TO: Governing Board Members

FROM: Dr. Kimberly Guerin, Assistant Superintendent, Educational Services
Dr. Kim Dodds Keran, Director, Teaching and Learning
Ms. Melinda Splitek, Assistant Principal of Education Services, Coronado High School

DATE: November 4, 2021

RE: Middle School and High School Planning Guides

<table>
<thead>
<tr>
<th>Topic</th>
<th>Middle and High School Planning Guides</th>
</tr>
</thead>
</table>
| HSPG General Information Changes and Updates | ● Updated boundary map to include current mission, vision, and values (pending)  
● Mission, Vision and Values Infographic Page added (pending)  
● Page 4 -- SOL added to the list of high schools in SUSD  
● Page 9 – Transfer Credits: Middle School:  
  ● Added Students/Families may choose to have the credit removed after the grade has been put on the transcript with administrative approval.  
  ● Added Seniors may choose to have the credit added to their transcript after the end of the 6th semester with administrative approval.  
  ● Formatting changed to bullet point the criteria  
● Page 14 -- Course Availability: updated to reflect that not all sites offer all courses  
● Page 19 – Deleted graphic design from list of Repeating Courses for Credit  
● Page 19 – Repeating Courses for Grade Enhancement: Added Should an exact class not be available for a student to retake for remediation of a mark of “F”, a similar class may be used for repeat tagging purposes with administrative approval.  
● Page 23 – Updated length of eLearning classes to 123 hours (previously 120 hours) |
Class Rank
Background

Historical Context: Discussions regarding the elimination of class rank and adoption of the Latin Honor System of Academic Recognition started in November 2019.

The initial team working on this concern included Principals and APs of Educational Services from each high school, Guidance Counselors, Teaching and Learning Directors, SIMAR Representatives, and Associate Superintendents.

Concern: Existing practice of using an academic GPA for the purposes of class ranking created several consequences for students:

- Students in competition with one another where hundredths or thousandths of points determine the difference in rank between students
- Students are not exploring classes outside of designated academic areas because they do not want non-academic courses to negatively impact rank
- Students (via Student Advisory Board and anecdotally from each site) have expressed high levels of stress related to class rank and the anxiety tied to making a course selection mistake that will negatively impact rank
- Academic achievement and recognition is limited to classes that have been identified internally as academic
- Enrollment in rigorous courses like Engineering 2, AP Studio Art, IB Music Theory, etc. is often lower because taking those courses may lower a student’s class rank

Research:

- In-state merit scholarships are based on the Arizona Board of Regents (ABOR) GPA or SAT/ACT test scores
- Out of state universities use rigor of courses, test scores, grades, letters of recommendation, personal essays, and extra-curriculars for admissions
- Colleges have reported that ranking students can negatively impact their application
- Several colleges reported that approximately 20% of high schools in the country use class rank

Stakeholder Input:

