

Work Session
Tuesday, January 18, 2022 5:30 PM

Fridley Community Center
6085 7th Street NE
Fridley, MN 55432

Agenda

- A. Signing Required Documents
Presenter: Dr. Kim Hiel
- B. **GOVERNANCE AND POLICY**
 - 1. Second Readings and Adoption of Policies
 - a. Policy 506 Student Discipline
Presenter: Dr. Kim Hiel
 - b. Policy 599 Student Acceleration
Presenter: Dr. Kim Hiel
 - c. REMOVE Policy 697 Assessment Practices
Presenter: Dr. Kim Hiel
 - d. REMOVE Policy 698 District Language
Presenter: Dr. Kim Hiel
- C. **OVERSIGHT OF OPERATIONS**
 - 1. Legal, Staffing and Personnel Update
Presenter: S. Ike Isaacson
 - a. New Contracts, Amendments, Leaves of Absence, Terminations, Resignations, and Retirements
 - 2. Finance and Operations Update
Presenter: Barbie Roessler
 - a. Acceptance of Bids for FHS Boiler Project
Presenter: Barbie Roessler
 - b. RFP for Transportation
Presenter: Barbie Roessler
 - 3. Fridley High School Registration Guide 2022-2023
Presenter: Dr. Kim Hiel
 - 4. Partnership Updates
 - a. Northeast Metro 916 Intermediate School District Meeting Held on January 12, 2022
Presenter: Avonna Starck
 - b. Association of Metropolitan School Districts Meeting Held on January 7, 2022
Presenter: Jake Karnopp
- D. **BOARD GOVERNANCE POLICY**
 - 1. Nomination of Officers and Board Committees for 2022
Presenter: Dr. Kim Hiel
 - 2. School Board Meeting Calendar for 2022-2023
Presenter: Dr. Kim Hiel
- E. **INFORMATIONAL ITEMS**
 - 1. District Update
Presenter: Dr. Kim Hiel

2. Next Work Session: Feb 1 - CANCELLED due to state caucuses
Presenter: Dr. Kim Hiel

F. **PUBLIC FORUM**
Presenter: Dr. Kim Hiel



FRIDLEY PUBLIC SCHOOLS

Fridley Public Schools Policies Presented for Second Reading January 18, 2022

#	Policy Name	Change/Revision
506	Student Discipline	Added Definition for Alternatives to Suspension Removed items under VI. A. Removed items under VII. Removed duplicate section
599	Student Acceleration	Changed to exceptional learners



506 STUDENT DISCIPLINE

I. PURPOSE

The purpose of this policy is to ensure that all students are aware of and comply with school district expectations for student conduct. The School Board embraces the philosophy that compliance with established student behavior and disciplinary policies will enhance the school district's ability to maintain order and discipline as well as to ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The School Board recognizes that individual responsibility and mutual respect are essential components of the educational process. The School Board establishes that the nurturance of each student's growth and maturation are of primary importance and closely linked with the necessary balance between authority and self-discipline, as the student progresses from a child's dependence on authority to the more mature behavior of self-control.

The School Board further establishes that all students are entitled to learn and develop in a setting which promotes respect of self, others and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

In view of the foregoing and in accordance with Minn. Stat. § 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

III. DEFINITIONS

- A. “Alternative educational services” may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessment, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center.
- B. “Alternatives to Suspension” means an action taken by the school to place a student in an alternative setting for a short duration
- C. “Dismissal” means the denial of the current educational program to any pupil, including exclusion, expulsion, and suspension. It does not include removal from class.
- D. “Exclusion” means an action taken by the School Board to prevent enrollment or reenrollment of a pupil for a period that shall not extend beyond the school year.
- E. “Expulsion” means a School Board action to prohibit an enrolled pupil from further attendance for up to 12 months from the date the pupil is expelled.
- F. “Parent” means (a) one of the pupil’s parents, (b) in the case of divorce or legal separation, the parent or parents with physical custody of the pupil, including a noncustodial parent with legal custody who has provided the district with a current address and telephone number, or (c) a legally appointed guardian. In the case of a pupil with a disability under the age of 18, parent may include a district-appointed surrogate parent.
- G. “Pupil” means any student: (a) without a disability under 21 years of age; or (b) with a disability until September 1 after the child with a disability becomes 22 years of age; (c) and who remains eligible to attend a public elementary or secondary school.
- H. “Removal from class” means any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class of activity

period for a period of time.

- I. “Suspension” means an action by the school administration, under rules promulgated by the School Board, prohibiting a pupil from attending school for a period of no more than ten school days.

IV. AREAS OF RESPONSIBILITY

- A. School Board. The School Board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy; hold all school personnel, students and parents responsible for conforming to this policy; and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents.
- C. Principal. The school principal will have the responsibility and authority to formulate building rules and regulations necessary to enforce this policy. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- D. Teachers. All teachers will be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the school administration. All teachers shall enforce the code of student conduct. In exercising the teacher’s lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force

when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the code of student conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

V. STUDENT RIGHTS AND RESPONSIBILITIES

- A. All students have the right to an education and the right to learn.
- B. All students have the following responsibilities:
 - 1. For their behavior and for knowing and obeying all school rules, regulations, policies and procedures;
 - 2. To attend school daily, except when excused, and to be on time to all classes and other school functions;
 - 3. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
 - 4. To make necessary arrangements for making up work when absent from school;
 - 5. To assist the school staff in maintaining a safe school for all students;
 - 6. To be aware of all school rules, regulations, policies and procedures, including those in this policy, and to conduct themselves in accordance with them;
 - 7. To assume that until a rule or policy is specifically waived, altered or repealed, it is in full force and effect;
 - 8. To be aware of and comply with federal, state and local laws;

9. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
10. To respect and maintain the school's property and the property of others;
11. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
12. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
13. To conduct themselves in an appropriate physical or verbal manner;
14. To recognize and respect the rights of others.

VI. CODE OF STUDENT CONDUCT

A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking

- and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
2. The use of profanity or obscene language, or the possession of obscene materials;
 3. Gambling, including, but not limited to, playing a game of chance for stakes;
 4. Hazing;
 5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
 6. Opposition to authority using physical force or violence;
 7. Using, possessing or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;
 8. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
 9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs or other controlled substances (except as prescribed by a physician), or look-alike substances, (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student.
 10. Using, possessing or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
 11. Violation of the school district weapons policy;
 12. Violation of any local, state or federal law as appropriate;
 13. Acts disruptive of the educational process, including, but not limited to, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;

14. Violation of the school district's Internet Acceptable Use Policy;
15. Violation of the district's Bullying Prohibition Policy;
16. Violation of the school district's Violence Prevention Policy;
17. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
18. Committing an act which inflicts bodily harm upon another person, even though accidental or a result of poor judgment;
19. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
20. Verbal assaults, or verbally abusive behavior, including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written that are discriminatory, abusive, obscene, threatening, intimidating degrading to other people, or threatening to school property;
21. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
22. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin or sexual orientation;
23. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
24. Insubordination to teachers or other school district personnel;
25. Violation of the school district's one-to-one device rules and regulations;
26. Violation of any local, state or federal law as appropriate;
27. Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to laser pointers, pagers, radios and phones, including picture phones.

28. Violation of school bus or transportation rules or the district's bus safety policy;
29. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
30. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
31. Possession or distribution of slanderous, libelous or pornographic materials;
32. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
33. Criminal activity;
34. Falsification of any records, documents, notes or signatures;
35. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means.
36. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism or collusion, including the use of picture phones or other technology to accomplish this end;
37. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
38. Sexual abuse and/or harassment;
39. Other acts, as determined by the school principal, which are disruptive of the educational process or dangerous or detrimental to the student or other

students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

VII. DISCIPLINARY ACTIONS

The general policy of the school district is to utilize progressive discipline, to the extent reasonable and appropriate, based upon the specific circumstances and seriousness of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the teachers and administrators, or designee, who are responsible to enforce this policy. At a minimum, violation of school district rules, regulations, policies or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district administration.

Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention;
- I. Loss or restriction of school privileges;



A World-Class Community of Learners

Fridley Public Schools is committed to creating a welcoming, respectful environment that provides an equitable and inclusive education for each student, staff and community member by ensuring that opportunities, access, and resources are aligned to support the growth and academic achievement of each student.

- J. Alternatives to Suspension Program;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Restorative Practices / Mediation
- N. Restitution;
- O. Referral to police, other law enforcement agencies, or other appropriate authorities;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Expulsion under the Pupil Fair Dismissal Act;
- S. Exclusion under the Pupil Fair Dismissal Act;
- T. Other disciplinary action as deemed appropriate by the school district.

VIII. REMOVAL OF STUDENTS FROM CLASS

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

- 1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to

teach or communicate effectively with students in a class or with the ability of other students to learn;

2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

- B. If a student shows a pattern of being removed from class, the school district shall notify the parent or guardian and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.
- C. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy. Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.
- D. **Teacher Procedures for Removal of a Student from a Class.** Teachers are required to follow the legal procedures prescribed in law if and when they exercise their authority to remove a student from class. Those procedures will be specified by the school principal in writing and available to teachers who select to exercise this authority. The school procedures for teachers will include the following:
 1. Specify procedures to be followed by a teacher, administrator or other school district employee to remove a student from a class;
 2. Specify required approvals necessary;
 3. Specify paperwork and reporting procedures.

4. Designation of where student is to go when removed;
 5. Designation of how student is to get to designated destination;
 6. Whether student must be accompanied;
 7. Statement of what student is to do when and while removed;
 8. Designation of who has control over and responsibility for student after removal from class.
- E. Teacher Procedures for Return of a Student to the Class after Removal.
The school procedures for the teacher will include the following:
1. Specification of procedures;
 2. Actions or approvals required such as notes, conferences, readmission plans.
- F. Teacher Procedures for Notification.
1. Specify procedures for notifying students and parents/guardians of violations of the rules of conduct and resulting disciplinary action;
 2. Actions or approvals required, such as notes, conferences, readmission plans.
- G. Teacher Procedures for Disabled students; special provisions.
1. Procedures for consideration of whether there is a need for further assessment;
 2. Procedures for consideration of whether there is a need for a review of the adequacy of the current Individualized Education Program (IEP) of a disabled student who is removed from class or disciplined; and
 3. Any procedures determined appropriate for referring students in need of special education services to those services.
- H. Teacher Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.

1. Establishment of a chemical abuse preassessment team pursuant to Minnesota state statute.
 2. Establishment of teacher reporting procedures to the chemical abuse preassessment team pursuant to Minnesota state statute.
- I. Teacher Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.

IX. DISMISSAL

- A. Dismissal involves the denial of the current educational program to any student, including suspension, exclusion, and expulsion. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to exclusion and/or expulsion from school. A student may be dismissed from school on any of the following grounds:
1. Willful violation of any reasonable School Board regulation, including those found in this policy;
 2. Willful conduct that materially and substantially disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
 3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.
- C. Suspension procedures.
1. "Suspension" means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided,

however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.

2. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
3. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission and may not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
4. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum ,although in

another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.

5. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota state statute selected to allow the pupil to progress toward meeting graduation standards under Minnesota state statute 2, although in a different setting.
6. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
7. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b. petition the juvenile court that the student is in need of services under Minn. Stat. Ch. 260C.
8. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act shall be personally served upon the student at or before the time the suspension is to take effect, and upon

the student's parent or guardian by mail within forty-eight (48) hours of the conference.

9. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
10. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
11. Notwithstanding the foregoing provisions, the student may be suspended pending the School Board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

D. Expulsion and Exclusion Procedures.

1. "Expulsion" means a School Board action to prohibit an enrolled student from further attendance for up to 12 months from the date the student is expelled. The authority to expel rests with the School Board.
2. "Exclusion" means an action taken by the School Board to prevent enrollment or reenrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the School Board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act; describe alternative educational services accorded the

student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department Education.

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent or guardian and shall be closed, unless the student, parent or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education. The School Board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to the student's records and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including records upon which the proposed dismissal action may be based.

13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the School Board and served upon the parties within two (2) days after the close of the hearing.
17. The School Board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The School Board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the School Board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Minnesota Department of Education of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the School Board may appeal the decision to the Commissioner within 21 calendar days of School Board action pursuant to Minnesota state statute. The decision of the School Board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or



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expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.

21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

X. ADMISSION OR READMISSION PLAN

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, including completing a character education program consistent with Minnesota state statute, participation in restorative practices or mediation and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XI. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other Minnesota state statute. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each physical assault of a school district employee by a student within thirty (30) days of the assault. This report must include a statement of the alternative educational services or other sanction, intervention, or resolution given to the student in response to the assault and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student's age, grade, gender, race and special education status.

XII. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act and Minnesota state statutes.



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XIII. DISABLED STUDENTS

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XIV. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program or Enrollment in Nonresident District under Minnesota state statutes at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XV. DISTRIBUTION OF POLICY

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and



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to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

XVI. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the School Board, which shall conduct an annual review of this policy.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.582 (Reasonable Force)
Minn. Stat. §§ 121A.60-121A.61 (Removal From Class)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (Area Learning Center Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (Enrollment in Nonresident District)
Minn. Stat. Ch.125A (Students With Disabilities)
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
Minn. Stat. § 152.22 (Medical Cannabis; Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Court Act)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e) (1) (Manifestation Determination)

Cross References:

MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 409 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)



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MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

School Board Action:

Revised as Policy 8.301
Revised as Policy 506 June 18, 2002
Revised July 15, 2008
Revised September 21, 2010
Revised February 18, 2014
Revised June 21, 2016
Revised September 20, 2016
Revised December 18, 2018
Revised April 21, 2020
Revised June 15, 2021
Revised January 18, 2022

Second Reading



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599 STUDENT ACCELERATION POLICY

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents and students regarding expectations for whole-grade acceleration.

II. GENERAL STATEMENT OF POLICY

The mission of Fridley Public Schools is to guide students in the development of learning skills to help them reach their full potential. To accomplish this academic aim, Fridley Schools strives to meet students' needs by developing exemplary educational programs. Given that each student is an individual comprised of unique strengths, abilities and potential, it is the goal of Fridley Public Schools to provide a range of opportunities appropriate for all students, including those with exceptional abilities. Therefore, the differentiation of instruction is a critical element of all instructional offerings in the Fridley Public Schools and it is the foundation of programming for exceptional learners. There are a variety of options available to exceptional learners including, but not limited to whole-grade acceleration.

III. DEFINITIONS

- A. "Whole-grade Acceleration" refers to the placement of a student a whole-grade level ahead of his or her peers. This practice is commonly known as "grade skipping."
- B. "Differentiated instruction" refers to the alignment of instructional goals with the individual needs of each learner.
- C. Exceptional learners are often defined as those students performing 2 standard deviations above the norm, those at or above the 98th percentile.

IV. WHOLE-GRADE ACCELERATION REQUIREMENTS

Fridley Public Schools will provide whole-grade acceleration options to exceptional learners that meet the standards set by the district. Students that do not meet the standards for whole-grade acceleration, may be eligible to participate in the other forms of acceleration offered in Fridley.

Students may be considered only if the following can be clearly demonstrated and confirmed.



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- A. Academic achievement in all areas of the curriculum
- B. Intellectual ability
- C. Social and emotional maturity
- D. Persistence and motivation
- E. Acceleration is determined to be in the best interest of the student

V. DIRECTIVES AND GUIDELINES

The superintendent shall develop guidelines which articulate the processes and procedures for implementing whole-grade acceleration within the elementary, middle, and high schools. These guidelines should define the application, data collection, decision-making, notification and record-keeping processes. Procedures should include a means of monitoring and supporting accelerated students.

Legal References:

Minn. Stat. § 120B.15 (Gifted and Talented Students Programs)

School Board Action:

Adopted as Policy 599 May 20, 2008

Revised February 16, 2016

Revised January 18, 2022

697 Assessment Policy

I. PURPOSE

The purpose of this policy is to define assessment practices in Fridley Public Schools.

II. STATEMENT OF POLICY

Each building will establish appropriate assessment practices, strategies and tools to use at grade levels and within subject areas. These practices, strategies and tools will follow the guidelines set forth below.

