

## Weekly Report

Nombre y Apellido aprendiz . Grade

## Acuerdos Vigentes

| Descripción y Comentario                                               | Estado  | Vencimiento | Responsable     | Creado por      |
|------------------------------------------------------------------------|---------|-------------|-----------------|-----------------|
| Regar mis plantas de level up y trabajar bien con mi grupo de science. | Abierto | 01/09/2026  | Nombre Aprendiz | Nombre tutor(a) |

## Progreso Académico

En Pioneros, los estudiantes avanzan al demostrar dominio real en cada aprendizaje en una evaluación concreta.

| Asignatura     | Logrados | Atrasados | Por Mejorar | Prom. Intentos | Progreso |
|----------------|----------|-----------|-------------|----------------|----------|
| Arts           | 6        | 1         | 0           | -              | 86%      |
| English        | 15       | 1         | 0           | -              | 94%      |
| Lenguaje       | 12       | 0         | 0           | 0.1            | 100%     |
| Math           | 17       | 2         | 0           | -              | 89%      |
| Music          | 6        | 1         | 0           | -              | 86%      |
| PE             | 7        | 0         | 0           | -              | 100%     |
| Religion       | 3        | 0         | 0           | -              | 100%     |
| Robotics       | 8        | 0         | 0           | -              | 100%     |
| Science        | 16       | 0         | 0           | -              | 100%     |
| Social Studies | 14       | 1         | 0           | -              | 93%      |

## Detalle de intentos

## Arts

- #1 · 31/03/2026 · Progress Evaluation: The student is able to start painting background or large areas of your section using brushes and paint carefully. · Aprobado (100%)
- #1 · 07/05/2026 · Progress Evaluation: The student is able to create a watercolored background of a nature enviroment inspired by Henri Rousseau. · Aprobado (100%)
- #1 · 08/07/2026 · Progress Evaluation: The student is able to choose a phenomenon and select colors that provide high contrast on black paper. · Aprobado (100%)
- #1 · 16/04/2026 · Final Evaluation: The student is able to reflect on their artwork by identifying completed elements, explaining how they were created, and describing personal preferences and feelings about the final piece. · Aprobado (100%)
- #1 · 25/05/2026 · Final Evaluation: The student is able to reflect on their artwork by identifying completed elements, explaining how they were created, and describing personal preferences and feelings about the final piece. · Aprobado (100%)
- #1 · 21/07/2026 · Final Evaluation: The student is able to demonstrate the use of blending and contrast on dark media to express a natural event. · Aprobado (100%)

## English

- #1 · 06/04/2026 · The student is able to identify and name daily routines using images and familiar words. · Aprobado (100%)
- #1 · 16/04/2026 · The student is able to demonstrate knowledge of spelling–sound correspondences for common beginning s-blends by identifying words. · Aprobado (91%)
- #1 · 16/04/2026 · The student is able to recognize what people can and can't do in different roles and daily situations. · Aprobado (100%)
- #1 · 16/04/2026 · The student is able to demonstrate knowledge of spelling–sound correspondences for common beginning l-blends by identifying words. · Aprobado (100%)
- #1 · 28/04/2026 · The student is able to write a booklet with simple sentences about routines, applying the new vocabulary, beginning blends, and the grammar form can/can't to explain how people organize. · Aprobado (93%)
- #1 · 11/05/2026 · The student is able to demonstrate knowledge of spelling–sound correspondences for common beginning r-blends by identifying words. · Aprobado (100%)
- #1 · 11/05/2026 · The student is able to identify animals and describe what they are like using observable characteristics. · Aprobado (80%)
- #1 · 28/05/2026 · The student is able to understand short descriptive texts about animals and identify specific information about their characteristics using key details. · Aprobado (100%)
- #1 · 14/07/2026 · The student is able to recognize beginning r-blend words, complete short sentences, describe animals using observable characteristics and adjectives, and answer simple questions using information from a descriptive text. · Aprobado (96%)
- #1 · 12/06/2026 · The student is able to create an animal profile by identifying its body parts, habitat, food, dangers, and ways people can help protect it, using familiar vocabulary and simple sentences. · Aprobado (100%)
- #1 · 09/07/2026 · The student is able to identify food, fruit, and vegetable vocabulary, and connect words with images. · Aprobado (100%)
- #1 · 21/07/2026 · The student is able to understand and use information from a short text to recognize likes and dislikes and answer How many...? questions using numbers. · Aprobado (90%)
- #1 · 24/07/2026 · The student is able to demonstrate knowledge of spelling–sound correspondences for the common ending blend -mp by identifying words. · Aprobado (80%)
- #1 · 23/08/2026 · The student is able to write a simple draft for their final recipe using familiar vocabulary and simple sentences. · Aprobado (100%)
- #1 · 23/08/2026 · The student is able to express simple ideas by writing a recipe with quantities, familiar vocabulary, and short, clear sentences to communicate meaning. · Aprobado (100%)

