



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

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**DATE OF MEETING:** May 26, 2020

**TITLE:** Approval of New Courses for the 2020-2021 School Year

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### **BACKGROUND:**

Each year we bring requests for new courses to the Board. Below you will find new courses for the 2020-2021 school year and a brief description of each course.

**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.

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. 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.

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.

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.

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.

**ELD Academic Social Studies 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.

AZ English Language Proficiency Standards and AZ Social Studies 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 Social Studies Department.

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.

Social studies 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.

Students will improve their success rate of passing social studies 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.

The pilot phase of 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.

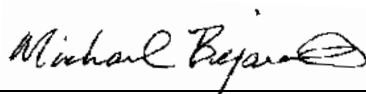
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**RECOMMENDATION:**

The administration recommends that the Governing Board approve the courses listed above.

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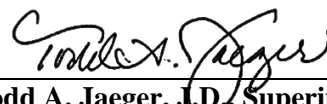
**INITIATED BY:**



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**Michael Bejarano**  
Associate Superintendent for Secondary Education

**Date: May 19, 2020**



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**Todd A. Jaeger, J.D., Superintendent**