III. DEFINITIONS

- A. Summative assessment—aimed at determining a student’s achievement level, generally at the end of a course of study or unit of work.
- B. Formative assessment—aimed at identifying the learning needs of students and informing teaching and learning.

IV. PURPOSE OF ASSESSMENT

The primary purpose of assessment is to inform instruction. Assessment informs teachers of what students understand, guides classroom instruction, shows which concepts need to be re-taught, and where there may be gaps in learning and curriculum. Assessment provides students with feedback on their learning, identifies areas of strength and weakness, and allows them to set goals for future learning. Assessment provides parents with an understanding of their child’s progress and helps them better support and celebrate their child’s learning. It should also inform parents about student progress against a given standard.

V. PRINCIPLES OF ASSESMENT

Assessments are varied in type and serve different purposes. They allow students multiple opportunities to demonstrate their understanding. Assessment is an ongoing process and does not happen just at the end of a course or a unit of study. Results inform both students and teachers and are easily understood by all stakeholders. There is an emphasis on both formative and summative assessment.

Regardless of the purpose of an assessment, high quality assessments:

- Measure progress toward the instructional goals.
- Align with clear criteria given to students prior to an assessment.



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- ~~Provide timely feedback to students.~~
- ~~Allow opportunities for students to reflect on their learning.~~
- ~~Provide students with an understanding of areas for growth and allow for reassessment.~~
- ~~Provide opportunities for students to share their learning with others.~~
- ~~Challenge all students through differentiation.~~
- ~~Include modifications when necessary.~~

~~VI. DISTRICT ASSESSMENT REQUIREMENTS~~

~~Each building will articulate the district assessment requirements for their grade levels and subject areas. These will include, but are not limited to, assessments mandated by the state and the International Baccalaureate.~~

~~VII. REVIEW OF ASSESMENT POLICY AND PRACTICES~~

~~Each building will review this policy and its own assessment practices during the regularly scheduled International Baccalaureate evaluation process, or on an as needed basis. The review committee will be made up of the building principal, IB coordinator, and representatives from the building leadership team.~~

Cross References:

~~MSBA/MASA Model Policy 601 (School District Curriculum Instructional Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development)~~

School Board Action:

~~Revised June 21, 2016
Revised November 19, 2019
REMOVED AS POLICY January 18, 2022~~



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~~698 District Language Policy~~

~~I. PURPOSE~~

~~The purpose of this policy is to establish the framework of language instruction in Fridley Public Schools, including learning an additional language, valuing the linguistic diversity of our community, and working to support the mother-tongue development of our students and families.~~

~~II. STATEMENT OF POLICY~~

~~Each building will establish appropriate language practices to use at grade levels and within subject areas. These language practices will follow the guidelines set forth below.~~

~~III. DEFINITIONS~~

~~A. **Primary Language Instruction** refers to the language of instruction in all subject areas. In Fridley Public Schools, the primary language of instruction is English.~~

~~B. **Mother-Tongue** Describes the language(s) students use at home or outside the school environment. Many of our students use more than one mother tongue language outside the classroom environment.~~

~~C. **Language Acquisition** describes a language learned subsequently to a mother tongue language. Our primary instructional language (English) can also be considered language acquisition for students who speak another mother tongue.~~

~~IV. MOTHER-TONGUE SUPPORT~~

~~The Fridley School District supports families whose native language is not English. We encourage our parents and students to speak and develop their mother tongue at home. This strengthens the child's language skills while instilling a sense of importance about his/her culture. We also provide families with translation services as needed, through the use of interpreters and/or translated documents.~~

~~V. REVIEW COMMITTEE~~

~~Each building will review this policy and its own language practices during their regularly scheduled International Baccalaureate evaluation process, or on an as-needed basis. The review committee will be made up of the building principal, IB-coordinator, and representatives from the building leadership team.~~

School Board Action:

Adopted May 19, 2009



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~~Revised June 21, 2016~~

~~REMOVED AS POLICY January 18, 2022~~

Second Reading

Personnel Changes 2021-22 School Year

New Contracts and Amendments per Master Agreements (2021-2022)

First Name	Last Name	Assignment	Step/Lane/Salary	School
Jeren	Anderson	Extended Essay Supervisor	Schedule C	FHS
Audrey	Bardenpratt	Building Monitor	\$14.00/hour	FCC
Sarah	Bennek	Student Council Advisor	Schedule C	FMS
Mandi	Burian	Extended Essay Supervisor	Schedule C	FHS
Abigale	Gigley	Paraeducator	\$15.98/hour	FCC
Cassandra	Gould	Paraeducator	\$15.98/hour	Hayes
Steve	Holt	Extended Essay Supervisor	Schedule C	FHS
Elizabeth	Jensen	Extended Essay Supervisor	Schedule C	FHS
Tim	Leistikow	Extended Essay Supervisor	Schedule C	FHS
Carol	Milner	Hair Styling – Fall Musical	Schedule C	FHS
Jennifer	Peterson	Speech Pathologist	MA/Step 8	Hayes
Jessica	Schuette	Extended Essay Supervisor	Schedule C	FHS
Becca	Shuman	Extended Essay Supervisor	Schedule C	FHS

Individual Contracts (2021-2022)

First Name	Last Name	Assignment	Step/Lane/Salary	School
Kristine	Carlston	Human Resources Coordinator	Individual Contract	District
Amy	Gregoire	Alternatives to Suspension Specialist	Individual Contract	District
Laura	Seifert-Hertling	Director of Special Services	Individual Contract	District

Resignations (2021-2022)

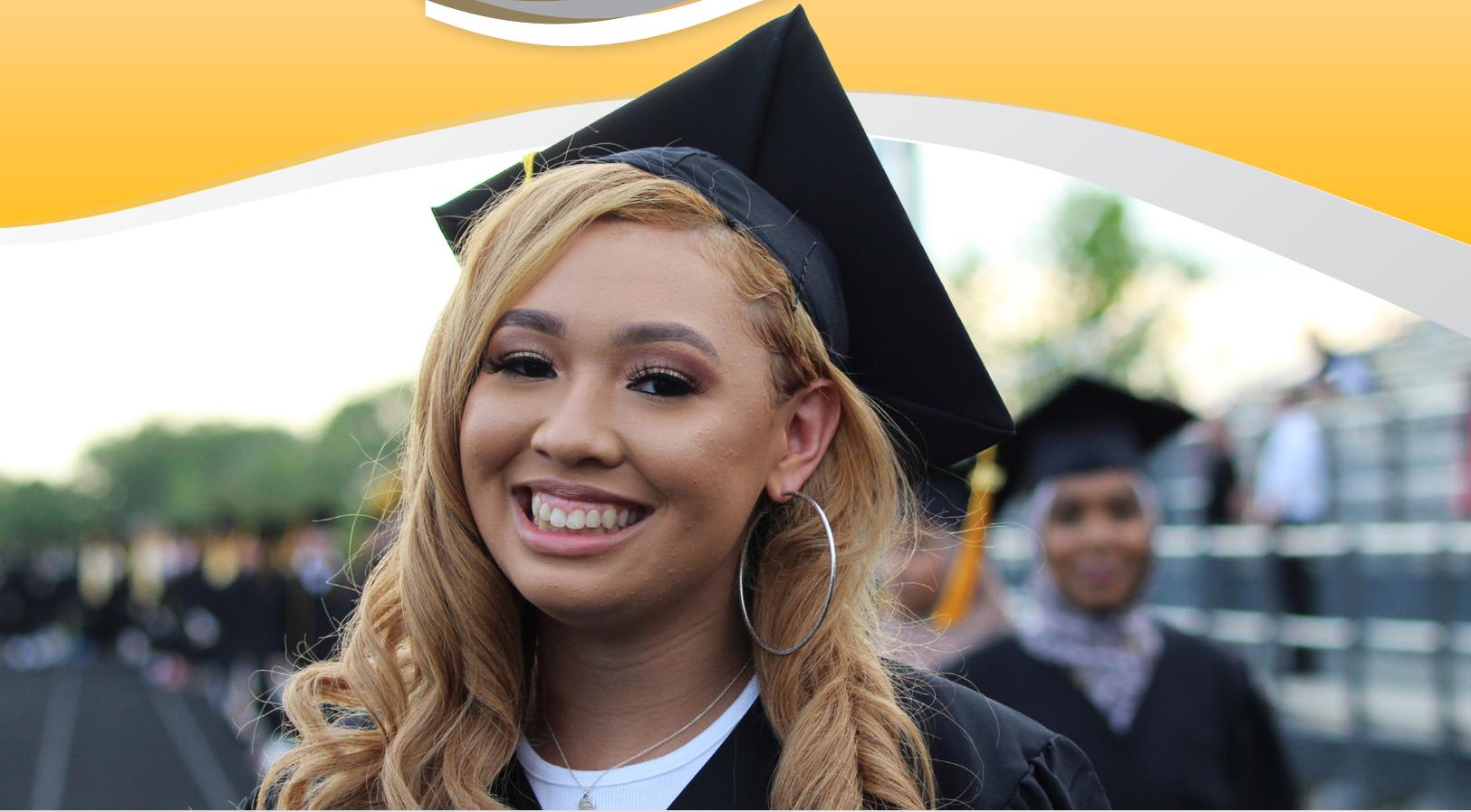
- Hope Brandner resigned her paraeducator position at the Fridley Community Center effective January 4, 2022.
- Charlene Simonson resigned her WSI/Lifeguard position at the Fridley Community Center, effective January 6, 2022.
- Zachary Sorenson resigned his teacher position at Hayes Elementary, effective February 11, 2022.
- Cassie Westerhaus-Rauworth resigned her teacher position at Hayes Elementary, effective January 18, 2022.

Retirements (2021-2022)

- Karla Hoeschen retired from her occupational therapist position at Fridley Public Schools, effective January 24, 2022.



FRIDLEY
HIGH SCHOOL



Registration & Course Guide



2022-2023



An International Baccalaureate World School

A MESSAGE FROM PRINCIPAL HAND



Patty Hand, Principal

Welcome to Fridley High School for the 2022-23 school year. Fridley High School is an IB World School. We are proud and committed to offer a comprehensive curriculum in a caring environment.

This guide is a catalog of courses and programs offered during the school year at Fridley High School. Please keep it as a reference throughout the year.

As you use this registration guide, you will be choosing from a large selection of courses appealing to a wide variety of interests. Electives provide the opportunity to explore special fields of interest. These courses also make it possible to pursue specialized preparation for advanced post-high school training or to enter the job market.

Carefully read the information in the next few pages and browse through the course offerings and programs then begin planning a course of study. Before registration, decide on a schedule of courses for the remaining year(s) in high school. Serious thought about an overall educational plan is essential. It is important that course selections for next year are made very carefully. We will tally all course selections and make critical decisions regarding staffing, room use, and dollar allocation.

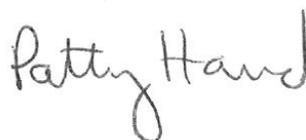
Once those decisions are made, it will be very difficult to change course selections.

Choose with your future in mind. Some points to consider:

- What kinds of interests do you have for post-college? Do some planning by calling people in the professions in which you have interests to ask them what kind of preparation they would recommend.
- Make yourself attractive to the colleges you are interested in attending. Make contact with an admissions person to see what they are looking for in candidates for their schools, particularly if you are interested in highly selective schools. Take the time to make this happen.
- Consider taking extra core academic courses. This is the last time in your educational career that you will have the opportunity to take free courses. In post-secondary levels, you have to pay to learn. Take that course in high school that might be interesting to you.

Good luck as you plan for the upcoming school year.

Sincerely,



Fridley High School Principal

Fridley High School is an International Baccalaureate World School that serves students in grades 9-12. We offer the Middle Years Programme (MYP) to grades 9-10, the Diploma Programme (DP) to grades 11-12 and the Career-related Programme (CP) to grades 11-12.

ADMINISTRATION

Dr. Kim Hiel

Fridley Public Schools Superintendent

Ms. Patty Hand

Fridley High School Principal

Mr. Lamii Zarlee

Fridley High School Assistant Principal

Mr. Dan Roff

Fridley Activities Director

STUDENT SUPPORT OFFICES

Ms. Priyanka Rai

Registrar—Guidance Office

763-502-5612

Mr. Jim Cummings

Dean of Students

Last names starting with the letters A - F

763-502-5617

Ms. Amy Engler

Dean of Students

Last names starting with the letters G - M

763-502-5610

Ms. Jessica Miller-Johnson

Dean of Students

Last names starting with the letters N-Z

763-502-5619

IB COORDINATORS

Ms. Kari Reiter

763-502-5036

Ms. Jessica Baker

763-502-5062



WELCOME TO FRIDLEY HIGH SCHOOL, AN INTERNATIONAL BACCALAUREATE WORLD SCHOOL!

Our mission is to guide students in the development of learning skills to help them reach their full potential.

To accomplish this mission, we will:

- Provide a nurturing environment
- Create high expectations defined by learner outcomes
- Develop exemplary programs and continuously improve them
- Strive to meet students' needs
- Respect individual differences
- Develop an educational foundation for all students
- To be life-long learners
- To develop high skill levels
- To care for others
- To be adaptable
- To be prepared to thrive in a diverse, changing society



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HOW TO USE THIS REGISTRATION GUIDE

TERMINOLOGY AND DEFINITIONS

This Registration Catalog is designed to help you and your parents select your courses for next school year. We use registration data to build our master schedule and hire and assign teachers. The guide explains which courses you need for graduation and when you need to take them. It will also help you choose courses to meet your goals after high school, whether you want to get a particular kind of job, go to college, or enlist in military service.

Prerequisite Course

Courses that students must pass before registering for another course or the next course in the sequence.

Required Course

Courses that every student must pass in order to graduate from Fridley High School.

Elective Course

A course students choose to take to fulfill the graduation requirements.

International Baccalaureate Diploma Programme

International Baccalaureate (IB) Diploma Programme is a rigorous, internationally-recognized program for 11th and 12th grade students. Students may earn college credit based on their scores from IB assessments. The IB Diploma Programme is a two-year commitment at Fridley High School. Informational meetings are conducted several times throughout the year. Please contact Jessica Baker, DP Coordinator, at 763-502-5062 for more information.

DP SL Course: Diploma Programme Standard Level:

A college level course requiring 150 hours of instruction (may be a one or two year course).

DP HL Course: Diploma Programme Higher Level:

A college level course requiring 240 hours of instruction (is always a two year course).



REGISTRATION INSTRUCTIONS

1. Please read carefully ALL instructions and explanations in the book. Make sure you understand the procedures before you begin.
2. Review requirements for graduation.
3. Read and understand the course descriptions and prerequisites.
4. Decide which courses you want to take based on your plans for after high school.
5. Discuss plans with your parents/guardians. Consult with teachers and your dean if you need help.
6. Use information you have about yourself such as test results, interest inventories, and past grades.
7. Check entrance requirements for colleges and other post-secondary programs before you select your school courses for future endeavors.

CLASS CHANGE REQUESTS

Students are encouraged to plan programs carefully. Once the registration process is complete, class change requests are discouraged, and in some cases, not possible after the initial registration. Please refer to the student handbook for additional information.

INTRODUCTION

GRADUATION REQUIREMENTS & CRITERIA

District 14 students must complete credit requirements to receive a Fridley High School diploma. Students are on a 7-period semester schedule. Each class equals .5 credits. Credit requirements are listed in the chart below:

Please see your dean of students with questions regarding testing and graduation requirements. Students must be credit ready to participate in the commencement ceremony.

PLANNING COURSES

Students are encouraged to carefully select courses for the entire year and take advantage of the broad selection of offerings from all departments. It is strongly recommended that students wishing to take a large number of rigorous courses make an overall plan for their sophomore, junior and senior years. This will make scheduling these classes easier.

The scheduling office will keep each student's registration plan on file for the year. In the event there are conflicts, closed classes, or classes not offered due to inadequate enrollments, the alternate selections would be used to adjust the schedule. Be sure alternate selections are listed on the registration form in priority order. There will be limited opportunities for students to make adjustments in their schedule based on availability of seats.



