

Curriculum Policy 2025-2026



AMI International School

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Km. 222.3 Ruta a Chisec, Cobán, Alta Verapaz, Guatemala

Email: info@amiiscoban.com

Website: amiiscoban.com

Telephone: +502 4877 4101



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Purpose

The purpose of this Curriculum Policy is to define, guide, and ensure the consistent implementation of the instructional program at AMI International School (AMIIS). This policy supports the school's mission, ensures compliance with COGNIA accreditation standards, aligns with the requirements of the Guatemalan Ministry of Education (MINEDUC), and reflects best practices in international, college-preparatory, Christ-centered education.

Philosophy of Curriculum

AMI International School provides a Christ-centered, bilingual, and academically rigorous education designed to develop the whole child—spiritually, academically, socially, emotionally, and physically. The curriculum is intentionally designed to prepare students for success in higher education, meaningful careers, and service to their communities locally and globally.

AMIIS believes:

- Every student is created in the image of God and is capable of growth and excellence.
- Learning is most effective when it is purposeful, standards-based, and developmentally appropriate.
- Academic excellence and Christian character formation are inseparable.
- Instruction must be responsive to individual student needs, abilities, and learning styles.

Curriculum Framework and Standards

AMI International School implements a dual-aligned curriculum framework that integrates international academic expectations with national requirements.

Standards Alignment

The instructional program is aligned to:

- **Common Core State Standards (CCSS):** English Language Arts and Mathematics
- **Guatemalan National Curriculum Base (CNB):** Spanish Language, Social Studies, National Studies, and other MINEDUC-required subjects

Curriculum maps ensure vertical and horizontal alignment across grade levels and subject areas.



Scope of Instruction

The curriculum includes the following core and enrichment areas:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Spanish Language and Literature
- Biblical Studies
- Physical Education and Health
- Technology and Digital Literacy
- Fine Arts and Enrichment Programs

Biblical worldview integration is present across all subject areas.

Bilingual Instructional Model

AMI International School implements a **dual-immersion bilingual education model** designed to develop full academic proficiency in both English and Spanish while meeting international and national academic standards. The program intentionally balances language exposure and instruction to support cognitive development, academic achievement, and cultural identity.

Dual-Immersion Structure

Instructional language allocation is developmentally aligned and evolves as students progress through grade levels:

- **Pre-Kindergarten – Kindergarten:** Instruction emphasizes early literacy, language acquisition, and foundational skills with a higher percentage of instruction in Spanish to support first-language development, social-emotional growth, and comprehension. English is intentionally introduced through structured language experiences, songs, vocabulary development, and guided instruction.
- **Elementary School:** The program gradually increases English-language instruction each year. Core academic subjects such as English Language Arts, Mathematics, and Science are taught primarily in English, while Spanish Language Arts and national studies continue in Spanish. This gradual shift supports biliteracy, academic language development, and content mastery in both languages.



- **Upper Elementary and Secondary Levels:** English becomes the primary language of instruction across most academic subjects, preparing students for international assessments and higher education. Spanish instruction remains rigorous and aligned with grade-level expectations, ensuring continued development of advanced literacy, writing, and critical thinking skills in Spanish.

Standards Integration

AMI International School's curriculum is aligned with the **Common Core State Standards (CCSS)**, which provide comprehensive coverage of academic competencies required by the **Guatemalan National Curriculum Base (CNB)**. As a result, instruction aligned to CCSS naturally fulfills CNB academic expectations while allowing for instructional coherence, depth, and consistency across languages.

Cultural and Academic Outcomes

The dual-immersion model affirms students' linguistic and cultural identity while equipping them to function confidently in both local and global contexts. Students develop:

- High levels of bilingualism and biliteracy
- Cross-cultural competence
- Academic readiness for national and international pathways

This bilingual approach supports AMIIS's mission to prepare students for college, careers, and service while honoring both their Guatemalan context and global opportunities.

