTIONS**

### **THEATRE ARTS I**

This is a hands-on class involving a combination of technical theatre (lights, sound, costumes, props, etc.) and acting skills. The theater arts course technically supports any productions/presentations that are going on during the semester. In addition, acting skills are taught.

### **THEATRE ARTS II COURSE DESCRIPTION**

Theatre Arts II is designed to reinforce and build upon foundation concepts from Theatre Arts I. The students will continue to support productions but trying out a different area of technical theatre or going more in depth into one they worked on in Theatre Production I. Basic acting skills will be reinforced and more advanced skills will be covered.

### **THEATRE ARTS III COURSE DESCRIPTION**

Theatre Arts III is designed to reinforce and build upon foundation concepts from Theatre Arts I and II. The students will continue to support productions but trying out a different area of technical theatre or going more in depth into one they worked on in Theatre Arts I. Basic acting skills will be reinforced and more advanced skills will be covered.

### **ADVANCED THEATRE ARTS COURSE DESCRIPTION**

(only open to Gr. 11-12)

Advanced Theatre Production is designed to reinforce and build upon foundation concepts from Theatre Arts I, II and III. The students will continue to support productions but acting as a manager of a particular technical area. They will be asked to teach and mentor more beginning students in all aspects of technical theatre. They will concentrate on more advanced acting skills while mentoring beginners in more basic skills, as well as directing. In addition, each advanced student will be expected to do a final project (written and presented worth 20% of his/her grade) on the topic of his/her choice.

### **CINEMA 101/FILM STUDIES COURSE DESCRIPTION**





Students will refine and extend their grammar knowledge as they learn basic academic writing skills, a variety of organizational patterns, and selected sentence structures. There will be whole class instruction and individual instruction. Students will be allowed to move at their own paces to overcome specific weakness in grammar and writing.

## **COLLEGE COMPOSITION**

Grade: 10 – 12  
Length: 1 semester  
Credit: 0.5

### **Course Description:**

No Prerequisite. It is a classroom-based workshop course designed to enhance critical thinking and analytical skills necessary for college-level work and to improve and refine the composition skills necessary to transmit those ideas in formal academic papers in all academic courses. Topics covered include critical analysis, fallacies, thesis generation, development, research citation, and revision. Students will develop individualized checklists to help them in the revision process and to help track the individual progress. Elements of syntax and word order will be thoroughly reviewed through exercises and peer editing workshops. The class will help prepare students for the academic rigors of college life.

## **INDEPENDENT LIVING:**

Grade: 12  
Length: 1 semester  
Credit: 0.5

### **Course Description**

No Prerequisite. This high school elective class focuses on life skills for Colegio Maya students as they look to transition to life outside of high school, living on their own. Units of study will include personal finances, basic car maintenance, basic construction skills, home care (cooking, laundry, etc.), personal management, and study skills. Active, hands-on learning will be the focus as students will learn how to perform these necessary life skills.

## **INTRODUCTION TO CREATIVE WRITING:**

Grade: 10 – 12  
Length: 1 semester  
Credit: 0.5

## **Course Description**

No Prerequisite. This class is to help develop plot, character, theme, and individualize the student's voice. Through writing workshops where students will be expected to share their work with the class, students will explore different creative genres. The class consists of daily writing prompts, a class journal, development of publishable written pieces, creating a writing portfolio, blogging, Socratic Seminars, and writing workshop.

## **PHYSICAL EDUCATION AND HEALTH**

### **Philosophy**

Upon completion of studies at Colegio Maya, a student should represent the American National Association for Sport and Physical Education (NASPE) definition of a physically educated person. The expectation is that students graduating from high school will be able to plan their own lifelong fitness and wellness programs, develop their own learning plans for acquiring new motor skills, and analyze their own movement performances by applying biomechanical principles. They will also be able to understand and appreciate skillful movement from both a personal and social perspective. The medium for optimal performance is an active, positive and safe learning environment.

In addition, upon graduating from Colegio Maya, a student should not only be knowledgeable about their mental, social, spiritual and physical self, but also be able promote good health practices in the community in which they live. The most effective way to do this is by personally living a healthy lifestyle with a secondary focus on educating the public. Health is not merely doing what is healthy but also constantly learning about current health issues and being cognizant of community health by playing an active role.

### **Department Outcomes**

A physically educated student will meet the six following NASPE content standards, being able to:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Participates regularly in physical activity.

