

## Raices Xinachtli Enrichment Calendar SY 2026-2027

Month/Day	Description	Interdisciplinary Themes Science and Social Studies - This day represents History, Culture and Astronomy.	Activity during Class or Out of School Time (OST)
<b>August/13 (Thursday)</b>	<p><b><i>Tlaolli Teocintli (Anniversary of the Era of Corn)</i></b>            August 13, 3114 BCE, is recognized by Nahuatl and Maya as the beginning of their agriculturally based civilizations in which corn became the principal life-giving plant. The date was chosen because it coincided with the Perseids meteor shower. The falling meteorites represent the seeds of corn.</p>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>- astronomy (meteor, meteorites, comets)</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>- oral history</li> <li>- the importance of corn today</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>- The role of corn in Mesoamerican social development</li> </ul>	<ul style="list-style-type: none"> <li>- Explain this event during the community <b><i>Tlahtocan</i></b> * and announce it school-wide. Send information home about the date and encourage parents and Children to watch the Meteor Shower at night.</li> <li>- As part of Science class: briefly discuss the nature of the meteor shower and the difference between meteor, meteorites, and comets. Use the internet to watch a video of a meteor shower.</li> <li>- Have the children investigate and report the use of corn products in their home.</li> </ul>
<b>September/22 (Tuesday)</b>	<p><b><i>Pixcayan (Fall Equinox)</i></b>            Besides the beginning of Autumn, this date marks the beginning of a 13-day astronomical cycle in the Aztec Calendar, ending with the <i>equihelion</i> point, at which the Earth is the same distance from the Sun as it was 13 days after the Spring equinox.</p>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>- astronomy (the seasons)</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>- seasons as social events.</li> <li>- Keep track of the 13 days during calendar time.</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>- The Aztec Calendar</li> </ul>	<ul style="list-style-type: none"> <li>- In the <b><i>Tlahtocan</i></b>, discuss the day and demonstrate how this cycle is deciphered in the Aztec Calendar.</li> <li>- As part of Science class, discuss the nature of Earth's orbit and tilt.</li> <li>- As part of the Social Studies class, discuss the role of</li> <li>- Fall in society.</li> </ul>
<b>October 12 (Monday)</b>	<p><b><i>Indigenous Peoples Day</i></b>            The first city to officially recognize Indigenous Peoples' Day was Berkeley, California, in 1992. The holiday was a counter-celebration to Columbus Day, which honors the Italian explorer Christopher Columbus.</p>	<p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>- Understanding history and events</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>- Bring together to celebrate the original people of this land</li> </ul>	<ul style="list-style-type: none"> <li>- In the <b><i>Tlahtocan</i></b>, discuss the day enjoyed at the beginning of the day, inviting elders to join the circle</li> <li>- As part of the Social Studies class, discuss the contemporary indigenous groups throughout the continent.</li> </ul> <p>Fall in society.</p>