## Lenguaje

- #1 · 16/04/2026 · Escritura de oraciones: Mi rol como hijo y aprendiz · Por mejorar (70%)
- #2 · 16/04/2026 · Escritura de oraciones: Mi rol como hijo y aprendiz · Aprobado (80%)
- #1 · 16/04/2026 · Evaluación de Progreso · Aprobado (100%)
- #1 · 16/04/2026 · Estructura de la carta · Aprobado (100%)
- #1 · 14/05/2026 · Proyecto Final: "Mi carta de compromiso" · Aprobado (90%)
- #1 · 19/05/2026 · Uso correcto del fonema "R" tanto en la lectura como escritura. · Aprobado (100%)
- #1 · 26/05/2026 · Localizo información en textos expositivos · Aprobado (100%)
- #1 · 01/06/2026 · Me hago preguntas a partir de un texto, usando correctamente los signos de interrogación. · Aprobado (90%)
- #1 · 17/06/2026 · Proceso de escritura: Mi primer texto informativo animal · Aprobado (95%)
- #1 · 17/06/2026 · Partes del cuento: Identifico su estructura. · Aprobado (100%)
- #1 · 22/07/2026 · Personajes y lugares: El aprendiz es capaz de reconocer las características de los personajes y los lugares de un cuento, comprendiendo la importancia que tienen en el desarrollo de la historia. · Aprobado (100%)
- #1 · 22/07/2026 · Evaluación de Progreso · Aprobado (83%)
- #1 · 16/08/2026 · CE, CI, QUE y QUI: El aprendiz es capaz de aplicar correctamente las sílabas CE, CI, QUE y QUI en la lectura y escritura de palabras y oraciones. · Aprobado (100%)

## Math

- #1 · 30/03/2026 · The student is able to count quantities up to 1.000 using efficient strategies and explain how they counted · Aprobado (100%)
- #1 · 07/04/2026 · The student is able to read and represent three-digit numbers using different forms and explain their value using place value. · Aprobado (96%)
- #1 · 07/04/2026 · The student is able to estimate quantities using visual references and reasonable strategies to determine an approximate amount. · Aprobado (100%)
- #1 · 11/04/2026 · The student is able to compare and order numbers up to 1,000 using place value understanding to determine which numbers are greater, less, or equal. · Aprobado (100%)
- #1 · 13/04/2026 · The student is able to compose and decompose three-digit numbers using place value to represent numbers in both standard and expanded form. · Aprobado (100%)
- #1 · 13/04/2026 · The student is able to represent, compare, order, estimate, and compose/decompose numbers up to 1,000 using place value understanding in different contexts. · Aprobado (100%)
- #1 · 30/04/2026 · The student is able to use place value understanding to compare, order, represent, and justify decisions about quantities up to 1,000 to solve a real-life problem. · Aprobado (100%)
- #1 · 26/05/2026 · The student is able to represent data using bar graphs based on a data table. · Aprobado (100%)
- #1 · 08/05/2026 · The student is able to read, interpret, and complete tally charts to represent and analyze data. · Aprobado (100%)
- #1 · 28/05/2026 · The student is able to interpret and analyze information from bar graphs to compare quantities and answer questions about data. · Aprobado (100%)
- #1 · 09/06/2026 · The student is able to collect, represent, and interpret data from a simple probability experiment using tally charts and bar graphs. · Aprobado (100%)
- #1 · 17/06/2026 · The student is able to collect, organize, represent, and interpret data to make and justify decisions that help humans and animals live together responsibly. · Aprobado (89%)