- Achieves and maintains a health-enhancing level of physical fitness.
- Exhibits responsible personal and social behavior that respects self and other in physical activity settings.
- Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

## **PHYSICAL EDUCATION**

<u>Grade:</u>	6-9 required for every student, 10-12 electives
<u>Length:</u>	2 Semesters per year
<u>Credit:</u>	9 <sup>th</sup> Grade students receive 0.5 credit per semester

### **Course Description**

The physical education program for grades 6 through 9 provides the Mayan student the opportunity to actively participate in and learn about wellness and movement activities in a sequential manner that will contribute to an active healthy lifestyle. The following major areas are covered: Wellness/Fitness, Individual Activities, Team Activities, and Personal Movement Exploration.

## **FIT FOR LIFE (*FfL*) I & II**

<u>Grade:</u>	10-12
<u>Length:</u>	1 Semester per year (offered on rotating basis)
<u>Credit:</u>	0.5 Credits per semester
<u>Requisite:</u>	Completion of <i>FfL I</i> and permission of instructor for <i>FfL II</i>

### **Course Description**

The Fit for Life I elective class allows the Mayan student to work towards becoming physically fit. Actively involved in the learning process, the student also learns the necessary information to be able to participate in fitness programs as an adult. The following major topics are covered: Components of fitness, Steps of developing an exercise program, Goal setting, Fitness training principles, Personal nutritional analysis, Mental training, Emergency First Aid & CPR, and Training issues. The Fit for Life II elective class builds upon the *FfL I* experience by allowing the students to continue in developing their own exercise programs based on individual and collective class research. *FfL II* students will also participate in the



organization and presentation of wellness activities within the class and within the greater Maya community.

### **ADVENTURE LEADERSHIP I**

Grade: 10-12  
Length: 1 Semester  
Credit: 0.5

#### **Course Description**

No Prerequisite: This course allows the Mayan student to develop self-confidence in exploration of personal leadership in a non-traditional movement setting. Students examine their own leadership styles while leading adventure-related activities that contribute to the development of community and teams. Students subsequently lead activities within Colegio Maya (student activities, community service, etc.) as well as outside within their respective communities.

### **ADVENTURE LEADERSHIP II**

Grade: 10-12  
Length: 1 Semester  
Credit: 0.5

#### **Course Description**

Prerequisite: Complete Adventure Leadership I. This class is for those students who have already taken Adventure Leadership I and wish to continue learning about and leading adventure activities. Students will continue to expand their knowledge of leadership concepts and further develop their tools for leading in serving as student leaders for the class.

### **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 all aspects of health: psychological, social and physical. 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 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 others through personal growth. Students learn how to evaluate themselves in an attempt to assist them in relationship development with family, friends, peers and members of the community they are trying to reach.

**\*Health classes in grades 6-9 are a part of the Physical Education classes**

The goal of the Health program in the middle school at Colegio Maya is twofold. Colegio Maya recognizes that students need a health education to help them mature and grow into responsible adults. Additionally, students also need to have a background of knowledge for the more rigorous curriculum of the high school Health class. The following are some of the more specific goals of the class:

- To provide students with the information they need to make sound decisions about their own health.
- To develop a sense of personal responsibility.
- To encourage students to develop their own values and moral belief system, their own personal goals for now and the future, and to form healthy relationships with the people around them.

**Grade 6 – Health Education**

**Description**

In Grade 6, the focus of Health is on understanding one's own Total Health and puberty. During the Total Health unit, students will learn about the Wellness Triangle – physical, mental/emotional & social health; Decision Making- examining personal values as they relate to personal decision making while developing decision making skills; Peer Pressure – understanding the influences of friends and others; and Time Management. During the unit on puberty, students will review the reproductive systems; learn about the physical, social, emotional and mental changes that accompany puberty; and hygiene.

## **Grade 7 – Health Education**

### **Description**

In the Grade 7 the focus of Health is on having and maintaining a healthy body and mind. In the study of a Healthy Body, *Garbage in, Garbage out* is the model slogan in examining and learning about personal nutrition. The unit on Healthy Minds includes examining and learning about self-concept, gender stereotypes, relationships and stress management.

## **Grade 8 – Health Education**

### **Description**

During the Grade 8 study of health, units on Developing Healthy Relationships and Human Sexuality are covered. The unit on Developing Healthy Relationships includes learning about communication skills & styles; conflict resolution; and auto consideration of personal values, empathy, and their existential intelligence. During the Human Sexuality unit, students will review the reproductive systems as a precursor to learning about and discussing relationships and intimacy; abstinence, contraception and sexual responsibility; and the realities of choosing to be sexually active.