Instructional Practices

Instruction at AMIIS is:

- Standards-based and data-informed
- Student-centered and developmentally appropriate
- Differentiated to meet diverse learning needs
- Enriched through technology and real-world application

Instructional strategies include direct instruction, collaborative learning, inquiry-based learning, project-based learning, guided practice, and independent application.



Assessment and Evaluation

Student Assessment

Assessment is an ongoing process designed to inform instruction and measure mastery of standards. Assessment types include:

- Formative assessments (observations, classwork, quizzes, checks for understanding)
- Summative assessments (unit tests, projects, presentations, exams)

Assessment data is used to:

- Monitor individual and group progress
- Identify learning gaps
- Guide instructional planning and intervention

Grading and Reporting

Grading practices align with established standards and are communicated clearly through report cards, progress reports, and parent-teacher conferences.

Intervention and Support Programs (MTSS Framework)

AMI International School provides structured, data-driven academic interventions throughout the school day using a Multi-Tiered System of Supports (MTSS).

- **Tier 1:** High-quality, standards-based instruction for all students
- **Tier 2:** Targeted small-group interventions for students requiring additional support
- **Tier 3:** Individualized interventions based on specific academic needs

Intervention placement is determined through assessment data, teacher observation, and academic team review. Student progress is monitored regularly and adjustments are made as needed.

Vertical and Horizontal Alignment

Curriculum alignment ensures:



- Vertical progression of skills and knowledge from early childhood through secondary grades
- Horizontal consistency across grade-level sections

Curriculum maps and pacing guides support alignment and instructional coherence.

Curriculum Review and Continuous Improvement

AMI International School is committed to continuous improvement of its curriculum to ensure academic excellence, faith integration, and alignment with accreditation and regulatory expectations. Curriculum review is an intentional, systematic, and ongoing process designed to improve student learning outcomes and instructional effectiveness.

Review Cycle

The curriculum is reviewed on an **annual cycle** and through longer-term strategic review as needed.

This process includes:

- Review of curriculum maps, pacing guides, and unit plans
- Analysis of formative and summative assessment data
- Review of student achievement trends across grade levels and subject areas
- Feedback from teachers, academic leaders, and administration

Data-Informed Decision Making

Multiple sources of data are used to inform curriculum decisions, including:

- Classroom-based assessments
- Report card data and progress monitoring results
- Intervention and MTSS data
- Observational data from instructional supervision

Data analysis is used to identify strengths, gaps, and areas for instructional refinement, ensuring that curriculum adjustments are purposeful and evidence-based.

Collaboration and Professional Practice

Curriculum review is a collaborative process. Teachers participate in grade-level and departmental discussions to reflect on instructional effectiveness, alignment of standards, and student learning



needs. Academic leadership facilitates this collaboration to ensure coherence and consistency across divisions.

Professional development is aligned with curriculum review findings. Training and support are provided to strengthen instructional strategies, assessment practices, bilingual delivery, and differentiation

Alignment and Compliance

Curriculum revisions ensure ongoing alignment with:

- Common Core State Standards (CCSS)
- Guatemalan National Curriculum Base (CNB)
- AMI International School's mission, vision, and core values

Documentation and Accountability

All curriculum review activities, revisions, and approvals are documented and maintained by school administration. Updated curriculum documents are communicated to faculty and implemented with appropriate instructional support.

This continuous improvement process ensures that AMI International School remains responsive to student needs, reflective in practice, and committed to excellence in teaching and learning.

Roles and Responsibilities

- **Board of Directors:** Provides governance and policy approval
- **School Administration:** Oversees curriculum implementation and compliance
- **Academic Leadership:** Guides curriculum development and instructional quality
- **Teachers:** Implement curriculum, assess learning, and provide interventions

Communication and Documentation

Curriculum expectations, standards, and assessment practices are communicated to students and families through official handbooks, school communication channels, and conferences.

Documentation of curriculum maps, assessments, and intervention plans is maintained for accountability and accreditation purposes.