#1 · 29/07/2026 · The student is able to represent and solve addition relationships within 20 using number bonds, bar models, and number sentences. · Aprobado (100%)

#1 · 28/07/2026 · The student is able to represent and solve related addition and subtraction facts using fact families, the identity property of zero, and missing-number equations. · Aprobado (89%)

#1 · 04/08/2026 · The student is able to represent and solve addition problems within 100 using a variety of strategies and explain the strategy used. · Aprobado (80%)

#1 · 04/08/2026 · The student is able to represent and solve subtraction problems within 100 using a variety of strategies and explain the strategy used. · Aprobado (90%)

#1 · 10/08/2026 · The student is able to represent and solve addition and subtraction problems within 1,000 using place value understanding and the standard algorithm. · Aprobado (83%)

## Music

#1 · 20/04/2026 · The student is able to represent changes in sound qualities (pitch and intensity) through movement or drawing. · Aprobado (100%)

#1 · 20/04/2026 · The student is able to perform an individual role (singing or playing) within a collective musical system. · Aprobado (100%)

#1 · 29/05/2026 · The student is able to identify and describe the physical characteristics of animals (Form) by recognizing musical elements like pitch, dynamics, and tempo in different pieces. · Aprobado (90%)

#1 · 29/05/2026 · The student is able to perform as part of an ensemble, using voice and instruments to express responsibility and respect (Perspective) towards animal habitats and coexistence. · Aprobado (100%)

#1 · 10/07/2026 · The student is able to identify and replicate repeating musical patterns (Form), connecting them directly to the cycles and natural phenomena observed in the world. · Aprobado (100%)

#1 · 24/07/2026 · The student is able to perform and improvise sounds in unison and groups, acting as a Thinker to demonstrate how changes in a musical section cause a transformational effect on the collective soundscape (Causation). · Aprobado (100%)

## PE

#1 · 31/03/2026 · The student is able to identify the initial level of basic motor skills, as well as the student's ability to follow rules and organize their movement. · Aprobado (100%)

#1 · 26/04/2026 · The student is able to demonstrate progress in motor execution, movement organization, and responsibility during physical activity. · Aprobado (100%)

#1 · 04/06/2026 · The student is able to create and perform a short movement sequence that includes balance, a turn, and a rotation (forward roll or candle), demonstrating body control, movement variety, safety, and cooperation. · Aprobado (100%)

#1 · 26/05/2026 · The student is able to perform turns and connect movements into a simple sequence, showing coordination and control. · Aprobado (100%)

#1 · 05/08/2026 · The student is able to identify and describe physical responses after participating in high-energy activities. · Aprobado (100%)

#1 · 05/08/2026 · The student is able to explain the rules of traditional games, participate safely, and adapt the rules and system of the game when appropriate. · Aprobado (100%)

#1 · 17/08/2026 · The student is able to coordinate with a partner to change their spatial environment (e.g., forming arches or circles) without losing the rhythm. · Aprobado (100%)

## Religion

#1 · 16/04/2026 · El aprendiz es capaz de proponer una acción concreta de amor y servicio, inspirada en el ejemplo de Jesús, para mejorar la convivencia en su comunidad. · Aprobado (100%)

#1 · 25/07/2026 · El aprendiz es capaz de reconocer acciones de responsabilidad en el cuidado de la naturaleza como regalo de Dios. · Aprobado (100%)

#1 · 25/07/2026 · El aprendiz es capaz de identificar características de Dios presentes en relatos bíblicos y en fenómenos de la naturaleza. · Aprobado (100%)

## Robotics

#1 · 16/04/2026 · tareas en clase y práctica presentación · Aprobado (100%)

#1 · 18/06/2026 · Student is able to show progress during class activities (algorithm, patterns, loops and events) · Aprobado (100%)

#1 · 28/07/2026 · The student is able to successfully implement a working loop and can identify the starting block of their code. · Aprobado (100%)