<p><b>November 2 (Monday)</b></p>	<p><b><i>Xochimiqueh Micailhuitl</i> (Flowering and Honoring the Ancestors – Day of the Dead)</b></p> <p>Known as Day of the Dead in Mexico. October 31, the departed are named and remembered by each family; on November 1<sup>st</sup>, the departed children are honored; and on November 2<sup>nd</sup>, the departed adults are honored.</p>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>- the life cycles</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>- This festival originated in Celtic Europe, and its elements arrived with English and Spanish colonists of the Americas. Then, it was incorporated into the native festival in Mexico.</li> <li>- Day of the Death and Halloween.</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>- death as a celebration, not just a tragedy.</li> </ul> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>- altars and masks.</li> </ul>	<ul style="list-style-type: none"> <li>- In the <b><i>Tlahtocan</i></b>, dialogue about this</li> <li>- Festival, especially its relationship to “Ten is Death” in the metaphorical salute.</li> <li>- For reading: use the book “The spirit of tío Fernando/El espíritu del tío Fernando” as the main reader for that week.</li> <li>- As part of Language Arts: comparison and contrast of Halloween and Day of the Dead (discussion, charts, and/or essays)</li> <li>- As an Art project, the students will create Day of the Dead masks and other objects to honor the ancestors.</li> </ul> <p>There will be a school-wide honoring and remembering the ancestors through the creation of a school-wide Day of the Dead Altar and a gathering with families on the last day (November 2<sup>nd</sup>)</p>
<p><b>December 11 (Friday – Actual day Dec 12) and finish in Dec 21</b> (school will be in winter break)</p>	<p><b><i>Ilhuichicnahui Huitzilopochtli</i> (Nine Day Count to the Winter Solstice)</b></p> <p>This day marks when the constellation Lacerta “touches” the constellation Cygnus, signaling the arrival of the Winter’s Solstice Sun (Huitzilopochtli) in nine days.</p>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>- Astronomy and nature of the seasons</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>- The seasons</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>- The significance of Huitzilopochtli</li> </ul>	<ul style="list-style-type: none"> <li>- In the <b><i>Tlahtocan</i></b>, dialogue about the two constellations, the Winter Sun, and “One is the Sun” in the metaphoric salute.</li> <li>- As part of Science class: identify Lacerta and Cygnus constellations. Discuss the tilt and orbit of the earth that makes Winter.</li> <li>- As part of Language Arts: explore the legend of Huitzilopochtli.</li> <li>- As part of calendar time, keep track of the nine days</li> </ul>
<p><b>January 3 (Sunday)</b> School will be in winter break. Starting back to school, students will be introduced to learn about this astronomical event.</p>	<p><b><i>Tonal Tonantzin</i> (Earth is at its closest distance to the Sun)</b></p> <p>This is the end of a 13-day astronomical cycle that begins after the Winter Solstice, known as the <i>perihelion</i>.</p>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>- Astronomy (earth’s tilt and orbit)</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>- The seasons</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>- Aztec Calendar</li> </ul>	<ul style="list-style-type: none"> <li>- In the <b><i>Tlahtocan</i></b>, dialogue about this day and how its represented in the Aztec Calendar.</li> <li>- As part of Science class: explore the question “Why is it Winter during the time that the Earth is closest to the Sun?” Discuss the difference between earth’s tilt and earth’s orbit.</li> </ul>

<p><b>February 2 (Tuesday)</b></p>	<p><b><i>Treaty of Guadalupe Hidalgo Day</i></b></p> <p>On February 2, 1848, half of Mexico's territory became part of the United States.</p>	<p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>- U.S.-Mexican War of 1846.</li> <li>- War vs Peace</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>- This day marks the beginning of a Mexican American identity.</li> </ul>	<ul style="list-style-type: none"> <li>- In the <b><i>Tlahtocan</i></b>, students will share what Being of Mexican ancestry or being from Mexico means something to them. Dialogue about on the root meaning of the word Mexican (<i>Mexicayotl</i>).</li> <li>- As part of Social Studies: learn about the U.S.-Mexican War of 1846 through 1848. And, identify in a Map the territory Mexico lost to the United States.</li> <li>- Discuss the meaning of war and peace.</li> <li>- As part of science class, students will plant flower seeds in individual pots to be kept in their classroom. Flowers will be cultivated as symbols of peace between Mexico and the U.S. and people around the world.</li> </ul>
<p><b>March 5 (Friday)</b> The actual day is 11 or 12 March (School will be on spring break)</p>	<p><b><i>Yancuik Xihuitl (Aztec New Year)</i></b></p> <p>There are several interpretations of when the New Year begins in the Aztec Calendar. We are using March 11 or 12. The day depends on the symbol of that year (<i>Tecpatl begins at sunset, Cali begins at midnight, Tochtli begins at sunrise, and Acatl begins at noon</i>). This is to avoid having a leap year.</p>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>- Astronomy (Earth's orbit) Use and avoidance of a leap year.</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>- New Year celebrations and dates around the world.</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>- The Aztec Calendar</li> </ul> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>- Celebratory symbols.</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>- Year-round use of the base 20 system to keep track of time in the Aztec Calendar.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>School-wide interdisciplinary celebration:</b> the students and parents will attend a celebration of the Aztec New Year. Throughout the school year, each class will choose a project that contributes to this celebration and showcase on that day (presenting a lesson on how the Aztec Calendar works, performing the changing of the year drama, Aztec dance, a play illustrating one of the Mesoamerican Myths, musical performance with indigenous instruments, and singing in Nahuatl).</li> <li>- Students and parents will plant corn in the school garden.</li> </ul>
<p><b>March 22 (Monday)</b></p>	<p><b><i>Xoxopan (Spring Equinox)</i></b></p> <p>This day marks the beginning of a 13-day cycle that ends with the equihelion. Earth is the same</p>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>- astronomy (the seasons)</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>- seasons as social events.</li> <li>- Keep track of the 13 days</li> </ul>	<ul style="list-style-type: none"> <li>- In the <b><i>Tlahtocan</i></b>, discuss the day and demonstrate how this cycle is deciphered in the Aztec Calendar.</li> <li>- As part of science class: discuss the</li> </ul>