- February and March of 2020: Presented to each high schools site council or parent council - supported by 4, with 1 expressing concerns
- November 2019, April 2021, September 2021, October 2021: Supported by Student Advisory
- December 2019, April 2021, November 2021: Supported by District Leadership
- November 2019, April 2021, October 2021: Supported by Guidance Counselors, Site Leadership, AP’s of Educational Services, and District Teaching and Learning
<table>
<thead>
<tr>
<th>Rank in Class</th>
<th>Page 20 -- Changed to support use of Latin Honor System of Academic Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Recognition (NEW HEADING)</td>
<td>Rank in Class – Class of 2023 and Class of 2024</td>
</tr>
<tr>
<td>NO CHANGE TO VERBIAGE</td>
<td></td>
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<tr>
<td>Latin System of Academic Recognition – Begins with Class of 2025</td>
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<tr>
<td>Starting with the Class of 2025, rank in class will no longer be used in SUSD.</td>
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<tr>
<td>Overall Weighted GPA will be used to recognize students using the Latin Honor System of Academic Recognition. Latin Honor distinction categories include:</td>
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<tr>
<td>• Cum Laude: Students with an Overall Weighted GPA of 3.75 – 4.24 GPA</td>
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<tr>
<td>• Magna Cum Laude: Students with an Overall Weighted GPA of 4.25 – 4.49 GPA</td>
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<tr>
<td>• Summa Cum Laude: Students with an Overall Weighted GPA of 4.5+ GPA</td>
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<tr>
<td>Overall Weighted GPA includes all grades earned in all classes.</td>
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<tr>
<td>Overall weighted GPA and Latin Honor distinction will be reported on the transcript at the conclusion of 6th semester and again at the end of 7th semester.</td>
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<tr>
<td>The methods used to compute grade point average will be reported to students, parents/guardians, and any authorized transcripts recipient.</td>
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<thead>
<tr>
<th>CTE</th>
<th>The following courses had minor changes made to align with state standards and current CTE practices:</th>
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</thead>
<tbody>
<tr>
<td>CMAS I, II, and III (Page 27)</td>
<td>Film and TV II – Live News and Film Production (Page 28)</td>
</tr>
<tr>
<td>Film and TV III – Live News and Filmmaking (Page 28)</td>
<td>Graphic Design/Advertising Art II and III (Page 29)</td>
</tr>
<tr>
<td>Technical Theater I (Page 29)</td>
<td>Advanced Sports Medicine and Rehabilitation (Page 31)</td>
</tr>
<tr>
<td>Networking &amp; Cybersecurity II (Page 33)</td>
<td>Software Apps &amp; Design II (Page 33)</td>
</tr>
<tr>
<td>Introduction to Criminal Justice &amp; Advanced Criminal Justice (Page 34)</td>
<td>Marketing II (Page 34)</td>
</tr>
<tr>
<td>Honors Biotechnology I (Page 35)</td>
<td>Engineering I, II, III (Page 36)</td>
</tr>
<tr>
<td>Page 24 – Added Note: Not all courses are able to be offered at all sites</td>
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<tr>
<td>Page 25 – New Class: My Digital Brand (year two for business operations pathway)</td>
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<tr>
<td>Page 25 – CIS105 removed from CTE and placed in “Interdepartmental”</td>
<td></td>
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<tr>
<td>Page 26 – New Class: My Digital Brand course description and information</td>
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<tr>
<td>My Digital Brand students enhance professional and technical skills by building business components necessary to open an online shop for a product or service. Content creation is geared toward the largest search engines. Students will master skills in web design, data analytics, personal branding online, and advertisement editing. Students complete this course with a professional digital portfolio that will enhance their application for work and college.</td>
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<tr>
<td>Grades: 10, 11, 12 / Semesters: 2 / Course Credit: 1 / Elective Course</td>
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</tbody>
</table>
### ELA

- Page 37 – Added Note: Not all courses are able to be offered at all sites
- Pages 38, 39 & 40 – PreAP English I, PreAP English I Honors, PreAP English II, PreAP English II Honors moved from “PreAP” to appropriate content area
- Pages 38, 39, 40, & 41 – Blended Course IDs added to English I, English II, English III, & English IV
- Page 41 – New Class: History and Influence of British Music course description and information
  - This course is designed to be a creative and engaging English Elective which primarily focuses on historic and influential British rock artists and their impact on society. Students read informational texts, discuss themes of the genres, and compose argumentative, research, and narrative pieces using the writing process. In addition, critical thinking and grammar skills will be practiced throughout the course.
  - Grades: 11, 12 / Semesters: 2 / Course Credit: 1 / Elective Course

### Fine Arts (performing & visual)

- Page 46 – Added Note: Not all courses are able to be offered at all sites
- The following courses had minor changes made to align with state standards and current CTE practices
  - CMAS I, II, and III (Page 48)
  - Technical Theater I (Page 56)
- Page 54 – New Class: Mariachi Ensemble course description and information
  - This course will focus on the fundamentals and skills of performing Mariachi Music. No previous experience is necessary. Some instruments will be provided by the school. Instruments include Violin, Viola, Cello, Bass, Trumpet, Guitar, Guitarrón, Vihuela. Others may be rented from SUSD or students may use their own. Students will be expected to sing in addition to playing an instrument. Students will occasionally perform in public with the group and in small ensembles. Enrollment in the class obligates students to participate in all scheduled activities of the ensemble. Extra time outside of the regular school day is expected of all students for rehearsals and performances throughout the year. Students must complete semester one in order to participate in semester two, or with the approval of the instructor. Course may be repeated for credit, but not grade replacement.
  - Grades: 9, 10, 11, 12 / Semesters: 2 / Course Credit: 1 / Elective Course

- Page 55 – Theater Arts Course Sequence Added
- Page 58 – Visual Arts Course Sequence Updated

