



Catalina Foothills Unified School District #16
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BOARD AGENDA ITEM

ITEM NO: 4.1

BOARD MEETING DATE: Tuesday, January 27, 2026

UNFINISHED BUSINESS: Approval of Revisions to High School Courses and Programs for 2026-2027 (second reading)

SUBMITTED BY: Sheryl Castro, Executive Director of Curriculum and Assessment

PRESENTED BY: Sheryl Castro, Executive Director of Curriculum and Assessment

Presented for your approval are the proposed Revisions to High School Courses and Programs for the 2026-2027 school year.

Clarifications and changes made since the last revision are highlighted in yellow below:

- Academic Recognition Awards: A student must earn the required GPA in both semesters (4.0 or above for Silver, 3.75-3.99 for Blue) in order to be eligible for the award. Previously, both semesters were averaged to determine eligibility.
 - Eligibility is determined using weighted grades.
- Peer Classroom Mentor: Students with a GPA of 2.0 or higher may enroll as Peer Classroom Mentors. Previously, a GPA of 2.5 or higher was required for this role.
 - Updated prerequisite: A GPA of 2.0 or higher and teacher permission.
 - *Peer Classroom Mentor* updated course description: This Peer Classroom Mentor course is designed for seniors who want to obtain hands-on leadership, communication, and relationship-building skills by mentoring students in the classroom environment. Peer Classroom Mentors must demonstrate the content understanding and academic skills necessary to

effectively support students in their assigned classroom. Peer Classroom Mentors will be given tasks including, but not limited to, assisting the teacher with classroom preparations, reinforcing instructional material with individual students or in small groups, and guiding students with note-taking and study techniques. Peer Classroom Mentors are required to attend their assigned classroom on a daily basis, and model the characteristics of a positive, productive member of the classroom community. They will check in weekly with the classroom teacher about their goals and accomplishments related to the course competencies. Peer Classroom Mentors are expected to participate in a training session prior to the start of the semester. Placement will be determined by student interest and teacher needs.

- Career and Technical Education - *Early Childhood Education* 1, 2, 3: After Pima Community College's recent accreditation process, Pima Community College courses for which students may earn dual credit were updated:
 - ECE 1: ECE 117 - **Child Growth and Development (3 credits)**
 - ECE 2: EDU 200 - **Introduction to Education (3 credits)**, ECE 125 - **Nutrition, Health, and Safety for the Young Child (3 credits)**
 - ECE 3: EDU 206 - **Relationships in Classroom Settings (3 credits)**, ECE 108 - **Literature/Social Studies for Young Children (3 credits)**
- Course description updates:
 - *Spanish 1* and *Spanish 2* - Course descriptions were updated to emphasize the role of cultural competence as an essential component of our language program. While the academic standards and language proficiency targets remain the same, the revised descriptions reflect a stronger focus on cultural understanding and real-world communication as students develop their Spanish skills.
***Spanish 1* updated course description:** This introductory language course is for students who have no previous experience with Spanish or who have not yet acquired the proficiencies addressed in CFHS Spanish 1. All areas of communication (speaking, listening, reading, writing) will be addressed. Students will deepen their intercultural competence by exploring cultural products, practices, and perspectives as they build the communicative skills and language proficiency needed to interact effectively with native speakers.
***Spanish 2* updated course description** - This course is for students who have acquired Novice High proficiency. Students will further develop the

communication skills and cultural competence acquired in Spanish 1. Students will use Spanish in all areas of communication (speaking, listening, reading, and writing). Students will continue to expand their intercultural competence by exploring cultural products, practices, and perspectives as they build the communicative skills and language proficiency needed to interact effectively with native speakers.

- *Small Ensembles* - One sentence was added to clarify that students without prior experience may enroll:

Small Ensembles updated course description: Students who would like to begin learning an instrument or learn an additional instrument can be involved in our beginning small ensembles.

- *Fit Fusion* - This course was previously titled “Cardio Fitness.” Although the academic standards remain the same, the course title and description have been updated to reflect an emphasis on cardiorespiratory and overall fitness. The updated title and description highlight varied training experiences to reflect a more comprehensive and contemporary approach to fitness.

Fit Fusion updated course description: This course is designed to provide students with a wide range of cardiorespiratory fitness activities that enhance physical skills, movement, conditioning, and overall wellness. Activities may include HIIT (high-intensity interval training), plyometrics, TRX, circuit/interval training with the use of dumbbells, kettlebells, and resistance loops, Pilates, jogging/walking, dance/rhythm, and basic calisthenics. Through participation in these activities, students will develop cardiorespiratory fitness, muscular strength, muscular endurance, power, and flexibility. Fitness assessments will be conducted a minimum of two times per semester. This course meets the .5 credit requirement for Individual Fitness.

- *Lifetime Sports and Fitness:* This course may be taken once per year or more with teacher approval. Previously, this course could be repeated within the same school year.

RECOMMENDED MOTION: I move the governing board approve the revisions to the high school courses and programs for implementation in the 2026-2027 school year, as presented.