## **Grade 9 – Health Education**

### **Description**

The Grade 9 health units are about Substance Use and Abuse and First Aid. In learning about Substance Use and Abuse, students will learn about the influences of media, peer pressure and cultural background. In addition students will learn about the uses and abuses of drugs, alcohol and tobacco as well as the short and long terms effects of these. During the First Aid unit, students will learn about and how to perform basic first aid and CPR.

## **HEALTH (High School)**

<u>Grade:</u>	10-12
<u>Length:</u>	1 Semester
<u>Credit:</u>	0.5 Credits

### **Course Description:**

This course gives students a thorough health education in order to assist them to make choices regarding their own health and develop the skills needed to encourage others to lead healthy

lives. They will examine various factors that affect personal health through inter-relationships of physical, social and mental health.

**Content:**

Wellness

Mental and Emotional Health

Social Health

Physical Health

Nutrition

Relationships

Sexual Health (reproductive Systems, STD's, contraceptives, pregnancy)

Substance Use and Abuse

**TECHNOLOGY**

**(BUSINESS COMPUTER APPLICATIONS AND ADVANCED COMPUTERS)**

**Philosophy**

Computers are a powerful tool, useful in all areas of education; not merely to be treated as a subject studied in isolation. Students and teachers need easy access to technological tools. They should be available in every curriculum area, so they can be useful to all.

The ability to use a computer is a life-long skill for all students now in grades K-12. This skill will help them adjust to an increasingly interdependent and constantly changing world.

**TECHNOLOGY APPLICATIONS**

Grade: 9 - 12

Length: 1 Semester

Credit: 0.5 Credits per semester

Prerequisite: 9<sup>th</sup> grade standing, ESOL Level 4 and Knowledge of Keyboard

**Course Description**

Learn useful skills in a variety of software actively used in the work world today. Students develop an understanding of the capability of each software tool and its application, and complete projects to demonstrate their knowledge in each area. The class covers databases, spreadsheets, specific word processing topics, advanced searching and evaluation of Internet sources, HTML, web authoring, podcasting, and digital video.

## **MULTIMEDIA/YEARBOOK**

<u>Grade:</u>	9 - 12
<u>Length:</u>	1 Semester
<u>Credit:</u>	0.5 Credits per semester
<u>Prerequisite:</u>	Completion of Business Computer Applications, Computing Today or equivalent

### **Course Description:**

Students design the Colegio Maya yearbook using digital photo editing and publishing layout software, learning design principles, and working within a timetable and requirements to produce a product. In addition to publishing the yearbook, students will also create and present projects using a variety of multimedia tools, especially digital video.

## **MIDDLE SCHOOL EXPLORATORY**

### **Philosophy**

Middle School Exploratory is a block of classes designed especially for students in grades 6 through 8. 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, Read On! ,and Write On! , and others give students a “taste” of areas to which they might not normally be exposed, or of areas for which they may have an aptitude in which they can participate and enjoy.

Each class is nine weeks long. The classes may include Art, Adventure Learning, Band, Computers, Creative Problem Solving, Drama, Model United Nations, Music, Photography and Read & Write On!. Each teacher has their own course objectives, activities, expectations, and evaluation scheme for the class they offer. The following information will give you an overview of the content and goals of each class.

## **ADVENTURE**

### **Course Description**

Adventure education, in addition to being about challenge and learning in an experiential way, is a process that means trying something new that a person didn't think they could do or might be uncomfortable doing. It is the excitement of playing, of having fun or solving a problem with a group of people, all the while in the context of learning about others, one's own self

and environment. The two major goals of the course are: (1) To increase the participant's sense of personal confidence and (2) To increase cooperation, respect, and support within a group.

## **ART**

**Course Description:** The objectives of this course are to successfully build upon art theory, criticism, production, and history by exploring various cultures, time periods, artists and mediums in art. The students will complete one major project and one smaller project. Other assignments involve reading, writing, personal reflection and discussion.

## **BAND**

### **Course Description**

MS Band is for continuing instrumentalists playing a band instrument; flute, oboe, clarinet, sax, trumpet, French horn, baritone, trombone, tuba, percussion. We'll continue to expand our skills and repertoire.

## **COMPUTERS**

### **Course Description:**

Students explore different software and build skills needed for technology use in other classes. In 6th grade, the emphasis is on basics including computer hardware, word processing topics, effective Internet searching, evaluating web sites, file management, keyboarding skills, working with photos, desktop publishing and graphic presentations. In 7th grade, students learn simple web page programming and design group web sites. In 8th grade, students learn concepts of electronics and programming by building robotics projects.

