



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: November 15, 2016

TITLE: Approval of New Courses for the 2017-2018 School Year

BACKGROUND:

Each year we bring requests for new courses to the Board. Below you will find a list for the 2017-18 school year and a brief description of each request.

At **CDO**, as the International Baccalaureate program continues, new courses will come to the Board for consideration. The CDO IB program coordinator believes that by offering a **Group 1 – English Literature and Performance** class, the IB curriculum will be more accessible to a greater range of learners. At this time, the only Group 1 English course available is English A Literature HL; this HL course requires students to read and analyze 13 complex texts from the prescribed list published by the IBO. This new Group 1 – English Literature and Performance class would require the analysis of five texts and would incorporate essential elements of both literature and performance. In the IB program, students must select three courses at the HL level and three at the SL level. Since all IB students currently must take only the English A Literature HL offering, some students spend considerable more time preparing for this English course to the detriment of their other subjects. Allowing students to select Group I – English Literature and Performance will allow students to opt into other HL level classes. Currently, Groups 2 through 6 offer multiple offerings for students to select from; for example, Group 2 consists of second languages offered at different levels while Group 5 offers different mathematics choices. Allowing students to differentiate their HL and SL courses will hopefully appeal to a greater range of learners and thus create an increased pool of students attracted to the IB program. Group I – English Literature and Performance meets the requirements for a Group 1 Literature course necessary to earn the IB diploma.

Each of the three high schools currently has Information Technology (Software Design and Web Page Development) CTE programs. This new CTE course requested is **Computer Science Discoveries**. It is a course in introductory computer science and will be integrated in the Information Technology course sequence as an option for the first level of the current CTE program. With a unique focus on creative problem solving and real-world applications, the course is specifically designed for freshmen and will engage students in computer science concepts that hopefully will motivate them to take AP Computer Science Principals and AP Computer Science.

AHS would like to offer an **Electronic Technologies** CTE course next year. Local business and industry partners have expressed a need for middle skill employees in the Mechatronics career pathway. This new Electronic Technologies program, in conjunction with current CTE offerings, will help give students skills in that pathway. Those skills include computer programming/networking, hydraulics, pneumatics, computer aided drafting and automation/robotics/engineering. The program includes instruction in electrical circuitry, prototype development and testing of various microcircuits and evolving nanotechnology related to circuits, systems analysis and testing, systems maintenance, instrument calibration, and report preparation. **All three high schools** currently offer Engineering CTE coursework. There is a need to add a middle course to the current sequence. The new course requested is **Principals of Engineering**. This course would expand on topics learned in the Introduction to Engineering course and would give students a stronger foundation for Engineering 102. Principals of Engineering would become the second course in the CTE Engineering sequence. The pre-requisite for this would be Introduction to Engineering Design and the next course in the sequence would be Engineering 102. The new course would expand on the foundational concepts of Introduction of Engineering Design and would include information on engineering careers, energy and power,

materials and structures, control systems, and statistics and kinematics. The CTE department at the ADE has developed industry validated standards which are included in this course.

IRHS would like to offer a dual enrollment elective course in conjunction with the U of A. The course, **Ethics, Economy, and Entrepreneurship (Phil 101)** is designed to introduce high school students to the foundations of decision-making in the context of ethics and entrepreneurship. It anchors core concepts of microeconomics, macroeconomics, global economics, and personal finance with principals of ethics and entrepreneurship. It will prepare students to make sound choices about their personal and professional careers having a clearer understanding of what it means to be responsible, productive citizens. The course would be for 11th and 12th grade students in the social studies department.

AHS proposes the addition of an **Academic Intervention** class that could count for elective credit. This class would target identified students with the intent of offering specific intervention on the skills these students need the most. The overarching goal of this course would be to remediate basic math and literacy skills so students can be successful in passing their current classes. This would require a dual focus: targeted remediation of skills that have been identified and coaching students in how to be successful in their current classes by relying on research surrounding attendance, study skills, and self-advocacy. Specifically, AHS's ELL students would comprise the majority of the intended audience to support them in their other classes and to build up their foundational skills to prepare them for rigorous high school content.