#1 · 27/04/2026 · Presentación individual ciudadanía digital · Aprobado (100%)

#1 · 18/06/2026 · Student is able to create a map where they apply algorithms, loops, events and patterns · Aprobado (100%)

#1 · 18/06/2026 · Student is able to show a steady work during classes · Aprobado (100%)

#1 · 28/07/2026 · The student is able to build their story in OctoStudio by coding the main scene sequence. The story must include at least one repeat loop. · Aprobado (100%)

#1 · 28/07/2026 · The student is able to show comprehensive work during classes · Aprobado (100%)

## Science

#1 · 27/04/2026 · The student is able to compare habitats by light, humidity and temperature needed for animals to survive. · Aprobado (100%)

#1 · 27/04/2026 · The student is able to identify endangered native animals and describe their habitats. · Aprobado (85%)

#1 · 27/04/2026 · The student is able to explain how habitat conditions affect native animals' survival. · Aprobado (85%)

#1 · 27/04/2026 · The student is able to identify habitats, recognize how animals depend on them, and identify human actions that help or harm animals and their habitats. · Aprobado (90%)

#1 · 27/04/2026 · The student is able to compare habitats by light, humidity, and temperature needed for animals to survive. · Aprobado (85%)

#1 · 13/05/2026 · The student is able to identify characteristics of living things. · Aprobado (100%)

- #1 · 22/05/2026 · The student is able to distinguish vertebrates from invertebrates. · Aprobado (90%)
- #1 · 29/06/2026 · The student is able to compare vertebrates and invertebrates using observable characteristics. · Aprobado (90%)
- #1 · 29/06/2026 · The student is able to classify vertebrates using observable characteristics. · Aprobado (90%)
- #1 · 29/06/2026 · The student is able to explain how humans can protect animals and their habitats. · Aprobado (100%)
- #1 · 29/06/2026 · The student is able to classify animals using observable characteristics and explain how to protect them. · Aprobado (93%)
- #1 · 23/07/2026 · The student is able to classify animals as vertebrates or invertebrates using observable characteristics. · Aprobado (100%)
- #1 · 23/07/2026 · The student is able to identify that plants and animals have life cycles. · Aprobado (100%)
- #1 · 23/07/2026 · The student is able to identify life cycles across vertebrate groups. · Aprobado (85%)
- #1 · 27/07/2026 · The student is able to identify life cycles across invertebrate groups. · Aprobado (80%)
- #1 · 19/08/2026 · The student is able to compare life cycles across plants and animal groups and relate them to their habitats. · Aprobado (90%)

Social Studies

- #1 · 01/04/2026 · The apprentice is able to show respect, responsibility, and empathy. · Aprobado (100%)
- #1 · 02/04/2026 · The apprentice is able to promote actions to care for shared spaces in the school. · Aprobado (100%)
- #1 · 11/04/2026 · The apprentice is able to recognize the consequences of their actions and correct mistakes. · Aprobado (100%)
- #1 · 22/04/2026 · The apprentice is able to understand and represent the school environment. · Aprobado (100%)
- #1 · 20/04/2026 · The apprentice is able to draw and label a map of the school. · Aprobado (100%)
- #1 · 07/05/2026 · The apprentice is able to identify Chile's location and characteristics. · Aprobado (100%)
- #1 · 18/05/2026 · The apprentice is able to describe Chile's geographical zones. · Aprobado (88%)
- #1 · 18/05/2026 · The apprentice is able to explain nomadic and sedentary life. · Aprobado (100%)
- #1 · 08/06/2026 · The apprentice is able to show understanding about Chile through creative work. · Aprobado (100%)
- #1 · 06/07/2026 · The apprentice is able to identify South America as their continent, apply key geographic vocabulary (border, continent, neighbor), accurately name the three neighboring countries (Argentina, Bolivia, and Peru), and recognize the Andes as the region's main mountain range. · Aprobado (100%)
- #1 · 14/07/2026 · The apprentice is able to locate and identify the cultural contributions of indigenous peoples and Spaniards to Chilean identity. · Aprobado (100%)
- #1 · 20/07/2026 · The apprentice is able to give examples of how immigrant communities change and enrich our culture and traditions. · Aprobado (100%)
- #1 · 22/07/2026 · The apprentice is able to demonstrate respect, empathy, and tolerance toward cultural diversity during collaborative activities. · Aprobado (100%)
- #1 · 24/08/2026 · The apprentice can contrast community features from the past and the present. · Aprobado (100%)

