



GOVERNING BOARD AGENDA ITEM AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: **February 3, 2026**

TITLE: **Approval of New Courses for the 2026-2027 School Year and Consideration of Weighted Grade Status**

BACKGROUND:

Periodically, we bring requests for new courses to the Governing Board for approval. The proposal of new courses is in response to the needs and interests of students and represents an opportunity to diversify course offerings to further expand the options available to students.

Below is a list of the courses and the corresponding description that are recommended for approval.

AP Pre-Calculus:

Course Rationale: In 2023, the College Board introduced an Advanced Placement Pre-Calculus course. The purpose of the course is twofold: to provide a unified national curriculum for Pre-Calculus and also provide a college-level, advanced placement course, with an associate AP exam, for on-level math students in high school. AP Pre-Calculus is one of the fastest growing courses/exams in the US. In 2024 (the first year of administration), there were 165,000 tests given. In 2025, there were 205,000 tests given. The prediction for this year is that there will be nearly 280,000 AP Pre-Calculus tests given.

Furthermore, AP Pre-Calculus strengthens the math pathway for students who have completed Geometry and Algebra 2 and are ready for a rigorous third- or fourth-year math experience and offering students an AP course if they are not able to participate in AP Calculus AB prior to graduation. The course is designed to build deep mastery of functions, modeling, and multiple representations—skills that directly support success in subsequent college-level mathematics and science coursework and that connect to real applications across fields such as health science, data science, biology, and physics.

Additionally, AP Pre-Calculus provides a clear, standards-based opportunity to expand access to advanced math while maintaining consistent expectations for rigor and readiness. State universities, such as the University of Arizona award college credit for scores 3 or above, providing students with an additional pathway to college credit if they are unable to reach AP Calculus prior to graduation.

Attached is the course proposal for AP Pre-Calculus.

AP Physics C: Electricity and Magnetism

Course Rationale: Currently, the number of juniors completing, or have already completed, AP Calculus AB and concurrently enrolled in AP Physics C - Mechanics, is increasing. Students desiring to pursue a physics-related STEM career or major in college will need a subsequent course to the Mechanics course,

and the AP Physics: Electricity and Magnetism course fulfills that need while serving as an opportunity to offer an additional advanced learning opportunity in Science.

Attached is the course proposal for AP Physics: Electricity and Magnetism.

Business Management (CTE):

Course Rationale: As part of an ongoing effort to update and strengthen Career and Technical Education (CTE) offerings within the Amphitheater School District, a program interest survey was administered to all students in grades 8–11. The survey yielded 828 total responses. Business Operations/Business Management emerged as one of the two most requested program areas, closely aligned with Medical Assisting/medical-focused programs. Notably, 45% of respondents (373 students) identified Business Management as their top program preference.

In evaluating potential new program offerings, the district considered multiple factors, including student interest, alignment to postsecondary and career opportunities, availability of internships and work-based learning experiences, instructor availability, and program startup costs. Business Management demonstrated strong alignment across these criteria and offers immediate, accessible benefits to students.

Survey results also indicated that a primary driver of student interest was “career opportunities after high school.” When comparing Business Management and Medical Assisting, and considering current staffing capacity, Business Management was determined to provide broader and more readily available employment and internship pathways for students.

Additionally, this program would serve as a strategic replacement for Software and App Design, a program that has experienced declining student interest over the past several years within the district. Business Management better reflects current student demand and labor market relevance, positioning Amphitheater School District to more effectively meet student needs and workforce expectations.

Cyber Network Security (CTE):

Rationale: The CTE program interest survey referenced above was administered to all students also identified Cyber/Network Security emerged as one of the three most requested program areas. Twenty-five percent of respondents (200 students) identified Cyber/Network Security as their top choice.

In evaluating potential new program offerings, the district considered multiple factors, including student interest, alignment to postsecondary and career opportunities, availability of internships and work-based learning experiences, instructor availability, and program startup costs.

Cyber/Network Security demonstrated strong alignment across these criteria and offers immediate, accessible benefits to students and possible internships within our own district, working alongside our IT team.

Survey results also indicated that a primary driver of student interest was “career opportunities after high school.” When comparing Cyber/Network Security and Medical Assisting, and considering current staffing capacity, Cyber/Network Security was determined to provide broader and more readily available employment and internship pathways for students. There are many programs across our region that offer Medical Assisting programs, so there are limited opportunities for work-based learning and internships in this field, unlike with Cyber/Network Security, as there are limited program offerings in our region.

Additionally, this program would serve as a strategic replacement for Software and App Design and Amphitheater High School, a program that has experienced declining student interest over the past several years within the district. Cyber/Network Security better reflects current student demand and labor market relevance, positioning Amphitheater School District to more effectively meet student needs and workforce expectations.

Engineering Physics – Weighted Grade Recommendation

Rationale: Amphitheater’s Engineering Physics covers state standards in two advanced courses — combining Physics standards with Engineering (CTE) standards. The scope and sequence includes rigorous physics outcomes such as analyzing motion using Newton’s Laws (HS.P3U1.6), using mathematics/computational thinking to explain how physics drives engineering and technologies (HS.P3U2.7), and constructing evidence-based arguments about conservation of energy and energy transfer (HS.P4U1.8, HS.P4U3.9).

Moreover, students are expected to apply the engineering design cycle (problem identification through prototyping, implementation, evaluation, and reporting) in project-based learning and authentic performance tasks that require students to *apply* physics concepts through engineering design, testing, iteration, and technical documentation measurement theory, data analysis, and communicating arguments based on data—skills foundational to both scientific inquiry and engineering practice. Many of the projects completed throughout the year explicitly connect force, energy conversions, torque, friction, and mechanical advantage to real design constraints and iterative improvement.

Finally, students are expected to use tools and mathematical modeling (including data collection/analysis, graphing, and technology such as Excel) to verify results and evaluate solutions, aligning with engineering math/science application standards.

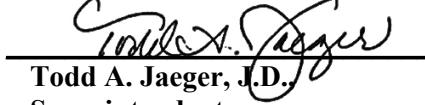
Based on the rigor of the course, specifically the advanced standards in two disciplines plus high-level projects and professional deliverables, a weighted grade appropriately recognizes the rigor and the college/career-ready expectations embedded throughout Engineering Physics. To ensure consistency with other weighted courses offered in Amphitheater, it is recommended to weight the course on a 5.0 scale.

RECOMMENDATION:

This list is presented for the Governing Board's approval.

INITIATED BY:
Matthew Munger

Associate Superintendent for Secondary Education

Date: January 27, 2026
Todd A. Jaeger, J.D.

Superintendent