Our **middle school** principals would like to add additional courses listed in Tyler to meet the needs of students in their schools. They are requesting:

Math Course I Block – This would allow students who need additional support to be scheduled into a double period of math, utilizing a single course number in Tyler and allowing teachers to give a single grade report. Teachers would focus on the standards contained in the Course I curriculum and also be able to identify and reinforce skills students may still need to master from lower grades that impede their successful progress in math. The block class also allows the teacher extra time to provide additional learning opportunities and to utilize added instructional strategies when students struggle with concept or skill attainment. This course is for targeted students in the middle school. It does not change or add to the curricular offerings; rather it provides for additional instructional time and the use of a single grade.

Math Course II Block – This would allow students who need additional support to be scheduled into a double period of math, utilizing a single course number in Tyler and allowing teachers to give a single grade report. Teachers would focus on the standards contained in the Course II curriculum and also be able to identify and reinforce skills students may still need to master from lower grades that impede their successful progress in math. The block class also allows the teacher extra time to provide additional learning opportunities and instructional strategies when students struggle with concept or skill attainment. This course is for targeted students in the middle school. It does not change or add to the curricular offerings; rather it provides for additional instructional time and the use of a single grade.

Math Course III Block – This would allow students who need additional support to be scheduled into a double period of math, utilizing a single course number in Tyler and allowing teachers to give a single grade report. Teachers would focus on the standards contained in the Course III curriculum and also be able to identify and reinforce skills students may still need to master from lower grades that impede their successful progress in math. The block class also allows the teacher extra time to provide additional learning opportunities and instructional strategies when students struggle with concept or skill attainment. This course is for targeted students in the middle school. It does not change or add to the curricular offerings; rather it provides for additional instructional time and the use of a single grade.

Advanced Language Arts 6th grade – This course would allow accelerated 6th grade language arts students to expand learning opportunities beyond the normal curricular expectations, including utilizing higher level

literature selections with greater focus on analyzing the authors' craft. It would also help prepare them for Pre-AP 9th and 10th grade English and 11th and 12th grade AP English classes at the high school.

Advanced Language Arts 7th grade – This course would allow accelerated 7th grade language arts students to expand learning opportunities beyond the normal curricular expectations, including utilizing higher level literature selections with greater focus on analyzing the authors' craft. It would also help prepare them for Pre-AP 9th and 10th grade English and 11th and 12th grade AP English classes at the high school.

Advanced Language Arts 8th grade – This course would allow accelerated 8th grade language arts learners to expand learning opportunities beyond the normal curricular expectations, including utilizing higher level literature selections with greater focus on analyzing the authors' craft. It would also help prepare them for Pre-AP 9th and 10th grade English and 11th and 12th grade AP English classes at the high school.

Conversational Spanish – This elective class would be open to all students in grades 6, 7, and 8 within a mixed grade, single class. It would serve as preparation for Spanish I. Standards related to communication, interpretive listening, interpretive reading, presentational speaking and writing, and cultural competencies will be included; these standards would be implemented and assessed at an emerging to novice level.

Advanced Music Theater – This elective course would expand on the competencies offered in Music Theater, an elective already available at the middle school level. Students in this course would continue to enhance their skills in vocal, dance, performance, and stage craft aspects of this class.

RR Math – This multi-grade math class would offer students in special education opportunities to address both the grade level curriculum competencies as well as their individual math goals. Currently, RR designated (special education) math courses exist at the primary, intermediate, and high school levels. The addition of this course will fill in the middle school gap that currently exists in our scheduling options.

RR ELA Lab – This multi-grade English/Language Arts Lab will offer middle school students with IEPs the opportunity to receive additional support addressing both their grade level curriculum competencies and their individual reading and writing goals.

RR Math Lab – This multi-grade Math Lab will offer middle school students with IEPs the opportunity to receive additional support addressing both their grade level curriculum competencies and their individual math goals.

RECOMMENDATION:

This item is presented for the Board's approval.

INITIATED BY:



Monica Nelson, Associate Superintendent

Date: November 2, 2016



Patrick Nelson, Superintendent