Hitos atrasados y por mejorar

| Asignatura | Ruta    | Hito evaluativo                                                                                                                                                      | Tipo     | Vto.       | MC  | Comparativa Nivel              | Estado   |
|------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------|-----|--------------------------------|----------|
| Arts       | Route 1 | Progress Evaluation: The student is able to use the watercolor resist technique to create a landscape that shows clear visual characteristics of a past environment. | Estándar | 21/08/2026 | 80% | Atrasado: 100%<br>Evaluado: 0% | Atrasado |
| English    | Route 4 | The student is able to identify and use familiar community vocabulary to complete simple sentences and short texts.                                                  | Estándar | 07/08/2026 | 80% | Atrasado: 67%<br>Evaluado: 33% | Atrasado |
| Math       | Route 3 | The student is able to represent and solve equal-group situations using repeated addition and multiplication sentences.                                              | Estándar | 17/08/2026 | 80% | Atrasado: 47%<br>Evaluado: 53% | Atrasado |
| Math       | Route 3 | The student is able to represent, calculate, and explain how quantities and groups change in a natural system using addition, subtraction, repeated addition, and    | Estándar | 21/08/2026 | 80% | Atrasado: 73%<br>Evaluado: 27% | Atrasado |

| Asignatura     | Ruta    | Hito evaluativo                                                                                                         | Tipo     | Vto.       | MC  | Comparativa Nivel              | Estado   |
|----------------|---------|-------------------------------------------------------------------------------------------------------------------------|----------|------------|-----|--------------------------------|----------|
|                |         | multiplication.                                                                                                         |          |            |     |                                |          |
| Music          | Route 4 | The student is able to express musical changes (Form and Change) through coordinated body movements and voice dynamics. | Estándar | 21/08/2026 | 80% | Atrasado: 17%<br>Evaluado: 83% | Atrasado |
| Social Studies | Route 4 | The apprentice can explain how traditions connect the past with our current identity.                                   | Estándar | 28/08/2026 | 80% | Atrasado: 100%<br>Evaluado: 0% | Atrasado |

## Horario

A continuación se presenta la cartelera de módulos disponible para la próxima semana.

Con esta información, el aprendiz debe hacer una propuesta de horario para la semana siguiente, la que deberá presentar a su tutor en su próxima Performance Interview.

El objetivo es que el estudiante haga una selección estratégica de sus módulos flex, ya sea para recuperar aprendizajes, avanzar en su ruta o profundizar en áreas de interés.

Día de PI: Miércoles

☐ Ventana de planificación sugerida

## Semana actual

Semana 35: 24/08 al 28/08

|             | Lunes<br>24/08/2026                           | Martes<br>25/08/2026                   | Miércoles<br>26/08/2026                 | Jueves<br>27/08/2026                    | Viernes<br>28/08/2026                   |
|-------------|-----------------------------------------------|----------------------------------------|-----------------------------------------|-----------------------------------------|-----------------------------------------|
| 08:50-09:20 | Check-In                                      | Check-In                               | Check-In                                | Check-In                                | Check-In                                |
| 09:20-10:05 | Social Studies                                | Math                                   | English                                 | Lenguaje                                | Robotics                                |
| 10:05-10:50 | Arts                                          | Math                                   | English                                 | Lenguaje                                | Path of Purpose                         |
| 10:50-11:10 | Recess 1                                      | Recess 1                               | Recess 1                                | Recess 1                                | Recess 1                                |
| 11:10-11:55 | <div>Social Studies</div> <div>inscrito</div> | <div>PE</div> <div>inscrito</div>      | <div>Arts</div> <div>inscrito</div>     | <div>Level Up</div> <div>inscrito</div> | <div>Religion</div> <div>inscrito</div> |
| 11:55-12:40 | Lenguaje                                      | Social Studies                         | Wolf Pack Identity                      | English                                 | Science                                 |
| 13:25-14:10 | <div>Robotics</div> <div>inscrito</div>       | <div>English</div> <div>inscrito</div> | <div>Lenguaje</div> <div>inscrito</div> | <div>English</div> <div>inscrito</div>  | <div>Science</div> <div>inscrito</div>  |
| 14:10-14:55 | PE                                            | English                                | Lenguaje                                | Math                                    | Music                                   |
| 14:55-15:05 | Recess 1                                      | Recess 1                               | Recess 1                                | Recess 1                                | Recess 1                                |
| 15:05-15:50 | <div>Level Up</div> <div>inscrito</div>       | Science                                | Math                                    | PE                                      |                                         |