### Interdepartmental

- Page 63 – Added Note: Not all courses are able to be offered at all sites
- Pages 65 & 66 – Added to Art History 1a and Art History 1b This course receives a Fine Arts Credit
- Page 67 – Moved CIS105 (College Computer Science Literacy) to interdepartmental
| International Baccalaureate (IB) Middle Years Program and Diploma Program | There are three additional components that students must fulfill to earn an IB Diploma expectations:  
- Students must perform 120 hours (60 hours – junior year, 60 hours – senior year) of CAS (Creativity, Activity, and Science) **Previously 150 hours**  
- The following courses had minor changes made to align with IB prerequisites, standards, and expectations:  
  - IB SL Economics (Page 84)  
  - IB SL Psychology (Page 85)  
  - IB Math HL I Analysis and Approaches (Page 87)  
  - IB Math SL Analysis and Approaches (Page 88)  
  - IB HL Art Design (Page 88) |
| Mathematics | Page 91 – Math Trajectory Updated  
- Page 91 -- Added Note: Not all courses are able to be offered at all sites  
- Pages 92 and 95 – PreAP Algebra and PreAP Geometry and Statistics moved from “PreAP” to appropriate content area |
| Physical Education | Page 98 – Added Note: Not all courses are able to be offered at all sites |
| Science | Page 102 – Added Note: Not all courses are able to be offered at all sites  
- Page 102 – Science Trajectory Updated  
- Page 103, 104, 105 & 106 – PreAP Biology, PreAP Biology Honors, PreAP Chemistry, PreAP Chemistry Honors moved from “PreAP” to appropriate content area  
- Page 108 – Deleted Introduction to Meteorology and Introduction to Physical Geography  
- Page 110 – New Class: Sports, Exercise and Health Science  
  - Optional college credit may be available; dual enrollment fee required.  
  - NOTE: This is a lab credit course.  
  - Sport, exercise, and health science involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology, and nutrition. Students cover a range of topics and carry out practical (experimental) investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of ethics by considering sport, exercise, and health relative to the individual in a global context.  
  - Grades: 11, 12 / Semesters: 2 / Course Credit: 1 / Core Course |
| Social Studies New Title: History and Social Sciences (aligns with state standards and wording) | Social Studies changed to History and Social Sciences  
- Page 111 – Added Note: Not all courses are able to be offered at all sites  
- Pages 111, 112, 113, 114 – Blended Course IDs added to American and Arizona History, American and Arizona Government, Economics/Free Enterprise, World History/World Geography  
- The following courses had minor changes made to align with state standards and SUSD curriculum maps:  
  - American and Arizona History (Page 111)  
  - Holocaust and Genocide Studies (Page 113)  
  - Psychology, Introduction to (Page 114)  
  - Sociology, Introduction to (Page 114)  
- Page 115 – PreAP World History & Geography moved from “PreAP” to appropriate content area |
| Special Education | No changes |
| World Language                  | ● Page 117 – Added Note: Not all courses are able to be offered at all sites  
|                               | ● Page 123 – American Sign Language 1a, 1b, 2a, & 2b added to World Language section  
|                               | ● The following courses had minor changes made to align with SUSD curriculum maps:  
|                               |   ● Honors French II (Page 117)  
|                               |   ● Honors Japanese II (Page 119)  
|                               |   ● Honors Mandarin Chinese II (Page 121)  
|                               |   ● Honors Spanish II (Page 122)  
| Table of Contents Index       | ● Changes made to reflect accuracy of Page numbers  
| Legal Notice                  | ● Last Page – Updated and revised letter needed to accurately reflect current legal counsel and current letterhead  
| MSPG General Information      | ● Updated boundary map to include current mission, vision, and values (pending)  
| Changes and Updates           | ● Mission, Vision and Values Infographic Page added (pending)  
|                               | ● Page 2 – SOL added to K-8 School of Choice offerings  
|                               | ● Page 6 – Added Scottsdale Online Learning (SOL) 6-8th grade SUSD Virtual School  
|                               |   ● SOL is a stand-alone SUSD K-12 school that is fully accredited. All students must complete an SUSD Open Enroll to be part of the SOL program.  
|                               |     ○ Students must be enrolled in SOL to take a course listed in the SOL catalog.  
|                               |     ○ SOL follows the SUSD calendar for all holidays and breaks.  
|                               |     ○ SOL uses a quarterly schedule as opposed to the semester schedule of other SUSD schools – (ex: SOL is 3 classes every 9 weeks rather than 6 classes for 18 weeks).  
|                               |     ○ Students must regularly attend to their coursework to remain enrolled in good standing and log offline minutes. A device will be provided; internet access will also be provided if needed.  
|                               |     ○ SOL offers comprehensive course offerings in all core subjects.  
|                               |     ○ 6-8th grade classes have regular and honors level courses but SOL does not offer Gifted or DLI programs. SOL electives and classes can be found under courses on the SOL website.  
|                               |     ○ There are live sessions with a teacher twice a week for all SOL core classes (Math, Science, History, Language Arts).  
|                               |     ○ Fulltime SOL students that are also Scottsdale residents can participate in extracurricular sports at their home school.  
|                               |     ○ For more information, please visit the Scottsdale Online Learning website.  
| English Language Arts         | ● Page 7 – Added Note: Not all courses are able to be offered at all sites  
| English Language Development  | ● No changes  
| Fine Arts                     | ● Page 10 – Added Note: Not all courses are able to be offered at all sites  
| Mathematics                   | ● Page 14 – Added Note: Not all courses are able to be offered at all sites  
|                               | ● Page 15 – Course Title Updated: PreAP Geometry/Statistics  
|                               | ● Page 17 – HS Math Course Trajectory updated  
| Physical Education            | ● No changes  
| Science                       | ● Page 19 – Added Note: Not all courses are able to be offered at all sites  


