

**Amphitheater School District  
COURSE REQUEST FORM**

- I. RATIONALE – justification of need, citing data**  
In order to increase graduation rates/high school success for multilingual learners, all educators must integrate language and literacy development with content learning. (OELAS Guidelines for the new SEI Models SY 20-21)  
"Teaching secondary students in the content area is hard enough...When students are not well prepared academically and also lack academic literacy skills, the challenge can seem overwhelming." (Robert J. Marzano)
- II. DESCRIPTION – course goals and objectives, pre-requisites, format**  
ELD Academic Science Literacy will ensure that English learners have an opportunity to gain a basic understanding of course specific academic language in order to acquire new content knowledge and be successful in academic tasks, such as reading and comprehending complex, grade level texts and participating in academic discussions. Through the use of these scaffolded supports, students will develop confidence, engagement, content knowledge, processing strategies, and language.
- III. ARTICULATION – reference to state standards, specific skills sets, and articulation with other courses**  
AZ English Language Proficiency Standards and AZ Science Content Standards will be used to front load specific academic content language to English learners prior to or during enrollment in these courses. Collaboration with mainstream teachers will open up the lines of communication between educators in the English Language Development Department and the Science Department.
- IV. AUDIENCE – student group (school, grade, discipline) to be served**  
The target group will be high school English learners who have English proficiency scores of Pre-Emergent/Emergent or Basic as measured by the AZELLA (AZ English Language Proficiency Assessment) and who are also reading and writing below grade level.
- V. RESOURCES – specific texts, materials, equipment needed**  
Science textbooks, resources from content teachers, and collaboration time for ELD teachers to work with and support content area teachers. There will be no increase in current FTE allocations.

**VI. OUTCOME – evaluation of course effectiveness**

Students will improve their success rate of passing science course requirements as seen through the data analysis of course grades of student participants. This improvement will ultimately result in graduation credit acquisition. This course is designed to increase academic content comprehension, develop cognitive processing strategies (note-taking, paraphrasing, memorizing, presenting etc.) and will afford an opportunity for students to practice these skills in a "no risk" environment.

**VII. IMPLEMENTATION – timeline to include pilot phase and annual evaluation of proposed course**

The pilot phase for this elective course will be in the 2020-2021 school year. Content teachers and students will provide valuable feedback through a survey at the conclusion of the course.

**VIII. PROCESS – how teachers, parents, and students (when appropriate) were included in the decision-making process**

AHS content teachers rely on their partnership with the ELD Department to assist our multilingual learners (especially remotely) to complete complex essays, projects, presentations, and debates. Students are appreciative of these additional supports, however, student agency remains a targeted goal.

APPROVAL: J-L 5/21/20 Michael Byan 5/21/2020  
Principal date Superintendent Designee date

**(NOTE: Must be submitted for Governing Board approval prior to the end of the current school year for implementation during the following school year.)**