	distance to the Sun as it was 13 days after the Fall Equinox.	during calendar time. <b>Culture:</b> the Aztec Calendar	nature of earth's orbit and tilt. - As part of science class: students will add beans and squash to the corn school garden and take their classroom flowers home - As part of Social Studies class, discuss the role of Spring in society.
<b>April 22 (Thursday)</b>	<b>Earth Day (<i>Ilhuitl Tonantzin Tlalli</i>)</b>  This is an international day focused on caring for the Earth's ecology.	<b>Science:</b> - Ecology  <b>Social Studies:</b> - Use and abuse of natural resources - Alternative energy technologies (solar, wind, hydropower) <b>Culture:</b> - Earth as Mother	In the <b><i>Tlahtocan</i></b> , dialogue about Mesoamerican reference to Earth as Mother ( <i>Tonantzin</i> -our beloved Mother:  - As part of Science class: investigate and report how human activity has changed the cycles of the Earth. - As part of Social Studies class: investigate and report the origin of Earth Day. - Organize a school wide field trip to an area that allow exploration and investigation of local ecology.
<b>May 4 (Tuesday)</b>	<b><i>Toltecayotl (Beginning of the Toltec Civilization)</i></b>  On May 4, 843 A, the founder of the Toltec Civilization, <b><i>Ce-Acatl Topiltzin Quetzalcoatl</i></b> was born in Amatlan, México. Twenty-six years later on the Solar Zenith over Tula, Mexico he founded the Toltec Confederation. Capital cities in Mesoamerica were founded during Solar Zenith days (May 20 & 21)	<b>Science:</b> - Astronomy (Solar Zeniths) - The Tropics and Equator - Earth's tilt - Venus  <b>Social Studies:</b> - Symbolism of the Solar Zenith in different cultures. <b>Culture:</b> - Our Toltec and Aztec Heritage - The Aztec Calendar	In the <b><i>Tlahtocan</i></b> , students will listen to and dialogue about the Myth of Quetzalcoatl.  - As part of Social Studies: students will investigate and report on the founding of Mexico City and Tula. Students will learn about the astronomical alignment that unites <i>Quetzalcoatl</i> (Venus as a Morning Star) and <i>Tezcatlipoca</i> (Venus as the Evening Star) and its place in the Aztec Calendar  - As an Art project: students will create and color their <b><i>Quetzalcoatl- Tezcatlipoca</i></b> headdress whose image is taken from the Aztec Calendar.
<b>May 5 (Wednesday)</b>	<b>Cinco de Mayo (The Battle of Puebla, México 1862)</b>  This day marks the victorious battle against the French Empire in Puebla, Mexico in 1862. It is an important day to both the United States and Mexico. Ignacio Zaragoza, the General who led the battle was a Texan, born in the town of Goliad. This Mexican	<b>Social Studies:</b> - The U.S. Civil War - French occupation of Mexico  <b>Culture:</b> Further development of a Mexican-American Identity  <b>Language Arts:</b> - Biographies of: Ignacio	In the <b><i>Tlahtocan</i></b> , tell the story of the battle of Cinco de Mayo. - As part of Social Studies class: explore, investigate, and report how the U.S. Civil War and French occupation of Mexico are related. Use the Internet to find the correspondence between presidents Benito Juarez and Abraham Lincoln during that time. - As part of Language Arts class: students will create a presentation or write an essay about Ignacio Zaragoza, the Battle

	<p>victory helped Abraham Lincoln continue the war to maintain the Union. The French efforts to use Mexico as a base to aid the Southern Confederacy against the North were greatly diminished.</p>	<ul style="list-style-type: none"> <li>- Zaragoza, Benito Juarez, and Abraham Lincoln.</li> </ul>	<p>of Cinco de Mayo, or comparing Benito Juarez and Abraham Lincoln.</p> <ul style="list-style-type: none"> <li>- As an Art project: students will color and paint portraits of Ignacio Zaragoza, Benito Juarez, and Abraham Lincoln.</li> </ul>
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\* ***The Tlahtocan***: All grade levels including instructors will create a community talking circle that provides a space where students will feel safe and gain confidence in expressing themselves.