Social Studies
New Title: History and Social Sciences (aligns with state standards and wording)

- Social Studies changed to History and Social Sciences
- Page 21 – Added Note: Not all courses are able to be offered at all sites
- The following courses had minor changes made to align with updated course titles, state standards and SUSD curriculum maps:
  - 6th Grade History & Social Science and 6th Grade History & Social Science (DLI) (Page 21)
  - Honors 6th Grade History & Social Science (Page 21)
  - 7th Grade History & Social Science and 7th Grade History & Social Science (DLI) (Page 21)
  - Honors 7th Grade History & Social Science (Page 22)
  - 8th Grade History & Social Science and 8th Grade History & Social Science (DLI) (Page 22)
  - Honors 8th Grade History & Social Science (Page 22)

World Language

- Page 23 – Added Note: Not all courses are able to be offered at all sites
- The following course had minor changes made to align with SUSD curriculum maps:
  - Multi-cultural Exploratory (Page 23)

Additional Elective Courses

- Page 29 – Added Note: Not all courses are able to be offered at all sites
- Page 29 – Block 5 Period Schedule removed
- Page 29 – Ingleside added to list of schools under Traditional 6 Period Schedule

Gifted Services

- Page 48 – Gifted Services Language Revised

A variety of best practice teaching strategies are incorporated in classrooms to best meet the academic, social, and emotional needs of gifted students. These strategies may include, but are not limited to differentiated instruction, independent projects, extension opportunities, and compacting of the curriculum.

Cluster and Honors Options

Cluster and Honors teachers are trained in gifted characteristics and the learning needs of these students. They are skilled in appropriately differentiating curriculum and instruction based on learning needs, providing these learners with education opportunities that will build upon their potential, areas of interest, and passion for learning.

Gifted identified students are provided gifted services through the cluster grouping model in ELA and History/Social Sciences at Ingleside MS in grades 6 and 7. Mohave MS utilizes the cluster model to support gifted learners in science in grade 6-8. Honors courses are offered at multiple middle school campuses.

Gifted identified students are qualified for placement into the Cluster and Honors classes. Students not identified as gifted may seek placement into the Honors courses based on the matrix shared below.

Honors Criteria Rubric

Any student with a gifted identification at the 97th percentile or higher qualifies for placement in Honors. Students who are not identified gifted must meet 3 of 4 criteria listed below:
- CogAT or NNAT score at the 90 percentile or higher
- Recent AZM2 OR Benchmark score of Proficient / Highly Proficient in ELA
- Teacher Recommendation based on:
  - (6th) 3 or better (standards based) final grades in reading and writing for Q 1-2
  - (7th) A or B final grade in ELA for Q 1-2
| Students should have few missing or late assignments - task commitment  
| Strong command of writing structures and conventions  
| STAR Test/GE of 8.0 for 6th and 9.0 for 7th or site resource used to determine above level reading |

**Parent Waiver:**
Parent may request a waiver for one of the three criteria needed. Probationary placement will be made. Student must maintain a B average, demonstrate good task commitment, and participate appropriately in class. If these requirements are not maintained the student will be removed from the course.

**Comprehensive Gifted Program (Self-Contained)**

The Comprehensive Gifted Program (CGP) offers a gifted curriculum in all of the core subject areas and is designed for students in grades 6-8 who have extraordinary academic needs, ability, and intellectual potential. Students are placed in Mathematics courses according to the process indicated on page 12.

This program is available at Desert Canyon, Mohave, and Ingleside Middle Schools. Applications for the CGP are accepted throughout the school year and can be found on our district website.

| Table of Contents | • Changes made to reflect accuracy of page numbers |
| Legal Notice | • Last Page – Updated and revised letter needed to accurately reflect current legal counsel and current letterhead |