CREDITS REQUIRED

SUBJECT	Credits
Mathematics	3
Language & Literature	4
Individuals & Societies (Social Studies)	3.5
Sciences	3
Physical & Health Education	1.5
Arts (Performing & Visual)	1
Design (Business, FACS, Technology)	1
Language Acquisition (Chinese, German, Spanish, EL)	2
Total Required Credits	19
Elective Credits For Graduation	8
Total Credits For Graduation	27

Fridley Online Academy and Area Learning Center

FRIDLEY ONLINE ACADEMY

Fridley Online Academy (FOA) is a full-time online option for Fridley students, grades 7-12. We use both the Edgenuity platform as well as Google Classroom to deliver the curriculum. Licensed Fridley teachers serve as both content specialists and mentor teachers. The model is asynchronous for 4 days of the week, allowing students to set their own schedules. One day per week, students need to be available for scheduled Google Meets with their teachers. Students can expect to work on their classes 4-5 hours per day; attendance is taken daily based on students' work time. Students who receive special education services will want to consult with their case manager for more information.



For high school students, we offer all of the required courses for graduation; graduating seniors receive a Fridley High School diploma. Our course offerings are more limited than in-person courses; please note that we cannot offer IB Diploma courses via our Online Academy.

Fridley Schools provides each student with a Chromebook; you must have internet access that will support online meetings and streaming videos.

Enrollment in our Fridley Online Academy (FOA) for the 2022-23 school year is in alignment with Fridley High School's in-person course registration due date of Monday, February 7th. Please note that enrolling in FOA includes a commitment for the entire school year. Due to staffing requirements and course structures, students will not be able to switch between the Online Academy and in-person learning during the school year.

An online form for enrolling in the Online Academy will be published on the school website and sent out to guardians via Campus Messenger in January. If you have questions, please contact the Fridley Online Academy Lead, Chandra Hanke, at hanke@isd14.org.

FRIDLEY AREA LEARNING CENTER (ALC)

Fridley Moore Lake Area Learning Center (ALC) is a school in the Fridley School District that serves 16-21 year old students. The ALC helps students achieve individual learning goals and receive a high school diploma. The ALC program features small classes, individual learning plans, flexible schedules, independent study and credit for on-the-job training. The ALC also offers an extended day program and summer school to assist students who need to recover credit towards graduation.



Students can complete all of their coursework through the ALC, or they may be dual-enrolled, taking classes at Fridley High School and attending the ALC to make up credits for classes they have yet to complete. Students who satisfactorily complete all course work will receive a diploma from Fridley High School.

If you have questions, please contact Fridley Area Learning Center Principal Kelly McConville at kelly.mcconville@fridley.k12.mn.us.



Minnesota Career Fields, Clusters & Pathways

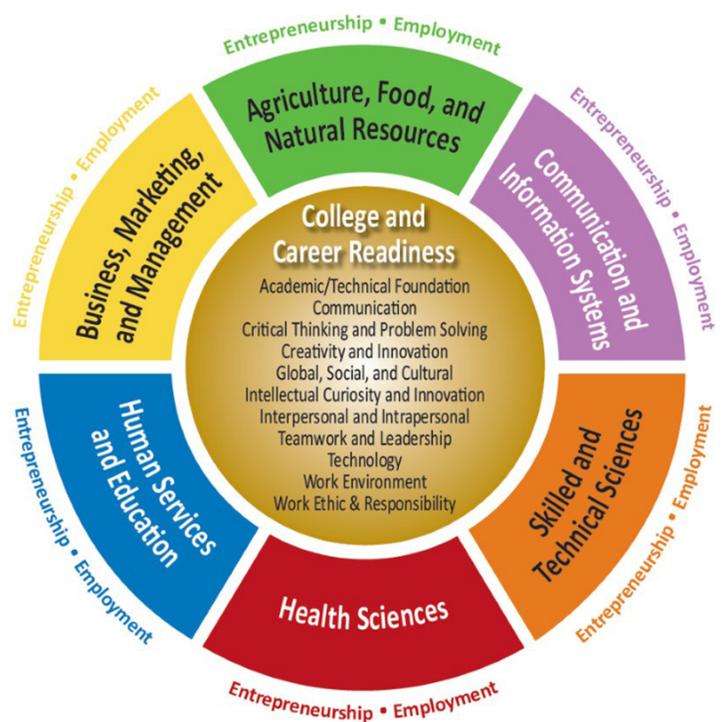
Thinking ahead and preparing for careers is helpful as students are headed to the workplace or college. Some careers that are common today may not be needed tomorrow. All careers require flexibility, knowledge, and skills. The Minnesota Department of Education and Minnesota State Colleges and Universities have created The Minnesota Career Fields, Clusters & Pathways, which Fridley High School aligns with.

The Minnesota Career Fields, Clusters & Pathways chart, on the following page, graphically depicts the organizing framework of the foundation knowledge and skills, career fields, career clusters, and career pathways that Minnesota will use for developing programs of study.

CAREER FIELDS

Career Fields, which are identified in the segmented ring around Foundation Knowledge and Skills, are the organizing structure for the 16 career clusters and 79 pathways. The fields represent the broadest aggregation of careers. Students are normally exposed to career field exploration in middle school and early high school. Career fields have been identified as:

- Agriculture, Food, & Natural Resources
- Arts, Communications, & Information Systems
- Engineering, Manufacturing, & Technology
- Health Science Technology
- Human Services
- Business, Management, & Administration



CAREER CLUSTERS

Career Clusters, which are identified in the bold, colored bullets (■), represent a grouping of occupations and broad industries into a national classification of 16 clusters that are based upon common knowledge and skills. Career clusters include hundreds of occupations that may be grouped into pathways around which educational programs of study can be built.

CAREER PATHWAYS

Career Pathways, which are identified by the symbol (>) under each cluster heading, represent an organization of related occupational areas within a specific career cluster. Each of these pathways has identified knowledge and skills validated by industry from which programs and programs of study are developed.



Minnesota Career Fields, Clusters & Pathways

■ Marketing

- > Merchandising
- > Marketing Management
- > Marketing Communications
- > Marketing Research
- > Professional Sales

■ Business, Management, and Administration

- > Administrative Support
- > Operations Management
- > Business Information Management
- > Human Resources Management
- > General Management

■ Hospitality and Tourism

- > Lodging
- > Recreation, Amusements and Attractions
- > Restaurants and Food/Beverage Services
- > Travel and Tourism

■ Finance

- > Banking Services
- > Business Finance
- > Securities and Investment
- > Accounting
- > Insurance

■ Agriculture, Food, and Natural Resources

- > Animal Systems
- > Agribusiness Systems
- > Environmental Service Systems
- > Food Products and Processing Systems
- > Natural Resources Systems
- > Plant Systems
- > Power, Structural, and Technical Systems

CAREER FIELD Agriculture, Food, & Natural Resources

CAREER FIELD Arts, Communications, & Information Systems

■ Arts, Audio/Video Technology, and Communications

- > Audio/Video Technology and Film
- > Journalism and Broadcasting
- > Performing Arts
- > Printing Technology
- > Telecommunications
- > Visual Arts

■ Information Technology

- > Information Support and Services
- > Network Systems
- > Programming and Software Development
- > Web and Digital Communications

Foundation Knowledge and Skills Academic and Technical Literacy

- Employability • Ethics • Systems
- Teamwork • Career Development
- Problem Solving • Critical Thinking
- Information Technology Application
- Legal Responsibilities • Communication
- Safety, Health and Environment
- Social Studies • Math • Science
- English • Personal Finance

CAREER FIELD Business, Management, & Administration

■ Human Services

- > Consumer Services
- > Counseling and
- > Mental Health Services
- > Early Childhood
- > Development and Services
- > Family and Community
- > Services
- > Personal Care Services

■ Law, Public Safety, Corrections, and Security

- > Correction Services
- > Emergency and Fire Management Services
- > Law Enforcement Services
- > Legal Services
- > Security and Protective Services

■ Government and Public Administration

- > Revenue and Taxation
- > Foreign Service
- > Governance
- > National Security Planning
- > Public Management and Administration
- > Regulation

CAREER FIELD Human Services

- > Education and Training
- > Administration and Administrative Support
- > Professional Support Services
- > Teaching/Training

Health Science Technology

■ Health Science

- > Biotechnology Research and Development
- > Diagnostic Services
- > Support Services
- > Health Informatics
- > Therapeutic Services

CAREER FIELD Engineering, Manufacturing, & Technology

■ Transportation, Distribution, and Logistics

- > Facility and Mobile Equipment Maintenance
- > Health, Safety, and Environmental Management
- > Logistics Planning and Management Services
- > Sales and Services
- > Transportation Operations
- > Transportation Systems/Infrastructure Planning, Management, and Regulation
- > Warehousing and Distribution Center Operations

■ Architecture and Construction

- > Construction Design/Pre-construction Maintenance/Operations

■ Manufacturing

- > Production
- > Manufacturing Process Development
- > Maintenance, Installation, and Repair
- > Quality Assurance
- > Logistics and Inventory Control
- > Health, Safety, and Environmental Assurance

■ Science, Technology, Engineering, and Mathematics

- > Engineering and Technology
- > Science and Mathematics

Additional Resources

www.cte.mnscu.edu/programs/index.html
www.mnpos.com

Legend:

- = Career Cluster
- > = Career Pathway

Explanation provided on reverse side.



MINNESOTA
STATE COLLEGES
& UNIVERSITIES



Minnesota
Department
of Education

Business, Management & Administration

Students focus on the interplay of people, systems, and cultures. Electives provide opportunities to explore the relationships between business, politics, and history, with an emphasis on world languages and cultures.

Career Cluster Pathway	Foundational Courses	Enhancement Courses
Business Management & Administration	Accounting A, B Personal Finance Managing Your Own Business Microsoft Word Computer Applications	DP Business Management DP History DP Global Politics Personal and Professional Skills DP Chinese DP Spanish
Marketing, Sales & Services	Marketing Managing Your Own Business Microsoft Word Personal Finance	
Hospitality & Tourism	Foods 1, 2 Chinese - all levels German - all levels Spanish - all levels	

Possible Careers: Accountant, Actuary, Advertising, Ambassador, Anthropologist, Archaeologist, Art Historian, Auditor, Business Executive, Counselor, Customer Representative, Diplomat, Director of Tourism, E-Commerce, Entrepreneur, Financial Advisor/Analyst, Foreign Correspondent, Foreign Service officer, Historian, Hospitality and Tourism Industry, Human resources, Immigration officer, International Business, Interpreter, Journalist, Judge, Law Enforcement, Lawyer, Manager, Marketing, Marketing Research Analyst

Engineering, Manufacturing & Technology

Students focus on investigation and application of sciences, technology, engineering and math. Electives provide real-world, hands-on opportunities to explore elements of engineering, environmental, and research Sciences.

Career Cluster Pathway	Foundational Courses	Enhancement Courses
Architecture & Manufacturing	Computer Aided Drafting and Design Woodworking Technology Home Repair	DP Physics DP Business DP Math Studies DP Mathematics DP Biology DP Environmental Systems Personal and Professional Skills
Science, Technology, Engineering & Math	Biology Chemistry Cosmos and Climate Physics	

Possible Careers: Actuary, Analytical Chemist, Assembler, Automotive Technician, Biomedical Engineer, Boilermaker, Chemical Engineer, Civil Engineer/Technician, Design Engineer, Environmental Engineer, Environmental Research Scientist, Foundry Worker, Freight, Industrial Machinery Mechanic, Inspector, Lab Technician, Logistician, Manufacturing Technician, Naturalist, Pattern and Model Maker, Physicist, Production Manager, Quality Control Technician, Researcher, Safety Engineer, Stock and Material Mover, Tool and Die Maker, Wildlife Biologist

Health Science Technology

Students focus on understanding and serving people through medicine and sciences. Electives provide to explore the biomedical field, health careers, leadership and the social/psychological needs and development of people.

Career Cluster Pathway	Foundational Courses	Enhancement Courses
Support Services	Emergency Medical Responder (EMR) Emergency Medical Technician (EMT)	DP Biology Theory of Knowledge Personal and Professional Skills EMR/EMT
Biotechnology Research and Development	Biology Anatomy & Physiology Forensics Chemistry	

Possible Careers: Physician, Medical or public health researcher, Medical lab technician, Surgeon, Nurse, Dentist, Physician's or medical assistant, dental assistant. Transcriptionist, physical therapist, health unit coordinator, Nutritionist or dietician, hospital administrator, scientist, Dental Hygienist, Doctor, EMT/Paramedic Lab Technician, Geneticist, Home Health Aide, Licensed Practical Nurse, Medical Laboratory Technician, Nutritionist, Occupational Therapist, Pharmacist, Pharmacy Assistant, Physical Therapist



Human Services

Students interested in pursuing a career in human services enjoy helping others and working toward the betterment of society. Human services professionals can make direct impacts on people's lives. Human services occupations include jobs in the fields of social work, health care, psychiatry and other disciplines related to physical and mental health and well-being.

Career Cluster Pathway	Foundational Courses	Enhancement Courses
Government and Public Administration	DP History HL DP Global Politics Basic Law World Religions Sociology	DP History of the Americas DP Global Politics Personal and Professional Skills Theory of Knowledge DP Chinese DP Spanish EMR/EMT
Human Services	Psychology Child Development Basic Law Leadership Abnormal Psychology Sociology Strength Training and Conditioning	

Possible Careers: Administrator, Art Therapist, Athletic Trainer, Biochemist, Bioengineer, Child Care Provider, Clinical Psychologist, Community Service Director, Corrections Officer, Day-Care Facility Director, Psychologist, Radiologic Technician, Registered Nurse, School Counselor, School Psychologist, Social Worker

Arts, Communications & Information Systems

Students focus on the creative process through a variety of mediums: visual, performance, music, drama and written word. Electives provide opportunities to communicate ideas, interpret media and develop methods of self-expression through project-based classes.

Career Cluster Pathway	Foundational Courses	Enhancement Courses
Performing Arts	Varsity Band Concert Band Concert Choir/Bel Canto Jazz Ensemble Dance Music Production	DP Language & Literature Theory of Knowledge Personal and Professional Skills DP Music
Printing Technology	Yearbook Beginning Adobe Illustrator Graphic Arts Advanced Graphic Arts Photography 1 & 2	
Audio/Video Technology and Film	Media Arts: Animation Media Arts: Video Production Web Page Design & Animation	
Visual Arts	Foundation Art 2 D Foundation Art 3D Ceramics Design and Illustration Media Arts Animation-Video Prod Drawing & Painting Photography 1, 2 Beginning Adobe Illustrator Graphic Arts	
Information Technology	Computer Programming (A+) Introduction to Computer Science	

Possible Careers: Actor, Advertiser, Art Dealer, Art Historian, Art Teacher, Cartoonist, Cinematographer, Composer, Computer Engineer/Programmer, Costume Designer, Director, Editor, Exhibit Designer, Film Animation Artist, Film Editor, Framer, Fame Designer, Graphic Designer, Interior Designer, Illustrator, Instrument Repair, Jewelry Designer, Journalist, Lighting Designer, Music Teacher, Music therapist, Musician, Network Specialist, Painter Publisher, Producer, Radio & TV Announcer, Reporter, Sculptor, Set Designer, Software Engineer & Developer, Sound Engineer, Technical Support Specialist, TV Station Manager, Web Designer, Writer



IB MIDDLE YEARS PROGRAMME (MYP)

HOW IS THE IB MIDDLE YEARS PROGRAMME UNIQUE?

We encourage international-mindedness in IB students, starting with a foundation in their own language and culture. Students have the opportunity to learn to communicate in a second language.

We encourage a positive attitude to learning by challenging students to solve problems, show creativity and resourcefulness, and participate actively in their communities.

We reflect real life by providing a framework that allows students to see the connections among the subjects themselves, and between the subjects and real issues.

We support the development of communication skills to encourage inquiry, understanding, language acquisition, and to allow student reflection and expression.