## Semana siguiente

Semana 36: 31/08 al 04/09

|             | Lunes<br>31/08/2026         | Martes<br>01/09/2026    | Miércoles<br>02/09/2026    | Jueves<br>03/09/2026                                                                                                                                                                       | Viernes<br>04/09/2026                                                                                                                               |
|-------------|-----------------------------|-------------------------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 08:50-09:20 | Check-In                    | Check-In                | Check-In                   | Check-In                                                                                                                                                                                   | Check-In                                                                                                                                            |
| 09:20-10:05 | Social Studies              | Math                    | English                    | Lenguaje                                                                                                                                                                                   | Robotics                                                                                                                                            |
| 10:05-10:50 | Arts                        | Math                    | English                    | Lenguaje                                                                                                                                                                                   | Path of Purpose                                                                                                                                     |
| 10:50-11:10 | Recess 1                    | Recess 1                | Recess 1                   | Recess 1                                                                                                                                                                                   | Recess 1                                                                                                                                            |
| 11:10-11:55 | Music<br><i>inscrito</i>    | PE<br><i>inscrito</i>   | Arts<br><i>inscrito</i>    | Math 4/25<br><i>disponible</i><br>Social Studies 6/25<br><i>disponible</i><br>Arts 20/20<br><i>disponible</i><br>Robotics 10/20<br><i>disponible</i><br>Level Up 1/10<br><i>disponible</i> | Arts 6/20<br><i>disponible</i><br>Music 5/20<br><i>disponible</i><br>Religion 7/40<br><i>disponible</i><br>(sugerido)                               |
| 11:55-12:40 | Lenguaje                    | Social Studies          | Wolf Pack Identity         | English                                                                                                                                                                                    | Science                                                                                                                                             |
| 13:25-14:10 | Robotics<br><i>inscrito</i> | Math<br><i>inscrito</i> | English<br><i>inscrito</i> | Math 6/25<br><i>disponible</i><br>Lenguaje 4/25<br><i>disponible</i><br>Science 8/25<br><i>disponible</i><br>English 7/25<br><i>disponible</i><br>Lit Club 5/15<br><i>disponible</i>       | Lenguaje 7/25<br><i>disponible</i><br>Science 10/25<br><i>disponible</i><br>English 4/25<br><i>disponible</i><br>Level Up 3/10<br><i>disponible</i> |
| 14:10-14:55 | PE                          | English                 | Lenguaje                   | Math                                                                                                                                                                                       | Music                                                                                                                                               |
| 14:55-15:05 | Recess 1                    | Recess 1                | Recess 1                   | Recess 1                                                                                                                                                                                   | Recess 1                                                                                                                                            |
| 15:05-15:50 | Level Up<br><i>inscrito</i> | Science                 | Math                       | PE                                                                                                                                                                                         |                                                                                                                                                     |