## **CREATIVE PROBLEM SOLVING**

### **Course Description**

Creative Problem Solving is an exploratory class in which students learn to solve problems in unusual ways using different types of materials and strategies. Students also learn to work in small cooperative groups. The problems presented to the groups are either verbal, hands-on or a combination of both.

## **DRAMA**

### **Course Description:**

Through theatre games, exercises and activities students will spend time actively involved in challenges designed to explore, stretch and strengthen their voices, bodies, imagination and confidence. Frequent informal performances in class and group feedback discussions will be key elements of class work. Class activities will explain and explore the following: Introduction to Acting Tools: Voice, Speech & Movement Dynamics, Use of Body; Introduction to Acting Powers; Introduction to Stage Space; and Mime.

## **JOURNALISM**

### **COURSE DESCRIPTION**

This class is designed to provide opportunities for students to engage in an in-depth examination of journalism, publications, mass media and the news-writing process. Students will learn the responsibility for the planning, design and publication of the school newspaper.

## **MS MODEL UNITED NATIONS**

### **Course Description:**

The Model United Nations exploratory promotes awareness of global issues, current events and other cultures. Students will sharpen leadership, communication and public speaking skills while they have the opportunity to role-play as they represent a nation's government and interests. They will also see the importance of exchanging ideas and cooperating in pursuit of common goals. Students will learn about the United Nations system, research current issues, and debate solutions to world problems.

## **MUSIC**

### **Course Description:**

Students are empowered to choose, as a class, the focus of their study for the quarter. Options include music history, music appreciation, vocal music, the playing of recorders, bells, guitars or percussion. The nine week period serves as a time of introduction and exploration to the option selected.

## **PHOTOGRAPHY**

### **Course Description:**

The present photography program consists of three distinct classes for middle school students: *Basic Composition* for 6<sup>th</sup> graders, *Pinhole Cameras and Film Development* for 7<sup>th</sup> graders and *Film Making* for 8<sup>th</sup> graders. During the three classes, students look at compositional techniques, themes, lighting, technology, editing, critiquing work, etc.

#### 6<sup>th</sup> grade photography

- Basic compositional themes (rule of thirds, perspectives, reflections, parallel lines, silhouette, framing, etc.)

#### 7<sup>th</sup> grade photography

- Composition review
- How cameras work & building pinhole cameras
- Developing negatives, scanning, and printing

#### 8<sup>th</sup> grade photography

- Composition review
- Telling a story/sharing ideas through pictures & movies, developing storyboards, scripts, screenplays
- Camera, video & sound editing software

## **READ ON!**

### **Course Description:**

Read On! is a new exploratory program that stresses the enjoyment of literature for its own sake. At the same time, it develops comprehension, interpretive thinking, and oral language skills. The students will work together to enlarge their understanding of what they read and hear. Equally important, they will acquire a sense of confidence in their ability to figure out for themselves whatever at first seems puzzling or too difficult. As the quarter progresses, students will become better able to raise thoughtful questions, offer reasons for their opinions, and listen to others' ideas, whether the subject is science, social studies, math or literature. Students will be reading short stories from the Junior Great Books program as well as literature written by well-known authors.



## **WRITE ON!**

### **Course Description:**

This year sixth grade students will write and illustrate a 16 frame comic strip about the funniest thing that has happened to them here at Maya, The final comics will be published in a volume to be publicly displayed.

The seventh graders will be writing a collaborative mystery story in which cohorts contribute a chapter to the overall story.

Our eighth grade will be publishing a magazine exploring the different facets of being a middle school student including: fashion, music, news and who's who.

### **Middle School Advisory Leadership Program**

The Middle School Advisory Leadership Program is a developmental, purposeful and systematic approach to build leadership competencies. This program follows the sequence of concepts and skills outlined in **Building Everyday Leadership in All Kids** and **Building Everyday Leadership in All Teens** by Mariam G. Macgregor. Students are also involved in active learning opportunities, teambuilding and adventure skills, to experience a positive sense of community among Middle School Students.

The Middle School Advisory Leadership Program aims to nurture the Colegio Maya Student Leadership Vision: “As proactive leaders, we cultivate our Colegio Maya Spirit by collaborating with and empowering others to serve purposes beyond our own self-interests in order to improve our community. We believe that leadership is a mutually affirming process in which we act with respect, responsibility, integrity, empathy, passion and commitment”.