Through the learner profile, we emphasize the development of the whole student—physically, intellectually, emotionally and ethically.

APPROACHES TO LEARNING

Approaches to learning skills are sets of strategies and techniques that are used to achieve a specific purpose. In the MYP, students develop skills that have relevance across the curriculum and help them “learn how to learn”.

These skills are organized into the following categories:

- Communication
- Social
- Self-management
- Research
- Thinking

PERSONAL PROJECT

During the final year of the program (Grade 10), all students complete a Personal Project, a significant piece of work that is the product of the student's own initiative and creativity. Students apply the skills acquired throughout the program. Students are expected to choose their project, which can take many forms, and take the process through to completion under the supervision of a staff member.

SERVICE IN ACTION

The role of service in action in the MYP addresses the place and role of the student in communities—from the immediate family and school environment to the world at large. In the MYP, the qualities and motives of an act of service in action are considered more important than the act itself or the number of hours devoted to it. The idea of service in action is developed as an integral part of the program—present in the curriculum as well as in whole-school activities. Learning about one's role in the community starts with learning in the classroom based on the written curriculum, and leads to raising awareness that may lead to principled **ACTION**.



The IB Middle Years Programme, for students aged 11 to 16, provides a framework of concept-based learning and academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and to become critical and reflective thinkers. Students study subjects from each of the eight subject groups:

- Arts (Performing/Visual)
- Design
- (Business/FACS/Technology)
- Individuals & Societies
- Language Acquisition (Chinese/Spanish/EL)
- Language & Literature
- Mathematics
- Physical & Health Education
- Sciences



GRADES 9-10 MYP: Course Sequencing

International Baccalaureate Middle Years Programme Planning Worksheet

GRADE 9		GRADE 10	
Language & Literature	English 9	Language & Literature	English 10
Language Acquisition	Chinese 3 Spanish 3	Language Acquisition	Chinese 4 Spanish 4
Individuals & Societies	U.S. History	Individuals & Societies	U.S. History/ Geography
Sciences	Physics	Sciences	Chemistry
Math	Math Foundations Non-Linear Algebra Geometry Algebra 2	Math	Geometry Non-Linear Algebra Algebra 2 DP Math Applications
Physical & Health Education	PE1	Physical & Health Education	PE2
Design Elective	1 Course From List	Design Elective	1 Course From List
Arts Elective	1 Course From List	Arts Elective	1 Course From List
Elective	1 Elective Course	Elective	1 Elective Course

LET'S PLAN AHEAD!

All students and families should make **four year plans** with support from deans and Advisors during their 9th grade year to best prepare for their preferred 11th and 12th grade academic experience.

Plans can be reviewed and revised each year as requested. This worksheet serves as an outline for planning purposes. See a dean or IB Coordinator to plan an individual schedule to meet full DP candidacy requirements.



IB DIPLOMA CANDIDATES

- The **IB Diploma** is recognized by colleges and universities around the world as a superior education, preparing students to succeed at post-secondary institutions and beyond. Successful full diploma candidates will receive an IB Diploma in addition to the Fridley High School Diploma.
- Students earning the IB diploma may receive up to one full year of college credit.
- Candidates choose one course from each subject group; may choose an additional subject from one group in place of the arts group.
- Take 3 HL courses and exams (no more than four)
- Take 3 SL courses and exams (2 if 4 HL courses are selected)
- Complete Core elements: Extended Essay, Theory of Knowledge, and CAS.



EXTENDED ESSAY

A 4,000 word essay, supported by original research, on a subject of the student's choice. Students will develop skills for in-depth, independent research.

THEORY OF KNOWLEDGE (2 semesters)

An interdisciplinary course that challenges students to question the basis of knowledge and to reflect critically on how they know what they believe to be the facts or the truth. This class will be taught over both years of the program, be linked to all other DP classes, and is predominantly discussion-based.

CAS - CREATIVITY, ACTIVITY, SERVICE (Approximately 150 hours over two years)

The CAS component encourages students to share their energy and talents with others through experiential learning. CAS requires participation in outside of class activities and reflection on learning outcomes.

IB COURSE STUDENTS

- Students may register for any number of IB Diploma Programme courses, up to the full diploma.
- Students may earn college credit for individual courses, depending on the university and exam score.
- The exam is part of the course; there is a required exam fee.
- Fridley High School recognizes students who have completed four or more DP Courses as "IB Scholars"

IB DP AT FRIDLEY HIGH SCHOOL

3 Higher Level (HL) DP Courses & Exams
(no more than 4)
+
3 Standard Level (SL) DP Courses & Exams
(2 if 4 HL courses are selected)
+
Core:
Extended Essay
Theory of Knowledge Course (2 Semesters)
Creativity, Activity, Service (150 Hours)



Did You Know?

The DP focuses on rigorous academic study which readily prepares students for higher education. Students also have the opportunity to apply their knowledge and skills to community service, gaining valuable experience outside the academic world.

IB CAREER-RELATED PROGRAMME (CP)

IB CAREER-RELATED PROGRAMME

The IB Career-related Program (IBCP) is designed for students interested in pursuing a career-related education. It provides them with an excellent foundation to support their further studies, as well as ensure their preparedness for success in the workforce.

THE CP ENABLES STUDENTS TO:

- Combine academic subjects with their personal and professional interests and skills.
- Engage in learning that makes a positive difference to their community.
- Think critically and creatively.
- Communicate clearly and effectively in a variety of situations.
- Effectively work independently and in collaboration with others.
- Consider new perspectives and other points of view.
- Develop self-confidence, self-awareness, resilience, flexibility, and agility of mind.
- Be internationally-minded and globally aware.
- Apply their knowledge to real-world scenarios and situations.

THE IB CP FRAMEWORK IS BUILT AROUND THREE INTERCONNECTED ELEMENTS:

1. At least two Diploma Programme courses. These courses provide and enhance the academic rigor of the CP.
2. An IBCP core that includes a personal and professional skills course, service learning, language development and a reflective project.
3. An approved career-related study culminating with an industry standard certificate.



IB CP AT FRIDLEY HIGH SCHOOL

Career Pathway
+
2 IB Diploma Courses and exams
+
Core:
Language Portfolio
Service Learning
Personal and Professional Skills
Reflective Project

FRIDLEY IB CP PATHWAYS:

Health Career Pathway	IT Career Pathway
EMR/EMT	A+ Software & Hardware Intro to Computer Programming



REDUCING THE “ACADEMIC VERSUS VOCATIONAL” DIVIDE

Drawing on its experience and reputation in curriculum and assessment development through international collaboration, the IB can contribute positively to career-related studies by challenging the perception (still prevalent in many parts of the world) that career-related studies is of lesser status than academic studies.

The IBCP has been designed to remove the distinction that exists in many educational systems around the world between knowledge skills and practical skills and, in so doing, maximize the effectiveness of young people as they continue their education, enter the workforce and take their place in society.

GRADES 11-12 DP: Course Sequencing

International Baccalaureate Diploma Programme Planning Chart

GRADE 11		GRADE 12	
Language & Literature	DP Lang & Lit Year 1	Language & Literature	DP Lang & Lit SL or HL Year 2
Language Acquisition	DP Chinese SL Year 1 SL Year 1 DP Spanish SL Year 1	Language Acquisition	DP Chinese SL Year 1 SL Year 1 DP Spanish SL Year 1
Individuals & Societies	DP History HL Year 1 or DP Global Politics SL Year 1	Individuals & Societies	DP History HL Year 1 or DP Global Politics SL Year 1
Sciences	DP Biology HL Year 1	Sciences	DP Biology HL Year 1
Math	Algebra 2 or DP Math Applications & Interpretations or DP Math Analysis & Applications	Math	Algebra 2 or DP Math Applications & Interpretations or DP Math Analysis & Applications
Theory of Knowledge	TOK A	Theory of Knowledge	TOK B
Electives: Full Diploma Programme students must take total of 3 HL & 3 SL courses and exams. Choose elective to meet this requirement based on your schedule (SL courses are usually 2 semesters and HL are 4 semesters) Options include:	Music SL Business Management SL Physics SL Environmental Systems SL	Electives: Students must take total of 3 HL & 3 SL courses and exams. Choose elective to meet this requirement based on your schedule (SL courses are usually 2 semesters and HL are 4 semesters) Options include:	Music SL Business Management SL Physics SL Environmental Systems SL

Program Options

AVID

What is AVID?

AVID stands for Advancement Via Individual Determination. It is an academic support program that prepares students for college eligibility and success. The program targets academically average students and places them in advanced courses, while supporting them in the AVID elective course.

Mission of AVID

To close the achievement gap by preparing all students for college readiness and success in a global societies.

The AVID Student

In order to be eligible for AVID students must apply and interview for the program. The typical AVID student will have average to high test scores, a 2.0-3.5 GPA and college potential with support, and desire and determination. They also must meet at least one of the following criteria:

- First to attend college
- Historically underserved in 4-year colleges
- Low income
- Special circumstances
(ELL, foster care, single parent family, etc.)

Course Overview:

AVID is a 2 semester sequence course each year. Prerequisite: Application and interview.

Course Philosophy

AVID is an elective course that prepares students for entrance into four-year colleges. It is based on rigorous standards developed by middle and high school teachers and college professors. It is driven by analytical writing, inquiry, collaboration, organization and critical reading (WICOR), and in addition, it focuses on study skills, test taking skills, note taking, research, organization, critical thinking, goal setting, choosing a college, and preparing for college entrance exams.



Articulated Courses



Articulated courses allow students the opportunity to earn technical or community college credit(s) while staying in the high school setting. Fridley High School offers articulated agreements in the following courses:

- A+ Programming-Hardware
- A+ Programming-Software
- Accounting A
- Accounting B
- Beginning Adobe Illustrator
- Computer Applications
- Computer Aided Drafting & Design
- EMR/EMT
- Graphic Arts Advanced
- Introduction to Computer Science
- Entrepreneurship
- Marketing
- Microsoft Word
- Home Repair

Contact a dean or your Career and Technical Education Instructor for more information about articulated courses.



Articulated Math and English Course Offered through Anoka-Ramsey Community College

Through an agreement with Anoka-Ramsey Community College, students have the option of taking two early college courses at Fridley High School during the regular school day from a credentialed district teacher who has partnered with an ARCC faculty mentor: *Statistics* and *College Reading & Writing*. To earn college credit in these dual enrollment courses, students must earn at least a C average on the ARCC grading scale and demonstrate proficiency in all essential outcomes.

Program Options

Post Secondary Enrollment Option (PSEO)

The Post-Secondary Enrollment Options Act was passed by the Minnesota Legislature in 1985. Its purpose was to promote rigorous academic pursuits and to provide a wider variety of options to high school students by enabling them to enroll full-time or part-time in eligible post-secondary courses not offered at local high schools. Through PSEO high school students receive both high school and college/university credit for courses that are completed.

The student and his/her parent(s), if the student is under age 18, determine whether the student will apply for enrollment in a post-secondary program under this Act. This decision should be discussed with the high school dean and appropriate post-secondary school staff to assure that the courses or programs of interest will aid the student in meeting his or her education goals and diploma. (See the dean to fill out appropriate paperwork and application materials) To increase the likelihood of student success, Minnesota State Colleges and Universities (MNS-CU) has set the following standard to admission to PSEO (website) <https://www.minnstate.edu/admissions/pseo>

Specifically this act provides:

- 10th, 11th and 12th grade students may apply to, and if accepted, attend a Minnesota public post-secondary institution or a participating private, four-year, liberal arts degree-granting college or university located in Minnesota.
- Sophomores may enroll in a career or technical education course at a MnSCU college or university if they have attained a passing score or met the 8th grade standard on the 8th grade Minnesota Comprehensive Assessment in reading and meet other course prerequisites or course enrollment standards established by the college. These standards include but are not limited to assessment test scores, program admission or other requirements. If a sophomore receives a grade of C or better in the course, the student shall be allowed to take additional career or technical education courses in subsequent terms. A student who first enrolls under this provision while in 10th grade and wishes to enroll in general education courses as an 11th or 12th grade student must take the system Assessment for Course Placement and achieve the required scores prior to enrollment. Campuses may require eligible 10th grade PSEO students who wish to enroll in a career and technical course to meet with a college counselor or advisor. Colleges and universities may admit students based on other documentation of ability to perform college-level work.
- A school district shall grant credit to a pupil who successfully completes and passes a post-secondary

course or program. Students are not permitted to take courses that are not considered to be college level; this includes developmental and remedial courses.

- Post-secondary credits received shall count toward the graduation credits required by the home school district. The credits and GPA will be placed on your high school transcript and the grade will be calculated into the student's cumulative GPA. The university or college shall also grant credit upon successful course completion.
- Tuition, books, fees or any other necessary costs for the courses may not be assessed to the pupil. These are paid by the state through the school district.
- The institution determines student eligibility. The student is responsible for getting his/her college transcript to his/her high school counselor at the end of each semester.

PSEO students have unique responsibilities that other high school students may not have.

- **Student's Schedule:** Students need to work closely with college reps and his/her high school dean to develop their schedule for the year.
- **Semester Dates:** The start/ending date of high school classes and college classes may not coincide and classes may overlap. Students must complete work for the classes at the high school and college. It is the student's responsibility to meet with his/her dean to determine a plan for completing high school credits.
- **MSHSL Eligibility:** The Minnesota State High School League rules allow a student to participate in extracurricular activities or athletics covered by the League at either the high school or the post-secondary institution, but not both.
- **NCAA Eligibility:** Students are responsible for insuring their NCAA eligibility when taking PSEO classes. The student is responsible for obtaining and submitting any requested information about college classes to the NCAA Clearinghouse. Failure to do so could result in the loss of college eligibility. Website: www.ncaaclearinghouse.org
- Be aware that not all out-of-state colleges accept PSEO credits as college level credits.

Admission criteria for PSEO is unique to the institution. It is important to review the criteria before making application. Consideration is given to students based on GPA, Scores on ACT, SAT, rigorous coursework on high school transcript. Typically a student must be in the top 50% for seniors and top 33% for juniors.

Preparing for Post High School Education



Employers are demanding more and more specialization and in some areas, taking the proper sequence of courses can obtain the necessary skills for certain occupations. Students should plan their courses of study carefully with their parents, teachers, and dean.

College / Post-Secondary Education

Each post-secondary school sets standards of preparation that they believe will provide the background necessary for students to succeed at their college. In addition to academic preparation and background, there may be other factors considered in a college admissions decision, such as participation in activities, leadership potential, and work experience. This is particularly true at more selective schools. All students are strongly advised to research specific requirements for admission to their school(s) of choice and meet with a dean to assist you.

Community Colleges

Community colleges follow an open enrollment policy. Some programs do have specific entrance requirements and/or skill assessments that should be checked carefully by the student before completing an application. Community college programs are typically completed in two years. The student may earn an Associates Degree in the program areas of liberal arts or sciences. Students, with or without an Associates Degree, may also transfer to a 4-year college to continue their education. Most credits earned in a community college program will transfer to 4-year colleges and universities. Students should contact the college for more information.

Technical Colleges

There are many public vocational-technical schools throughout the region that offer more than 300 different types of training for students who are high school graduates. Technical colleges follow an open enrollment policy.

Some programs do have specific entrance requirements. Technical programs are typically completed in two years or less and are geared toward hands-on learning. Some credits may transfer to 4-year colleges. Technical training programs include licensed practical nursing, auto mechanics, plumbing, baking, optical technology, machinist, secretarial training, commercial art, and a variety of other options. Students should contact the college for more information.

Private Technical Schools

Students thinking about attending private vocational schools such as Dunwoody Institute, Northwest Technical Institute or Brown College, should carefully study the entry requirements. Specific industrial arts courses, and usually math courses, are recommended or required for enrollment in many programs offered.

Specialized Training Programs

Other vocational schools, such as business schools and cosmetology schools, generally require a high school diploma for admission. Students should check closely with a dean before signing up for private trade schools.