Semana sub-siguiente

Semana 37: 07/09 al 11/09

|             | Lunes<br>07/09/2026                                                                                                                                 | Martes<br>08/09/2026                                                                                                                          | Miércoles<br>09/09/2026                                                                                                                    | Jueves<br>10/09/2026                                                                                                                               | Viernes<br>11/09/2026                                                                                                 |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| 08:50-09:20 | Check-In                                                                                                                                            | Check-In                                                                                                                                      | Check-In                                                                                                                                   | Check-In                                                                                                                                           | Check-In                                                                                                              |
| 09:20-10:05 | Social Studies                                                                                                                                      | Math                                                                                                                                          | English                                                                                                                                    | Lenguaje                                                                                                                                           | Robotics                                                                                                              |
| 10:05-10:50 | Arts                                                                                                                                                | Math                                                                                                                                          | English                                                                                                                                    | Lenguaje                                                                                                                                           | Path of Purpose                                                                                                       |
| 10:50-11:10 | Recess 1                                                                                                                                            | Recess 1                                                                                                                                      | Recess 1                                                                                                                                   | Recess 1                                                                                                                                           | Recess 1                                                                                                              |
| 11:10-11:55 | Lenguaje 0/25<br><i>disponible</i><br>Social Studies 1/25<br><i>disponible</i><br>Arts 5/20<br><i>disponible</i><br>Music 0/20<br><i>disponible</i> | Math 0/25<br><i>disponible</i><br>Social Studies 0/25<br><i>disponible</i><br>Music 0/20<br><i>disponible</i><br>PE 0/25<br><i>disponible</i> | Arts 0/20<br><i>disponible</i><br>PE 0/25<br><i>disponible</i><br>Robotics 0/20<br><i>disponible</i><br>Level Up 0/10<br><i>disponible</i> | Math 0/25<br><i>disponible</i><br>Social Studies 0/25<br><i>disponible</i><br>Arts 0/20<br><i>disponible</i><br>Robotics 0/20<br><i>disponible</i> | Arts 0/20<br><i>disponible</i><br>Music 0/20<br><i>disponible</i><br>Religion 0/40<br><i>disponible</i><br>(sugerido) |

|             | Lunes<br>07/09/2026                        | Martes<br>08/09/2026               | Miércoles<br>09/09/2026            | Jueves<br>10/09/2026               | Viernes<br>11/09/2026              |
|-------------|--------------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
|             |                                            |                                    |                                    | Level Up 0/10<br><i>disponible</i> |                                    |
| 11:55-12:40 | Lenguaje                                   | Social Studies                     | Wolf Pack Identity                 | English                            | Science                            |
| 13:25-14:10 | Social Studies 0/25<br><i>disponible</i>   | Math 0/25<br><i>disponible</i>     | Math 0/25<br><i>disponible</i>     | Math 0/25<br><i>disponible</i>     | Lenguaje 0/25<br><i>disponible</i> |
|             | Robotics 0/20<br><i>disponible</i>         | Lenguaje 0/25<br><i>disponible</i> | Lenguaje 0/25<br><i>disponible</i> | Lenguaje 0/25<br><i>disponible</i> | Science 1/25<br><i>disponible</i>  |
|             | English 1/25<br><i>disponible</i>          | Science 0/25<br><i>disponible</i>  | Science 0/25<br><i>disponible</i>  | Science 0/25<br><i>disponible</i>  | English 0/25<br><i>disponible</i>  |
|             |                                            | English 0/25<br><i>disponible</i>  | English 0/25<br><i>disponible</i>  | English 0/25<br><i>disponible</i>  | Level Up 0/10<br><i>disponible</i> |
|             |                                            |                                    |                                    | Lit Club 0/15<br><i>disponible</i> |                                    |
| 14:10-14:55 | PE                                         | English                            | Lenguaje                           | Math                               | Music                              |
| 14:55-15:05 | Recess 1                                   | Recess 1                           | Recess 1                           | Recess 1                           | Recess 1                           |
| 15:05-15:50 | Math 0/25<br><i>disponible</i>             | Science                            | Math                               | PE                                 |                                    |
|             | Lenguaje 1/25<br><i>disponible</i>         |                                    |                                    |                                    |                                    |
|             | English 0/25<br><i>disponible</i>          |                                    |                                    |                                    |                                    |
|             | Level Up 0/10<br><i>disponible</i>         |                                    |                                    |                                    |                                    |
|             | Biblioaventuras 11/15<br><i>disponible</i> |                                    |                                    |                                    |                                    |