Deer Valley Unified School District

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SEI Basic Reading

Course Description

This course is designed to develop foundational reading skills for English Language Learners (ELLs) at the Pre-Emergent to Emergent proficiency levels while engaging with grade-level English Language Arts (ELA) content. Students will explore a variety of texts, including classical and contemporary works, and will be provided with opportunities to understand, evaluate, and clearly communicate ideas through reading. This course is aligned with the Arizona English Language Proficiency (ELP) Standards and the Arizona College and Career Ready Standards.

Course Objectives: By the end of this course, students will be able to:

- Cite strong and thorough textual evidence to support analysis of texts.
- Determine central ideas and themes and analyze their development.
- Summarize texts objectively.
- Recognize text structures and types.
- Develop critical thinking and comprehension strategies.

Major Units:

- Introduction to Literary Genres
- Understanding Informational Texts
- Exploring Theme and Central Idea
- Identifying Text Structures

Instructional Supports:

- Scaffolding techniques, including graphic organizers and sentence frames.
- Visual aids and multimedia resources.
- Small group instruction and peer collaboration.
- Extended time and simplified language instructions

Classroom Rules and Consequences:

- Show respect to classmates, teachers, and classroom equipment.
- Arrive on time and be prepared with necessary materials.
- Actively participate in all speaking, reading, writing and listening activities
- Stay on task and avoid distractions during class time.
- Work cooperatively with peers in group sections.
- Offer constructive feedback and support to classmates.

The Deer Valley Unified School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. For any inquiries regarding nondiscrimination policies contact the Superintendent's Department, 20402 N. 15th Avenue, Phoenix, AZ 85027. 623.445.5000.

Grade Book Category Weighting: (District Wide)

80% Assessment
20% Coursework
0% Practice

Grading Scale:

100% - 90%
89% - 80%
79% - 70%
69% - 60%
59% - 0%

Report Cards:

In an effort to conserve resources and harness the capacity of our electronic grade reporting program (PowerSchool) district schools will no longer print hard copies of report cards unless requested by individual parents. To request a hard copy of your student's report card, please contact the front office at 623-376-3000. To receive your PowerSchool login, please stop into the office with a valid photo ID.

Power School Online Access:

Grades and attendance may be accessed 24 hours a day online with your Power School access code. Access codes are available in the Counseling Office or Front Desk Monday – Friday 7:00 AM– 3:30 PM. You may check student progress regularly on the PowerSchool site using the same login for one or more students. For Mountain Ridge parents/guardians without home computer access, a computer with guest log-in capability is available in the Counseling Conference Room.

Academic Assistance/Office Hours:

In addition to the Academic Prep times built into our schedule each week, additional assistance/tutoring is provided on a weekly basis both by MRHS and individually by instructors. These office hours will be posted in my classroom, website, and/or Canvas at the start of each week. I will demonstrate to the students how to find my availability each week.

Make-up Policy:

Absences: After an absence**,** a student has one school day for each day missed to make up work/tests, regardless of the number of days absent. If many days were missed, please schedule an appointment with me to formulate a plan for the completion of make-up work. Make-up work for extended absences (over 3 days) may be requested through the Counseling Office and picked up there.

Missing Work

An assignment is considered missing work when it is not submitted by the due date.

Missing work will be treated as such:

- The assignment will be marked with the “Missing” special code in the gradebook
- A **zero (“0”)** will be entered as the score for the assignment in the gradebook
- No Evidence (NE) will be entered for the standards attached to the assignment

Late Work

An assignment is considered late work when the assignment is not submitted by the due date that was established but is submitted within the parameters listed below.

For **Late Work** to be accepted, students must meet the following parameters:

- Assignment is not due within the class period
- Assignment is not a timed activity (such as a Quick-Write Essay)
- Assignment is not a Long-Term assignment (over multiple weeks)
- Assignment is turned in within the following time frame (By the end of the Unit)

Test Retakes – Assessment Category Only

The student completes another assessment of the same learning targets. The assessment to be retaken may be in the same format or a different format and will be at the same difficulty level. The higher of the two scores will be entered in the gradebook.

To earn a retake opportunity, a student must complete all of the following:

- Consult with the teacher
- Submit a reassessment plan or application, if required by the teacher
- The reassessment plan may include all formative coursework related to the content/skill assessed

Reassessment Plan

The student must initiate contact with the teacher within 5 school days of the assessment score being posted. The student must communicate with the teacher to create a reassessment plan.

- Assignment is not a timed activity (such as a Quick-Write Essay)
- Assignment is not a Long-Term assignment (over multiple weeks)
- Assignment is turned in by the end of the instructional unit.

Daily Device Use (Chromebooks)

Students should come to school with their Chromebooks charged and ready to use in each class every day. Devices may not be used to record or take photos of other people without their consent. Consequences for classroom disruptions and misuse of devices will follow a progressive discipline model, beginning with a phone call home and progressing to office referrals for repeated or more serious offenses. See the Student Rights and Responsibilities consequence chart in the handbook for more specific descriptions of infractions and consequences.

AI Statement

In the Deer Valley Unified School District, we are committed to providing our students with the best possible education while ensuring their safety, privacy, and well-being. As part of our ongoing efforts to enhance learning experiences, teachers may incorporate generative Artificial Intelligence (AI) in the classroom for students.

Students must adhere to the specific guidelines provided in the assignment details. If no guidance around the use of generative AI is provided, students should follow the "restrictive" level (see chart). Teachers should direct students to contact their teacher before submitting classwork if the student is unsure if the tool or website they are using is permitted on a specific assignment.

Traffic Light	Level	Description	Instruction
	**Restrictive** **No!**	AI tools are prohibited for the assignment, and all work must be the student's original creation.	"Do not use AI tools for this assignment. All content must be original, and any use of AI will be treated as plagiarism."
	Moderate **Whoa!**	Students can use teacher-approved AI tools from the district list for specific parts of their assignments, such as brainstorming or initial research, but the core content and conclusions should be original. Proper citation is required for any AI-generated content.	"You can employ AI tools to assist brainstorming or initial research, however, the main content, arguments, and conclusions should be your own."
	Permissive **Go!**	Students can utilize district-approved AI tools to assist in their assignments, such as generating ideas, proofreading, or organizing content. Proper citation is required for any AI-generated content.	"You may use AI tools as you see fit to enhance your assignment and demonstrate your understanding of the topic."