Apprenticeship

Apprenticeship is an earn-as-you-learn workforce training model. Apprentices receive classroom instruction and on-the-job training to provide the industry-specific knowledge needed to perform highly skilled work. Apprentices earn a salary as they train and the process is structured to allow for a healthy, work-life balance. At the end of the apprenticeship you'll have the skills and training required in a high-demand industry. Generally, you would need a high school diploma or G.E.D. to be an apprentice applicant. Math, science and industrial or technical courses are especially helpful in your role as an apprentice.

Preparing for Post High School Education

4-Year Colleges and Universities

Minnesota's four-year state universities offer courses and programs leading to bachelors, masters and advanced degrees. Admission requirements to 4-year colleges vary greatly from school to school and depend on the student's chosen course of study. Criteria considered include rigor of coursework, class rank, college entrance exam scores (ACT or SAT), and GPA. The following high school preparation requirements are a general guide of courses needed for admission to most colleges/universities. These courses are generally taken in grades 9-12. Students should see a dean for additional information about specific schools.

University of Minnesota System (Twin Cities, Duluth, Morris)



- 4 years/credits of English
- 4 years/credits of Math (to include algebra, geometry, advanced algebra)
- 3 years/credits of Sciences (to include biology, physical sciences, and 1 year of significant laboratory experience)
- 3 years/credits of Social Studies (to include US History and World Studies)
- 2 years/credits of World Languages
- 1 year/credit of Fine or Performing Arts

University of Wisconsin System



- 4 years/credits of English
- 3 years/credits of Math (to include algebra, geometry, advanced algebra)
- 3 years/credits of Sciences (to include biology, physical Sciences, and 1 year with significant laboratory experience)
- 3 years/credits of Social Studies
- 4 years/credits of Electives in preceding core area or world language
- Madison and Eau Claire specifically require two years of a continuing world language



Minnesota State Colleges and Universities (Bemidji, Mankato, Metro, Moorhead, Winona, St. Cloud, Southwest)



- 4 years/credits of English
- 3 years/credits of Math (to include algebra, geometry, advanced algebra)
- 3 years/credits of Sciences (to include biology, physical Sciences, and 1 year with significant laboratory experience)
- 3 years/credits of Social Studies (to include US History and World Studies)
- 2 years/credits of World Languages
- 1 year/credit of Fine or Performing Arts
- University of Wisconsin System
- 4 years/credits of English
- 3 years/credits of Math (to include algebra, geometry, advanced algebra)
- 3 years/credits of Sciences (to include biology, physical Sciences, and 1 year with significant laboratory experience)
- 3 years/credits of Social Studies
- 4 years/credits of Electives in preceding core area or world language
- Madison and Eau Claire specifically require two years of a continuing world language

Academic Testing

In addition to the general entrance requirements, most colleges and universities require that the student take one or more national standardized tests. The information concerning these tests is available at the high school, but all testing and scoring are carried out by the accredited testing agency. The ACT is required for graduation, but the others are optional. It is the student's individual responsibility to sign up for those tests in which he/she is interested. Fees are designated by test agencies and are subject to change. The following tests are available to students:

PreACT

(Preliminary American College Testing Assessment)

PreACT simulates the ACT testing experience within a shorter test window on all four ACT test subjects: English, math, reading and science. Results predict future success on the ACT test, and provide both current achievement and projected future ACT test scores on the familiar 1-36 ACT score scale. This test is offered to at school in April of the sophomore year.



PSAT *(Preliminary Scholastic Aptitude Test)*

The PSAT is the way to qualify for national scholarships through the National Merit Scholarship Corporation (NMSC). The NMSC advises juniors who are in the top 1/3 of their class and who have taken advanced English and math courses are eligible for scholarship consideration if they do well on the PSAT. This multiple choice test measures verbal comprehension, mathematical reasoning, and writing abilities important for academic performance in college. Students may participate in the Student Search Service to receive information from colleges or other post-secondary institutions. The test is offered at school in October of the junior year.



ACT *(American College Testing Assessment)*

The ACT is generally taken in the spring of the junior year or early in the senior year. This test measures skills in four major areas: English, Mathematics, Reading, and Sciences Reasoning. There is also a writing component. These areas are tested because they include the major areas of instruction in most college programs. Website: www.ACTstudent.org.

SAT *(Scholastic Aptitude Test)*

The SAT is generally taken the spring of the junior year or early in the senior year. The SAT is a multiple-choice test made of verbal, math, and writing sections. This test is usually required by schools located on the East and the West coasts of the US. Website www.collegeboard.com.

SAT Subject Tests

These subject tests are one-hour, multiple-choice tests in specific subjects. There are fourteen subject areas that measure a student's knowledge of particular subjects and his/her ability to apply that knowledge. Some schools require the Subject Tests as well as the SAT. See the guide, "Taking the SAT II Subject Tests" at www.collegeboard.com.

Accuplacer

The Accuplacer is a group of tests that determine your knowledge in math, reading, and English. All two year public colleges in Minnesota require students to take the Accuplacer. Each school will give students information upon acceptance into the institution.

Additional Test Prep Websites

Peterson's Education & Career Center
www.petersons.com

Princeton Review
www.princetonreview.com

Your Responsibility as a Prospective Student Athlete:

It is the student's responsibility to make sure the NCAA Clearinghouse has the documents it needs for certification. These documents are:

- Completed and signed Student Release Form and fee.
- Official transcript mailed directly from every high school attended.
- ACT or SAT scores.
- **Graduate from high school** and have successfully completed 16 core courses (as listed below) and have a core-course-grade-point average (based on a 4.00 scale) and combined score on the SAT or a composite score on the ACT based on the new core GPA/test score index
- **Complete 16 Core Courses:**
 - English – 4 Years (4.0 credits)
 - Math – 3 Years (3.0 credits) (4 credits at U of M beginning 2015)
 - Natural/Physical Sciences – 2 Years (1 year of lab if offered by the high school)
 - Social Sciences – 2 Years (2.0 credits)
 - Additional Coursework:
 - » 1 Year (1.0 credit) of additional English, mathematics, or natural/physical Sciences
 - » 4 Years (4.0 credits) from any area above, world language, nondoctrinal religion/philosophy, or computer sciences

Apply for certification

Students should apply for certification before graduation (junior or senior year) if they are sure they wish to participate in athletics as a freshman at the college to which they will be admitted. The Clearinghouse will issue a preliminary certification report when all materials have been submitted. After graduation, if eligibility information is requested by a member institution, the Clearinghouse will review your final transcript to make a final certification decision according to NCAA standards.

Information and application process can be found at: ncaaclearinghouse.org.

Please see a dean for assistance in completing your NCAA application.

Consider College Characteristics

Knowing entrance standards of a college will give you some idea of how likely you are to be accepted

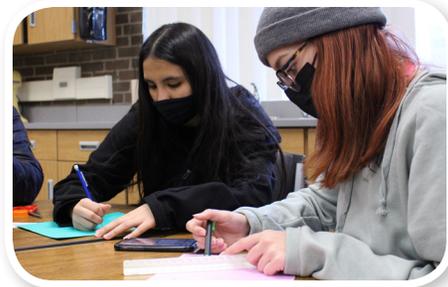
Admission Standard	Typical Composite ACT Score
Open	17-20
Liberal	19-21
Traditional	20-24
Selective	25-27
Highly Selective	30 or higher



Career Planning

The career that matches your skills, interests, and personality best, may be the career for you.

The sites below are a sampling of places providing career-related information, from career planning to researching post-secondary schools. A separate Financial Aid/Scholarship list is available, although several of these sites provide financial aid information. This list is also available from your dean.



CAREER INFORMATION

MN Career Information System
www.mncis.intocareers.org

Minnesota State CAREERwise
<https://careerwise.minnstate.edu>

Construction Careers Pathways:
Apprenticeship Page
<https://constructioncareers.org/careers>

Minnesota State CareerWise
Apprenticeship Search:
<https://careerwise.minnstate.edu/education/educationSearch#tab-search-appr>

Apprenticeship Finder Tool:
<https://secure.doli.state.mn.us/apprenticeshipsponsor>

Building Trades: Registered
Apprenticeship Programs in MN
<https://mntrades.org/apprenticeship>

Minnesota Job Seekers
<https://mn.gov/deed/job-seekers>

O*Net Online - Tool for Career
Exploration and Job Analysis
<https://www.onetonline.org>

Minnesota's Career Resource Site
<https://www.careerforcemn.com>

COLLEGE INFORMATION

Minnesota State Colleges &
Universities
www.minnstate.edu

Minnesota Private Colleges
www.mnprivatecolleges.org

Minnesota State Campus
Programs
<https://www.minnstate.edu/campusesprograms/index.html>

University of Minnesota System
www.umn.edu

University of Wisconsin System
www.uwhelp.wisconsin.edu

FINANCIAL AID AND TESTING

Financial Aid Page
www.finaid.org

Free Application for Student Aid
<https://studentaid.gov>

U.S. Department of Education
www.ed.gov

MN Office of Higher Education
www.ohe.state.mn.us

Fast Web (Scholarship search)
www.fastweb.com

Accuplacer Testing Information
<https://accuplacer.collegeboard.org>

Free Practice for
Standardized Tests
www.studyguidezone.com

ADDITIONAL HELPFUL LINKS

Navigate (Resources for
undocumented students)
www.navigatemn.org

Selective Service Site
www.sss.gov

Armed Services Vocational
Aptitude Battery
<https://www.asvabsuccess.net>

Types of Military Service
<https://www.todaysmilitary.com>

College & Career Planning Timeline

GRADE 9

- Develop a four year high school/post high school plan.
- Start to understand basic college admission requirements or career plan.
- Meet your dean to begin establishing a relationship.
- Grades are posted to an official transcript beginning in 9th grade. These will be used for college admission criteria.

GRADE 10

Fall

- Review your post high school plan.

Winter

- Review grades with your dean and advisor.
- Review / update plans for high school and after, meet with your dean, and register for junior year.

Spring

- Take the PreACT Test.

GRADE 11

Fall

- Consider taking the PSAT. This test is used for qualifying students for National Merit Scholarships.
- Attend a College Fair to learn about colleges and universities.
- Begin creating a list of colleges or training, gather additional information, and visit colleges of interest.

Winter

- Discuss PSAT results with the dean and advisor.
- Review / update a for high school and after, meet with your dean, and register for senior year.
- Narrow college and training choices and find out if the colleges or programs require the SAT, ACT, or SAT Subject Tests.
- Register to take the ACT and/or SAT in the spring.

Spring

- Take the ACT, SAT or SAT Subject Tests.
- Collect college application information for the fall.
- Visit colleges/universities in the spring and summer.

GRADE 12

Fall

- Take a full load of courses.
- Take the SAT or ACT again if not satisfied with spring scores.
- Meet with your dean to complete the college admission process.

Winter

- Attend financial aid night with parent(s)/guardian(s).
- Complete the Free Application for Federal Student Aid (FAFSA), and, if necessary PROFILE as part of the application process. Obtain forms from the dean. Previous year income taxes must be completed.
- Research and apply for scholarships and financial aid in January.

Spring

- Watch for acceptance notifications from colleges / universities.
- Watch for financial aid notification awards/information.
- Make a decision about what college / university to attend and notify schools of intent by timelines designated.

FAQs

All questions can be answered by a dean.

How do I sign up for Diploma Programme courses?

Talk to a dean of students, as well as the DP Coordinator when choosing your DP courses. There is also an informational night for parents and students that will explain the Diploma Programme and what to expect when taking DP courses. As with any course, please make informed choices about classes and don't hesitate to ask questions during the selection process.

Are there classes I should take if I am going to a four-year college?

Check requirements of the school by going to the college's website, or meet with the dean. In order to prepare academically for college course work, a student should take the most rigorous classes available appropriate to his/her skill level (see page 17 for more information).

How do I make up credit if I fail a course?

Schedule an appointment with a dean of students to determine which courses need to be made up. The dean will be able to help fill out the required forms for a class and schedule an appointment at the ALC if necessary. Please contact the ALC for more information about days and times to make up courses.

Services: The Fridley School District provides educational programming to students with disabilities from birth to age 21. State and federal law define categories of disabilities as follows:

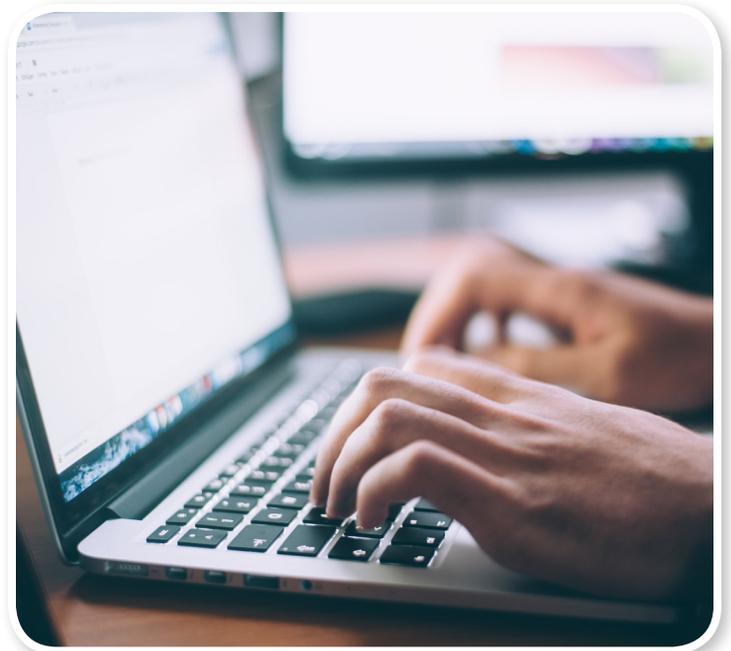
Autism Spectrum Disorders	Specific Learning Disability	Severely Multiply Impaired
Physically Impaired	Developmental Cognitive Disability	Other Health Disability
Blind/Visually Impaired	Deaf/Hard of Hearing	Traumatic Brain Impairment
Emotional or Behavioral Disorders	Speech or Language Impaired	

INDIVIDUAL EDUCATION PLAN (IEP):

The IEP team shall identify needed accommodations to facilitate student participation in mainstream curriculum requirements. Students with significant disabilities for whom the IEP team determines the regular curriculum is not appropriate will have modified or alternative curriculum. All students will participate in district and state-wide assessments for graduation. However, the IEP team determines which assessments are appropriate including if the student will participate in an alternate assessment designed by the state. Students on an IEP will be provided reasonable accommodations to participate in these assessments and the IEP team will set targets to measure student's progress toward graduation. A multi-disciplinary team that includes the parent(s) or guardian(s) of the student will develop an IEP inclusive of transition planning. The IEP will define each student's educational program and graduation requirements. The IEP will be reviewed and revised on a scheduled basis. The amount and type of support will be based upon the student's educational needs as defined by the IEP team.

SECTION 504 ACCOMMODATION:

Students who demonstrate a substantial limitation in a major life function, such as talking, learning or socialization are eligible for an Accommodation Plan. Parents are invited to participate in identification and development of the plan for their child. The plan will describe accommodations which the team has determined to be necessary to allow the student to access instruction. Students who are placed on an Accommodation Plan will participate in state and local assessments. The Accommodation Plan must identify accommodations necessary for the student's participation in the state and district wide assessment.



ENGLISH LEARNERS (EL)

The EL (English Learner) program offers courses to students whose primary language is not English and meet district/state EL program entrance requirements. Courses are designed to support academic language development of ELs at all levels in all four domains: reading, writing, speaking and listening. All EL courses are aligned to WIDA standards.

Arts: Visual & Music

Students are required to take 1 credit (2 courses) of arts to fulfill graduation requirements. Students may take courses from visual arts or music area to fulfill this requirement.

Study in the arts develops a set of skills that are vital to success in the 21st Century. These skills, including critical thinking, problem solving, creativity, innovation, communication, and collaboration, are key to tackling the intellectual and professional challenges that students will face throughout life.

Study in the arts also develops social skills like empathy and cross-cultural understanding that are necessary for engaged citizenship in an increasingly pluralistic Societies and global community. According to celebrated author Daniel Pink, "We urgently need people to think like artists. This is especially important in the work place... Creativity, design and the arts will be the way to prosper and succeed in the new economy."



Visual Arts



Drawing & Painting
Foundation Art 2-D



Media Arts: Animation
Media Arts: Video Production
Photography 1
Photography 2



Foundation Art 3-D
Ceramics

Music Arts



Beginning Guitar

Varsity Band
Concert Band
Jazz Ensemble

Concert Choir
Bel Canto Choir
Jumpstart Band

DP Music
Music Production



FOUNDATION ART 2D: 0656

Credit: .5 One Semester

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

Course Description: This course is designed to challenge students as they develop critical thinking skills by exploring a variety of techniques in two-dimensional art. The development of original ideas and communicating those ideas visually will be emphasized. This course is a hands on introduction to drawing, painting and printmaking. Students will develop skills in understanding and appreciating art, art history, aesthetics, art criticism, and studio art techniques. Students focus on the elements of art and the principles of design in idea development. The basic goal is to expand the students' art experience through studio art techniques while recognizing the value of art history. Effort and participation are emphasized to foster a positive life-long appreciation for the visual arts. Arts related career exploration will be investigated as we strengthen basic skills needed for many of these careers such as: illustration, design (interior, fashion, product, industrial, and graphic) and architecture.

Possible Career Pathways:

2 Year College degree:

Art Transporter or Handler, Framer, Assistant Art Gallery Director, Display Artist, Museum Technician

4 Year College degree:

Conservator, Museum Curator, Curatorial Assistant, Public Relations (museum, art gallery), Exhibit Designer, Archivist Registrar (museum), Art Therapist, Art Writer/Critic, Art Agent/Consultant, Illustrator, Medical Illustrator, Textile Artist, Arts Editor, Art Director, Greeting Card Designer, Comic Book Artist, Graphic Designer, Book Illustrator, Cartoonist, Police Sketch Artist, Courtroom Sketcher, Forensic Artist, Advertising Designer, School Art Teacher, Fashion Designer, Costume Designer, Exhibit Designer, Art Gallery Director, Display Artist, Historical Preservationist, Motion Picture Scenic Designer, Catalogue Illustrator, CD/Record Cover Designer



FOUNDATION ART 3D: 0657

Credit: .5 One Semester

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

Course Description: Students will learn how to utilize the elements of art and the principles of design while experimenting with a variety of materials and construction techniques. Materials may include but are not limited to clay, wire, plaster, and a variety of other three-dimensional art media. The course is designed for students who are building their critical thinking skills as they explore techniques used in creating three-dimensional art. Students will analyze and apply issues related to form and subject as they explore artworks created by contemporary artists. The development of original ideas into artwork that can be used as a form of visual communication in a three-dimensional form will be emphasized. The basic goal is to expand the students' art experience through studio art techniques while recognizing the value of art history. Effort and participation are emphasized to foster a positive life-long appreciation for the visual arts. Arts related career exploration will be investigated as we strengthen basic skills needed for many of these careers such as: potter, studio artist, fabrication and technical related fields

Possible Career Pathways:

2 Year College degree:

Assistant Art Gallery Director, Display Artist, Mannequin Decorator, Museum Technician, Floral Design

4 Year College degree:

Furniture Designer, Landscape Designer, Architect, Interior Designer, Industrial Designer, Automobile Designer, Product Designer, Packaging Designer, School Art Teacher, Exhibit Designer, Set Designer, Furniture Designer, Toy Designer, Art Gallery Director, Museum Curator, Video Game Art Director, Fashion Designer, Costume Designer, Art Gallery Director, Glass Designer, Display Artist, Historical Preservationist, Display Manager, Architectural Model Builder, Billboard Artist.



DRAWING & PAINTING: 0659

Credit: .5 One Semester

Prerequisite: Foundation Art 2D

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Arts Requirement

Course Description: Drawing and Painting is an advanced 2D course that focuses artistic investigation through thematic units within a global context. Students explore how factors such as family history, physical appearance, and profession make up how others see us and how we view ourselves. They look at how to communicate this "sense" of identity through portraiture. Students also look at how artists create visual narratives that tell stories to provoke us to reflect on the morals and messages that define our own lives. An emphasis in this course is to develop deeper understanding of art concepts and vocabulary, and continue the important work of learning how to "see," not just look. Another emphasis will be on experimentation –mixing media to push the boundaries of traditional drawing and painting. Critical analysis at every stage of art production will be a focus in each unit. It will be more important to take risks, and document the success and or failure of these personal challenges in student's Developmental Workbooks, than to make "perfect" finished artworks.

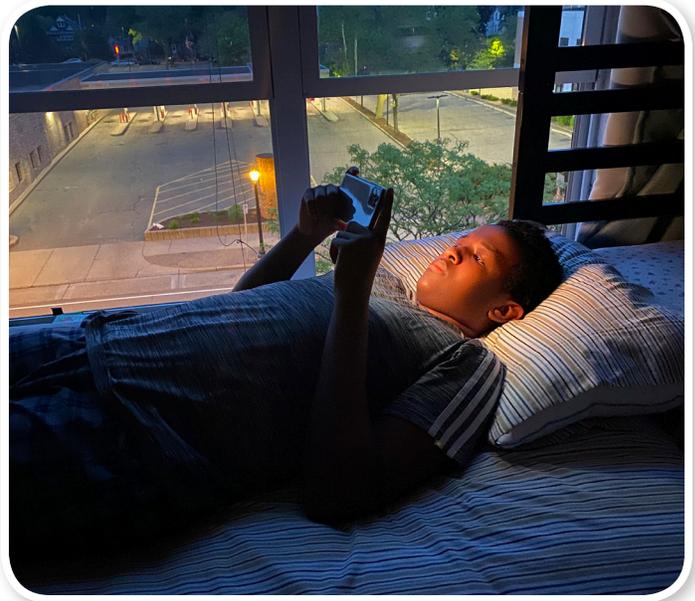
Possible Career Pathways:

2 Year College degree:

Art Transporter or Handler, Framers, Assistant Art Gallery Director, Display Artist, Museum Technician

4 Year College degree:

Conservator, Museum Curator, Curatorial Assistant, Public Relations (museum, art gallery), Exhibit Designer, Archivist Registrar (museum), Art Therapist, Art Writer/Critic, Art Agent/Consultant, Illustrator, Medical Illustrator, Textile Artist, Arts Editor, Art Director, Greeting Card Designer, Comic Book Artist, Graphic Designer, Book Illustrator, Cartoonist, Police Sketch Artist, Courtroom Sketcher, Forensic Artist, Advertising Designer, School Art Teacher, Fashion Designer, Costume Designer, Exhibit Designer, Art Gallery Director, Display Artist, Historical Preservationist, Motion Picture Scenic Designer, Catalogue Illustrator, CD/Record Cover Designer



PHOTOGRAPHY 1: 0664

Credit: .5 One Semester

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

Course Description: Photo 1 is the introductory class in our Media Arts (Photography, Animation and Video) course of offerings. It teaches the fundamentals of camera operation, photographic and artistic principals as well as image enhancement using Adobe Photoshop software. Thematic units create the context for historical and cultural investigation. Students develop critical thinking skills as they analyze the artistic expressions of others and the effectiveness of their own work. Throughout this course students consider the influence of Societies in developing photography as an art form, and how photography has in turn changed Societies. Knowledge of photography and the Photoshop application gives students an aesthetic and technical foundation in digital arts media. Possible careers that utilize these lens and computer-based skills include: photographer, animator, graphic designer, art director, video editor, motion picture director, cinematographer, and special effects designer. Canon cameras are provided for student use.

Possible Career Pathways:

2 Year College degree:

Fine Art Photographer, Photojournalist, Industrial Photographer, Scientific Photographer

4 Year College degree:

Fine Art Photographer, Photojournalist, Commercial Photographer, Advertising Photographer, Fashion Photographer, Wildlife Photographer, Travel Photographer, Forensic Photographer, Scientific Photographer, Aerial Photographer (documenting landscapes for boundaries, city planning, and police work), Architectural Photographer, Industrial Photographer, Graphic Designer, Art Director, Video editor, Motion Picture Director, Writer/Critic, School Art Teacher

PHOTOGRAPHY 2: 0665

Credit: .5 One Semester **Prerequisite:** Photography 1

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Arts Requirement

Course Description: Photo 2 is an advanced photography and image manipulation course. Students will be exposed to a significant number of historical and contemporary photographers from around the world, and will select those they find the most intriguing for further investigation. They will learn advanced camera operation and photographic techniques while using Nikon DSLR cameras and professional studio lighting. Greater development of student's image manipulation skills using Adobe Photoshop software is also stressed. Through both image capture and editing, an emphasis will be placed on students connecting new ideas to their own developing aesthetic.

Possible Career Pathways:

2 Year College degree:

Fine Art Photographer, Photojournalist, Industrial Photographer, Scientific Photographer

4 Year College degree:

Fine Art Photographer, Photojournalist, Commercial Photographer, Advertising Photographer, Fashion Photographer, Wildlife Photographer, Travel photographer, Forensic Photographer, Scientific Photographer, Aerial Photographer Architectural Photographer, Industrial Photographer, Graphic Designer, School Art Teacher



CERAMICS: 0658

Credit: .5 One Semester **Prerequisite:** Foundation 3D Art

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

Course Description: This is a repeatable one semester course in ceramics that will give you the opportunity to learn concepts of working with clay. The course focuses on hand building, wheel working, firing, glazing, and the sequence of operations from the raw, wet clay to the fired, decorated three-dimensional piece. Students are encouraged to use their creativity to solve the problems that are presented to them while making ceramic wares both sculptural and functional.





MEDIA ARTS: ANIMATION: 0667

Credit: .5 **One Semester** **Prerequisite:** Photography 1

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Arts Requirement

Course Description: Follow in the footsteps of Disney, Warner Bros, and Pixar as you learn how to bring your ideas to life. This course focuses on the fundamentals of animation, exploring the best practices of stop-motion and 2-D computer animation. Students take part in individual and group work that culminates in the production of animated films. The first part of the course is devoted to the study of the history of animation. Next students study stop-motion greats Jan Svankmajer, The Brothers Quay and Tim Burton in preparation for their own stop-motion animations. The last part of the course is devoted to exploring 2-D computer animation using After Effects software. Throughout the course, students expand critical thinking skills as they learn to develop an idea, create a storyboard, integrate sound and motion, and assess the effectiveness of their final animations.

Possible Career Pathways:

2 Year College degree:

Animator, Storyboard Assistant, Character Rigger, Modeler, Layout Artist, Illustrator, Concept Artist, Comic Artist, Motion Graphics Artist, Special Effects Animator, Game Designer

4 Year College degree:

Animator, Art Director, Cartoonist, Character Animator, Color Key Artist, Compositing Artist, Concept Artist, Digital Painter, Director, Effects Animator, Film and Video Editor, Forensic Animator, Graphic Designer, Illustrator, Key Animator, Lighting Designer, Stop Motion Animator, Scientific Visualization, Storyboard Artist, Texture Artist, Video Game Designer, Visual Development Artist

MEDIA ARTS: VIDEO PRODUCTION: 0668

Credit: .5 **One Semester** **Prerequisite:** Photography 1

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Arts Requirement

Course Description: In this semester course, students will study historical and modern media arts with an emphasis on video, TV and film. They will learn to critically view experimental and feature length films, and to understand and apply the vocabulary of video production and filmmaking in intelligent, thoughtful written analysis and discussion. Students will also learn the basics of video production, including storyboarding, camera operation, framing, basic lighting and editing using Adobe Premiere Pro software, and through extensive, hands-on exercises. Throughout the course, students will sharpen their critical thinking skills as they learn to develop an idea, integrate sound and motion, and assess the effectiveness of their resulting movies.

Possible Career Pathways:

2 Year College degree:

Audio and Video Equipment Technicians, Assistant Editor, Broadcast Technician, Camera Operators, Video editor, Media and Communication Equipment Workers, Media and Communication Workers, Multimedia Artist, Production Assistant

4 Year College degree:

Casting Director, Screenwriter, Production Designer, Prop Master, Location Manager, Cinematographer, Line Producer, Television Writer, Film/Motion Picture Director, Television Director, Video Editor, Producer, Associate Producer, Executive Producer, Assistant Production Coordinator, Production Coordinator, Technical Director, Key Grip, Special Effects Designer, Film Writer/Critic, Film Librarian/Archivist



JUMPSTART BAND: 0726

Credit: .5 each semester - 2 Semester Course

Open To: Grade 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

Course Description: Jumpstart Band is the chance for students with no band experience to join the band program. Students will learn the fundamentals and techniques of their chosen band instrument, how to read music, and establish the culture of the music ensemble. Students will also learn how to be a principled and reflective musician through practice. Outside practice will also be expected of students. Students will work their way through methods and skills as a group to prepare them for Varsity Band. Students will also develop performance and communication skills that will transfer into their future careers and lives.

(FEE: Instrument rental fee \$35)

Students signing up for Jumpstart Band will register for Varsity Band (0725) second semester.

MUSIC PRODUCTION 1: 0727

Credit: .5 One Semester

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

Course Description: Music Production is designed for students who have interest in music, but may not have prior musical training. In Music Production, students will explore the intersection of music and technology in today's world. Using the digital audio workstation (DAWS) called Soundtrap, students will learn the basic understanding of how to create digital music compositions. Students will also study the history of recorded music, sampling, sound editing, film music, music in fashion, and careers in the music industry. Students from all levels of musical experience are encouraged to take this class.

MUSIC PRODUCTION 2: 0781

Credit: .5 One Semester

Prerequisite: Music Production 1

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Arts Requirement

Course Description: In this continuation of Music Production 1, the course is designed for students to expand and further their knowledge of the recording process. Students will be given the opportunity to work on producing professional level creations using the exclusive Fridley Music Department Recording Studio. Students will learn to produce industry level audio recordings for various Fridley Departments using the digital audio workstation (DAW) called ProTools. This course is only available to Music Production 1 students interested in pursuing additional training that may lead to professional recording industry advancements.

BEGINNING GUITAR : 0728

Credit: .5 each semester - 1 Semester Course

Open To: Grade 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

Course Description: Beginning Guitar is the chance for students to learn the basics of playing this popular instrument. Students will learn strumming and picking techniques, as well as how to read musical notation and TAB notation. Students who are self-taught on guitar are also encouraged to join and work on their technique. The FHS Guitar Ensemble will perform at some school and community events during the semester.

VARSITY BAND: 0724, 0725

Credit: .5 each semester - 2 Semester Course

Open To: Grade 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

Course Description: Varsity Band meets every day and students will learn through performing on their instrument about music history, global and cultural influences, music theory, improved instrument technique, expanded range and improved musicianship. Students will perform for three concerts and numerous pep band performances. Students will be graded on participation in rehearsals and evening performances.

CONCERT BAND: 0731, 0732

Credit: .5 each semester - 2 Semester Course

Prerequisite: Audition For 9th & 10th Graders

Open To: Grade 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

Course Description: Concert Band is the top instrumental performing ensemble at Fridley High School. The group will perform advanced High School band literature of varied styles for the community. Students will be expected to strive for excellence on their instrument as well as with the ensemble. Students will have an opportunity to travel to enhance their performing opportunities. Students will be graded on participation in rehearsals and evening performances.



JAZZ ENSEMBLE: 0734

Credit: .5 each year - 1 Semester Course

Prerequisite: Audition

Open To: Grade 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

Course Description: This class incorporates the study of jazz in the "big band" and "combo" settings. Students will learn the various global influences of jazz and the progression of jazz history through performance of significant classic repertory to new works. Theory and improvisation experiences will be available as well. The jazz band showcases the music of the finest jazz composers and arrangers and performs at various concerts and community events through the school year. This ensemble runs tandem with the concert/varsity band, and participation in one of these ensembles is required. Students desiring a seat in the jazz band will need to audition in the fall.

CONCERT CHOIR: 0778, 0779

Credit: .5 each semester - 2 Semester Course

Open to: Grade 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

Course Description: The Concert Choir is the largest mixed voice ensemble open to all levels of singers. In this ensemble, students will strive for excellence using their individual voices and building relationships in the choir. Students will actively participate and sing while learning to develop the foundations of a balanced choral sound, effective vocal techniques, music theory, and concert performances. Through experience and exposure, students will also have collaboration opportunities with community events, master classes, and field trips. Grading will be based on participation in rehearsals, individual progress and various performances throughout the year.



BEL CANTO CHOIR: 0735, 0736

Credit: .5 each semester - 2 Semester Course

Open To: 9, 10, 11, 12 Females

Graduation Requirement: Elective

Course Description: The Bel Canto or 'beautiful voices' Choir is an ensemble open to all levels of female singers. In this ensemble, students will strive for vocal excellence using their individual voices and build relationships in the choir. Through active participation, students will learn and develop the foundations of a balanced choral sound, effective vocal techniques, music theory, and concert performances. This ensemble will perform and learn a variety of culturally represented music from gospel to pop. Grading will be based on participation in rehearsals, individual progress and various concert performances throughout the year.



DP MUSIC SL: (Gr. 11) 0743 (Gr. 12) 0746

Credit: .5 per semester - 1 Semester Course

Open To: Grade 11, 12 who must also be registered for Band or Choir

Graduation Requirement:

Meets Arts Requirement



Course Description: This course is open to any student with band, choir, piano, or orchestra experience and specifically meets the IB full diploma requirement for IB Music (SL). The IB music course at FHS is intended for students who want to pursue advanced musical understanding. The students enrolling in the IB music course will be expected to be open to exploration of music genres and styles from around the world. They will learn about musical structure, function, terminology, notations, historical and cultural contexts and the music element of melody, harmony, rhythm and form. Students will be asked to fulfill one of the following requirements: a.) solo performance, b.) group performance. In addition, students will be doing a musical investigation of musical genres and styles paper and the IB music test. (Period 0 hour classes may be added in the fall to coincide with the Minnesota Music Listening Contest)

(FEE: \$35 DP exam fee in grade 12)

“College Going” Environment - The atmosphere in the class is motivating and students encourage each other to strive for their goals.



AVID 9:

Credit: .5 each Semester (Must take 2 semesters each year)

PREREQUISITE: Application and Interview.

Coordinator Consent Required

OPEN TO: Grade 9

GRADUATION REQUIREMENT: Elective

Course Description: AVID 9 is an elective class which seeks to prepare students to do well in college preparatory courses in high school and gain admission to and be successful in college. Students learn strategies for success such as goal setting, time management, Cornell note taking and organization, and develop college awareness through campus visits and guest speakers. The AVID curriculum focuses on WICOR – Writing (expository and timed writing), Inquiry (high level questioning), Collaboration (group projects and tutorials), Organization (subject organization through binders and time management) and Reading (critical reading of a variety of texts).

AVID 10:

Credit: .5 each semester (Must take 2 semesters each year)

PREREQUISITE: AVID 9 or Application and Interview.

Coordinator Consent Required

OPEN TO: Grade 10

GRADUATION REQUIREMENT: Elective

Course Description: AVID 10 is an elective class for college-bound students. The AVID curriculum focuses on WICOR – Writing (expository and timed writing), Inquiry (high level questioning), Collaboration (group projects and tutorials), Organization (subject organization through binders and time management) and Reading (critical reading of a variety of texts). In addition to the college readiness skills learned in AVID 9, students in AVID 10 will learn critical thinking strategies including how to recognize propaganda, write persuasive research supported essays, and explore possible careers and colleges.

AVID 11:

Credit: .5 each semester (Must take 2 semesters each year)

PREREQUISITE: AVID 9 or 10 or Application and Interview.

Coordinator Consent Required

OPEN TO: Grade 11

GRADUATION REQUIREMENT: Elective

Course Description: AVID 11 is an elective class for college-bound students. The AVID curriculum focuses on WICOR – Writing (expository and timed writing), Inquiry (high level questioning), Collaboration (group projects and tutorials), Organization (subject organization through binders and time management) and Reading (critical reading of a variety of texts). Students will refine and extend the college readiness skills learned in AVID 9 and 10. Students will narrow their search for a college and career, and writing will focus on effective college application essays. Students will prepare for the ACT and SAT, work through the college admission process, and practice the college interview.

AVID 12:

Credit: .5 each semester (Must take 2 semesters each year)

PREREQUISITE: AVID 9, 10, 11 or Application and Interview.

Coordinator Consent Required

OPEN TO: Grade 12

GRADUATION REQUIREMENT: Elective

Course Description: Students continue to write assignments that may include college admission essays, ACR or other appropriate writing. These fundamental elements of AVID develop the habits of mind necessary for academic success include Goal Setting, Cornell notes, Binders (organizational strategy), Learning Logs (reflection tool), Questioning Skills, Time Management, Transcript/Report Cards/Student Portal, Public Speaking and Presentations, High Level Questioning, Socratic Seminar/Philosophical Chairs and Timed Writing. AVID includes reading strategies that build critical reading and discerning capacity for students including Marking the text, Summarizing, Purpose, and Point of View, Bias, Tone and Comprehension.



Career & Technical Education (Design)



BUSINESS

It is essential for students to gain skills in business, marketing, and computer competencies for today's ever changing societies. Functional business knowledge and technology skills lead to opportunities and success in life. Courses offer career awareness and skills which encourages viable career choices and employability in a variety of business careers. Students will have the knowledge and skills to manage personal and professional financial resources effectively.

Possible Business Courses:

Microsoft Word
Personal Finance
Entrepreneurship
Marketing
Computer Applications
Accounting 1 and 2
DP Business and Management

MICROSOFT WORD: 0504



Credit: .5 One Semester

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Design Requirement

Course Description: Students will increase their speed and accuracy as they learn to create, edit, and format professional-looking documents. Students will get to create documents such as business letters, resumes, print advertisements, tables, newsletters, and reports. Using such features as headers and footers, design tools, styles, outlines, fonts, graphics, and templates, students will enhance and improve these documents. Tables, charts, and columns will help organize text in documents. The technical knowledge and skills you acquire are essential for you to communicate in our global world. Students in grades 10-12 may earn college credit at Community Colleges in the area upon successful completion of this course.

Career Pathways for students taking Microsoft Word: Information Technology, Marketing, Communications.

COMPUTER APPLICATIONS: 0505



Credit: .5 One Semester

Prerequisite: Microsoft Word

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Design Requirement

Course Description: Computer Applications is designed to familiarize students with computers and their applications. It will also emphasize the use of computers and technology throughout their high school, college, and future careers. Students will learn fundamental concepts of computer hardware and software and become familiar with a variety of computer applications, including Microsoft Word, PowerPoint, Excel, Publisher, and Outlook. Students will also investigate Internet-based applications, working with email and learning how to browse the web. Students will use these programs to acquire the technical knowledge and skills that are essential for you to communicate in our global world. Students may earn college credit at Community Colleges in the area upon successful completion of this course.

Career Pathways: Information Technology, Marketing, Communications

ENTREPRENEURSHIP: 0524



Credit: .5 One Semester

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Design Requirement

Course Description: Students will develop knowledge of the issues involved in starting, operating, and succeeding in a small business. They will investigate the entire process from its first thought through opening day and finally to the day they sell. Students will learn the advantages and disadvantages of owning their own business and being their own boss. You will learn to make decisions that will help you achieve success in our domestic and global economy. Entrepreneurs from the community will speak to the class and field trips may be planned. Students may earn college credit at Community Colleges in the area upon successful completion of this course.

Career Pathways: Entrepreneurship, Management



MARKETING: 0522



Credit: .5 One Semester

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Design Requirement

Course Description: This course will operate and make final decisions for the school store: Tiger's Den. Marketing is a unique and innovative course designed for students with an interest in the advertising industry. This course stresses the utilization of fundamental marketing concepts. Marketing strategies along with topics in sponsorship, pricing, market research, endorsements, and promotions will be part of this course. This course offers students the edge of pursuing marketing degrees on the collegiate level. Opportunities are available for students to participate in DECA activities and the operation of school store. **Students may earn college credit at Community Colleges in the area upon successful completion of this course.**

Career Pathways: Marketing

ACCOUNTING 1: 0520



Credit: .5 One Semester

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Design Elective

Course Description: This course covers accounting for a service-based business organized by one owner. Accounting lays the foundation for a career in business. Students will learn to record business transactions, determine cash flow and understand annual reports. Students will use Microsoft Excel to complete simple transactions. Guest speakers will talk about careers in the accounting field. Accounting practices are worldwide and will provide a framework for you to understand the language of business. **Students may earn college credit at Community Colleges in the area upon successful completion of this course.**

ACCOUNTING 2: 0521



Credit: .5 One Semester

Prerequisite: Accounting 1

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Design Requirement

Course Description: Accounting 2 is a continuation of the principles learned in Accounting 1, with a look at international accounting practices and what it means to serve a global customer base. This course covers accounting for a merchandising business, organized as a corporation. Students will have the opportunity to learn automated accounting through the use of Excel. Students will also learn about career opportunities (the FBI is the nation's largest employer of CPAs) and prepare a case study. It is best to take Accounting 1 and 2 in the same school year, but not mandatory. **Students may earn college credit at Community Colleges in the area upon successful completion of this course.**

Career Pathways: Finance, Management

PERSONAL FINANCE: 0525

Credit: .5 One Semester

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Design Elective

Course Description: Along with other life skills, you need financial "smarts." Saving and investing, spending money wisely, managing debt—these are all so important to building a successful future. A nationwide survey found that more students drop out of college due to credit card debt than to academic failure. Seventy-five percent of college graduates acknowledged they were unprepared to manage money their freshman year and admitted to making financial mistakes. Students will also look at purchasing cars, getting that first apartment and managing credit. Students will also participate in a stock market game to learn basic concepts of investing.

Career Pathways: Finance

DP BUSINESS MANAGEMENT SL: 0511, 0512



Credit: .5 each semester

(Both semesters recommended)

This is a 1-Year Course

Open To: Grades 11, 12

Graduation Requirement: Elective

Course Description: The aims of the Business Management Programme at the standard level include investigation of business issues from differing cultural perspectives and promotion of students' abilities to think critically and make decisions through a holistic view of business. Students will understand topics such as Economics, Human Resource Management, Marketing, Accounting, and Operations Management in a holistic, worldly view. Students will demonstrate knowledge and understanding of business terminology, concepts, and principles while taking into consideration social, cultural and ethical factors. Students will translate concepts, skills and knowledge into real-world application in the business environment.

Students may earn college credit at Community Colleges in the area and other Universities upon successful completion of this course. Anywhere from 2 – 12 credits have been awarded! (FEE: \$35 DP Exam fee)

Career Pathways Covered: Business Management, Marketing, Finance, Manufacturing



Career & Technical Education (Design)

FAMILY AND CONSUMER SCIENCES

Family and Consumer Sciences Programs (FACS) prepare students for important roles in individual lives and in societies. FACS empowers individuals and families across the lifespan to manage the challenges of living in a diverse and global community. FACS integrates math, reading, communication skills, organizational skills and work readiness into each of our classes. All of our classes are Career and Technical Education classes that provide a seamless transition from high school to technical college.

CHILD & HUMAN DEVELOPMENT: 0824



Credit: .5 One Semester

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Design Requirement

Course Description: The purpose and aim of this course is designed to help students understand the development of a child from conception to school-age years, focusing on the areas of physical, intellectual, social-emotional, and moral development and how each of these components can affect a child's development. This course will explore characteristics of children at different ages, children's developmental needs, and the foundation of early childhood education. This course is designed to help students understand how to work with and care for children as a parent and as someone who works in the careers of early childhood education.

FUNDAMENTALS OF FOOD PREPARATION (FOODS 1): 0825



Credit: .5 One Semester

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Design Requirement

Course Description: The purpose of this course is to introduce students to the basics of food preparation including safety and sanitation, proper measuring, parts of a recipe, knife skills, and various cooking methods. Through this course students will have the opportunity to use basic culinary skills to prepare students for careers in the field of culinary arts. Through a variety of hands-on labs, students will work with team members to develop their kitchen skills by cooking a number of recipes that incorporate foods from all areas of MyPlate.



CULINARY FOODS (FOODS 2): 0826



Credit: .5 One Semester

Prerequisite: Fundamentals of Food Preparation

Open To: Grades 9, 10, 11, 12

Graduation Requirement:

Meets Design Requirement

Course Description: The purpose and aim of this course is designed to reinforce and further enhance the food preparation skills developed in Foods 1. Through this course, students will study advanced preparation techniques and culinary skills by understanding the chemical changes that take place during preparation of baked goods. Students will also enhance their techniques and skills through various classroom lab experiences. Students will also research and investigate into food businesses leading to the designing, planning, and preparing of their own food truck business. ServeSafe Certification will be offered through this course where they will receive a national industry recognized certificate that can be used in obtaining a food service job.



Career & Technical Education (Design)

TECHNOLOGY

The Technology Education Department provides problem-based learning for all students utilizing tools, machines, materials, and systems of technology. These hands on experiences prepare students for either post-secondary education or to enter the workforce.



Graphic Design and Printing Technologies Pathway

This pathway includes occupations involved in prepress, press and binding, or post-press processes. Workers might transform text and pictures for printing plates, or use digital technology for graphics, layout or printing. Includes operating and maintaining equipment or computers used in printing process.

Courses for this Pathway

- 0918 Web Design (elective)
- 0909 Beginning Adobe Illustrator
- 0921 Graphic Arts
- 0922 Advanced Graphic Arts

Possible Careers: Illustrators and Animators, Graphics Designers and Computer Artists, Commercial Photographer, Textile Designer, Interior Designer, Graphic Designer, Set Designer, Press Operator, Prepress Technician

Programming and Software Development Pathway

This pathway includes occupations involve the design, development, implementation and maintenance of computer systems and software, requiring knowledge of computer operating systems, programming languages and software development.

Courses for this Pathway

- 0918 Web Design
- 0911 A+ Programming - Hardware
- 0912 A+ Programming - Software
- 0913 Intro. to Computer Science 1
- 0914 Intro. To Computer Science 2

Possible Careers: Software Applications Architect, Operating Systems Designer/Engineer, Computer Programmer, Game Programmer, Network Administrator, Web Designer, Webmaster

Construction Pathway

This pathway includes workers who build and remodel homes, or community, recreational, industrial and office facilities. Includes builders of highways, streets, bridges, tunnels and airports.

Courses for this Pathway

- 0923 Woodworking Technology
- 0924 Advanced Woodworking Technology
- 0925 Home Repair

Possible Careers: Carpenter, Education and Training Director, Electrician, General Contractor, Iron/Metalworker, Pipe Fitter, Project Inspector, Project Manager, Safety Director

WEB PAGE DESIGN AND ANIMATION: 0918



Credit: .5 One Semester
Open to: Grades 9, 10, 11, 12

Course Description: This is a computer-based course which will teach you multimedia technologies used worldwide. Students will learn how to program web pages using HTML and CSS.

GRAPHIC ARTS TECHNOLOGY: 0921

Credit: .5 One Semester
Open to: Grades 9, 10, 11, 12

Course Description: Graphic Arts students will learn about the digital media on the world stage to create art and supply information. Using computers, image generating/altering software, scanners, digital cameras, design principles and processes, students will create products in computer imagery and desktop publishing.

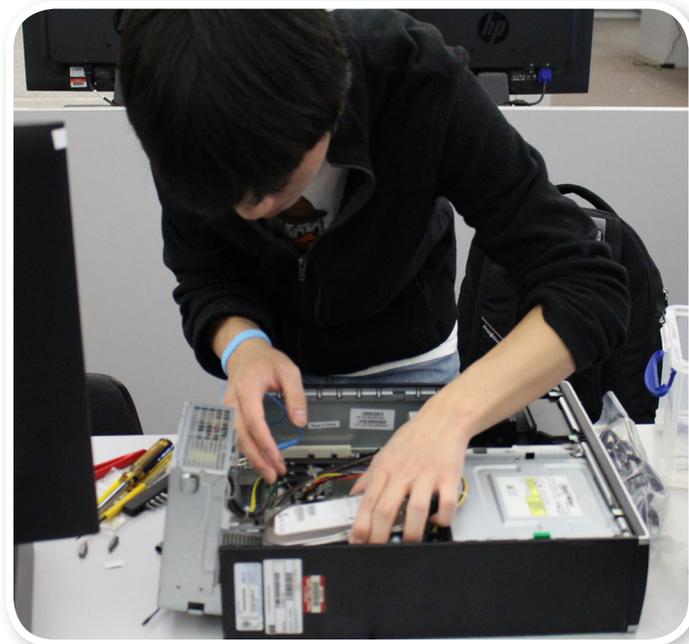
ADVANCED GRAPHIC ARTS: 0922



Credit: .5 One Semester
Open to: Grades 10, 11, 12

Prerequisite: Graphic Arts Technology

Course Description: This course is a continuation of Graphic Arts Technology. Advanced Graphic Arts students will examine the role digital media has on Societies, environment and economics and create a design brief to solve a local problem that can be solved using a graphic arts medium. Students will create media that will be used in the local community.



BEGINNING ADOBE ILLUSTRATOR: 0909



Credit: .5 One Semester **Open to:** Grades 9, 10, 11, 12
Course Description: This course is an introduction to Adobe's powerful vector based drawing program: Illustrator. Students will learn through hands-on projects that explore Illustrator's drawing functions, transformation features, patterns, brushes, filters, effects, graph creation, 3D, and print file preparation. Students will be given the opportunity to earn take the Adobe Associate Certification upon successful completion of the course

A+ PROGRAMMING – SOFTWARE & HARDWARE: 0911, 0912



Credit: .5 each semester - 2 semester Course
Open to: Grades 11, 12

Course Description: This course will provide students with practice knowledge of personal computer hardware needed to provide technical support to computer users- Windows Operating System (OS) configuration, software installation and utility management. Students will acquire many of the hardware skills necessary for the CompTIA A+ certification.

INTRODUCTION TO COMPUTER SCIENCE: 0913, 0914



Credit: .5 each semester - 2 semester Course
Open to: Grades 11, 12

Course Description: Upon completing this course students will have gained a solid background in computing hardware and software, networks, programming languages and applications. Students will be exposed to various programming languages.

COMPUTER AIDED DRAFTING AND DESIGN (CADD): 0916, 0917



Credit: .5 each semester - 2 semester Course
Open to: Grades 10, 11, 12

Course Description: The major focus of Computer Aided Drafting and Design (CADD) is to expose students to design processes through solid modelling software, research and analysis, teamwork, communication methods, global and human impacts, and technical documentation. CADD gives students the opportunity to develop skills and understanding of course concepts through activity, project, and problem-based learning.

WOODWORKING TECHNOLOGY: 0923

Credit: .5 One Semester
Open to: Grades 9, 10, 11, 12

Course Description: In this course, students will develop an appreciation for, and gain experience, in woodworking. Through guided instruction students will learn about shop safety, tool identification, project planning, the design cycle, operating tools and machinery, and joinery. Students will be given the opportunity to use the design cycle to create individual projects and utilize power equipment after they have passed all safety tests and successfully completed required projects. (Students will be assessed a lab fee to cover the cost of their woodworking projects).



ADVANCED WOODWORKING TECHNOLOGY: 0924

Credit: .5 One Semester
Prerequisite: Woodworking Technology
Open to: Grades 10, 11, 12

Course Description: This course is a more in-depth look into the design cycle of woodworking. Students will design personal projects and a mass production project. Students will understand the parts and processes of: building materials, bill of materials, power equipment, prototyping, mass producing, jigs and fixtures. (Students will be assessed a lab fee to cover the cost of their woodworking projects).



HOME REPAIR: 0925

Credit: .5 One Semester
Open to: Grades 9, 10, 11, 12



Course Description: The course Home Repair is designed to develop your skills in problem solving steps for fixing and maintaining residential properties. Students will gain a basic understanding of building processes and the differences in building designs in different environments around the world. Students will learn about the different building materials properties and global impacts. Students will understand building codes and what health issues could arise if they are not followed.

Career & Technical Education (Design)

WORK BASED LEARNING

According to the Minnesota Department of Education, Work-based learning (WBL) is formalized learning with instruction occurring at the school and at a community-based setting with an employer in the local area. Work-based learning is a collaborative endeavor between a student, their parent/guardian, an employer, and the school that engages students in real-world activities. Through school involvement and defined learning, students have the opportunity to earn school credit for the supervised WBL.



WORK EXPERIENCE SEMINAR: 0926

Credit: .5 One Semester

Open to: Grades 10, 11, 12

Course Description: This course would prepare students to participate in a work based learning program in the high school for credit. This can be used to allow students to explore career options, learn soft skills needed for workplace success and lay the groundwork for their future work experience. Students work through a variety of topics based on entry-level skills such as, applying for a job, managing life and work, interview basics, safety and labor law decision making skills, and employability skills that will help create a foundation for independence.

WORK EXPERIENCE INTERNSHIP: 0927

Credit: .5 One Semester

Prerequisite: Successful Completion of Work Experience Seminar

Open to: Grades 11, 12

Course Description: Internship allows student to gain exposure to all facets of the industry through working at a work-site with the employer.



Individuals & Societies (Social Studies)

A purpose of social studies education is to inspire and prepare students to be responsible, respectful and productive citizens in a democratic societies with a complex and dynamic interdependent world. Through the integrated study of social studies disciplines, students will acquire the knowledge, skills, and perspectives necessary to become lifelong learners and willing participants in the democratic process.

Through successful completion of all required Individuals & Societies courses, students will have fulfilled the Minnesota graduation requirement in Social Studies.

Individuals & Societies (Social Studies) Pathways



Grade 9

U.S. History

Grade 10

World History/
Geography

Electives:

Psychology
Abnormal Psychology
Basic Law

Grade 11

DP History HL 11
or
DP Global Politics SL 11

Electives:

Psychology
Abnormal Psychology
Basic Law
World Religions
Sociology

Grade 12

DP History HL 12
or
DP Global Politics SL 12

Electives:

Psychology
Abnormal Psychology
Basic Law
World Religions
Sociology

U.S. HISTORY: 0400, 0401

Credit: .5 each semester - 2 semester course

Open To: Grades 9

Graduation Requirement: Required

Course Description: This course begins with Native American history and the founding of the United States exploring major themes in the nations history. This class will emphasize the relevance of our nation's past to today's world.

WORLD HISTORY / GEOGRAPHY: 0404, 0405

Credit: .5 each semester - 2 semester course

Prerequisite: US History

Open To: Grades 10

Graduation Requirement: Required

Course Description: This course is designed as an introduction to the history of the world, focusing on the influence of geography in shaping world events. Major eras of history will be examined to determine how they influence various parts of the world.

BASIC LAW: 0412

Credit: .5 One Semester

Open To: Grades 10, 11, 12

Graduation Requirement: Elective

Course Description: Basic Law will develop knowledge of an individual's personal rights and obligations and helps students to recognize the importance of laws. Topics to be studied will include History of the Law, Law and the Citizen, Juvenile Law, Criminal Law, Tort Law, Contract Law, and our Court System.

PSYCHOLOGY: 0413

Credit: .5 One Semester

Open To: Grades 10, 11, 12

Graduation Requirement: Elective

Course Description: Using a mixture of reading, lecture, video, experiments and demonstrations, the course will examine a broad survey of basic concepts, issues, theories, classic experiments and new discoveries in the field of psychology. In Psychology 1, the focus of studies will be altered states of consciousness (sleep, dreams, hypnosis, and the near-death experience), learning, memory, personality, and child and adolescent development.

DP HISTORY HL:
(YEAR 1 Gr:11) 0424, 0425
(YEAR 2 Gr:12) 0427, 0428



Credit: .5 each semester

(Must take both Semesters each year) This Is A 2-Year Course

Open To: Grades 11, 12

Graduation Requirement: Meets requirement

Course Description: DP History HL will emphasize an understanding of major historical events in a global context. The analysis of primary source material helps us understand how people of different backgrounds experienced and viewed historical events. The course will include the historiography of major events in order to show how events have been interpreted differently by new generations of historians, allowing students to see how culture impacts the recording of the past. This course will also promote international understanding and intercultural awareness that will assist students in becoming global citizens through comparative regional studies and the inclusion of viewpoints, histories, and sources from the people or nation being studied and/or diverse viewpoints. Throughout this course, students will conduct historical research, analyze primary source documents, defend original historical interpretations in essays, draw comparisons, participate in debates, and evaluate a variety of history texts and essays that interpret people and events in radically different ways and from diverse perspectives. Diploma tests will be on: Great Depression in the Americas, The Cold War, Rights and Protest, Authoritarian States (20th Century), Political Developments in the United States (1945-1980) and Canada (1945-1982). **(Fee: \$35 DP Exam Fee)**

ABNORMAL PSYCHOLOGY: 0430

Credit: .5 One Semester

Open To: Grades 10, 11, 12

Graduation Requirement: Elective

Course Description: Using a mixture of reading, lecture, video, experiments and demonstrations, the course will examine a broad survey of basic concepts, issues, theories, classic experiments and new discoveries regarding abnormal psychology, social psychology (how others influence our thinking and behavior) and motivation.



SOCIOLOGY: 0418

Credit: .5 One Semester

Open To: Grades 10, 11, 12

Graduation Requirement: Elective

Course Description: Sociology is the study of the developmental and organizational issues in Societies. This introductory course will help you gain a new understanding of human behavior and social relations in everyday life. Looking at the world through the sociologist's point of view can be an exciting and global adventure. It also provides the students with a comprehensive study of the basic concepts, principles, and practices of sociology. Deviance, adolescence, cultural and social issues, and family structure will be looked at as we explore issues in our diverse societies.

WORLD RELIGIONS: 0419

Credit: .5 One Semester

Open To: Grades 10, 11, 12

Graduation Requirement: Elective

Course Description: The World Religions course is an integral part of promoting international understanding. Students are given an exciting opportunity to study the world's major faith traditions and their impact upon the lives, attitudes, and values of the various communities of believers. Topics include: Hinduism, Buddhism, Islam, Judaism, and Christianity. This course will be about the study of religions; it will not promote religious beliefs.

DP GLOBAL POLITICS:
(YEAR 1 Gr:11) 0421,
(YEAR 2 Gr:12) 0422, 0423



Credit: .5 One Semester gr. 11, Two Semester in gr. 12

Graduation Requirement: Meets Requirement

Course Description: DP Global Politics explores fundamental political concepts such as power, liberty and interdependence, in a range of contexts and at a variety of levels. The course allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing the opportunity to explore political issues affecting their own lives. This course helps students to understand political concepts by examining real-world examples and case studies. Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages discussion and debate, building capacity to interpret competing viewpoints. **(Fee: \$35 DP Exam Fee)**

Language & Literature (English)

All students must complete four years of English, which satisfies their Minnesota graduation requirement. Throughout a student's experience in English class, there will be opportunities to practice and refine communication skills in the areas of reading, writing, speaking, listening, viewing, and presenting.

English



English 9 and 10

IB Middle Years Programme Language and Literature

Completion of MYP Language and Literature prepares students for the Diploma Programme curriculum



English 11 and 12

IB Diploma Programme Language and Literature Standard Level (SL) or Higher Level (HL)

Students take IB DP exams in May of their senior year, which can result in a certificate that could be used as a college credit. For SL students, exams are optional; for HL students, exams are required

ENGLISH 9: 0010, 0011

Credit: .5 each semester - 2 semester course

Open To: Grade 9

Graduation Requirement: Required

Course Description: By utilizing the MYP Language and Literature curriculum, students will develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty. They will be encouraged to recognize that proficiency in language is a powerful tool for communication. Furthermore, language and literature incorporates creative processes and encourages the development of imagination and creativity through self-expression. Texts from a variety of cultures will be studied to give students the opportunity to improve their analysis skills in both oral and written assessments.

ENGLISH 10: 0016, 0017

Credit: .5 each semester - 2 semester course

Open To: Grade 10

Graduation Requirement: Required

Course Description: By utilizing the MYP Language and Literature curriculum students will develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty. They will be encouraged to recognize that proficiency in language is a powerful tool for communication. Furthermore, language and literature incorporates creative processes and encourages the development of imagination and creativity through self-expression. Texts from a variety of cultures will be studied to give students the opportunity to improve their analysis skills in both oral and written assessments.



ENGLISH 11: DP LANGUAGE AND LITERATURE 11: 0022, 0023

Credit: .5 each semester – 2 semester course
(This is Year 1 of a two year course)

Open To: Grades 11

Graduation Requirement: Required

Course Description: By utilizing the DP Language and Literature curriculum, students will develop skills of textual analysis for both “literary” and “non-literary” texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by the “circumstances of production and reception.” A key aim of this course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. A wider aim of the course is the development of an understanding of “critical literacy” in students. As students progress through this course of study, they will be assessed on their understanding of the texts studied through oral and written commentaries, presentations, essays, group projects, journals, and participation in Socratic seminars.



ENGLISH 12: DP LANGUAGE AND LITERATURE STANDARD LEVEL (SL): 0028, 0029

Credit: .5 each semester – 2 semester course

Open To: Grades 12

Graduation Requirement: Required

Course Description: This class will build on the work done during English 11. Students will continue to develop and deepen skill so textual analysis for both “literary” and “non-literary” texts. SL students have the option to take the DP exam and can register in the fall of their senior year. The exam fee is \$35. If you have any questions please speak to your English teacher, your dean or the Diploma Programme coordinator. While both SL and HL utilize the same curricular framework, the HL class will study more texts, complete more assessments, and students will be expected to do more independent work outside of the classroom. **(\$35 DP Exam Fee)**



ENGLISH 12: DP LANGUAGE AND LITERATURE STANDARD LEVEL HIGHER LEVEL (HL): 0047, 0048

Credit: .5 each semester – 2 semester course

Open To: Grades 12

Graduation Requirement: Required

Course Description: While both SL and HL utilize the same curricular framework, the HL class will study more texts, complete more assessments, and students will be expected to do more independent work outside of the classroom. Students will register for DP exams in the fall of their senior year, and the exam fee is \$35. If you have any questions please speak to your English teacher, your dean or the Diploma Programme coordinator. **(\$35 DP Exam Fee)**

* As a concurrent enrollment course, students must meet the criteria established by Anoka Ramsey. In addition to the HL Language and Literature content, this course is an introduction to academic writing at the college level. Course content includes the processes of reading and writing, essential composition and research skills, and critical reasoning in various situations. The course requires effectively reasoned and supported essays.



THEORY OF KNOWLEDGE: (Gr. 11) 0051 (Gr. 12) 0052

Credit: .5 - One Semester Each Year

Prerequisite: Both semesters are required for the IB Diploma Candidates. In order to take the second semester, students must successfully complete the first semester.

Open To: Grades 11, 12

Graduation Requirement: Elective

Course Description: This course asks students to reflect on their experiences as learners and to make connections between academic courses and the outside world through the examination of knowledge questions. Students will examine the nature of knowledge and how it is constructed by exploring Areas of Knowledge and the various Ways of Knowing in order to understand the relationship between personal knowledge and shared knowledge. Students will develop an understanding of why critically examining knowledge is important, be able to evaluate beliefs and knowledge claims, and realize that acquisition of knowledge places responsibilities on the knower. *Theory of Knowledge is a Core Requirement for Full Diploma Candidate Students and is taken in addition to the 3 HL and 3 SL required courses.



Language Acquisition (World Languages/EL)

Course Offerings include: Chinese, German, Spanish & Services for English Language Learners

As we prepare students to work in an increasingly global economy, learning another language offers our students several benefits. Research shows that the learning of another language: 1.) enhances career opportunities; 2.) benefits higher order, abstract, and creative thinking; 3.) promotes cultural awareness and competency; 4.) helps students score higher on standardized tests such as the ACT and SAT; 5.) improves students' chances of college acceptance, achievement, & attainment; 6.) benefits academic progress in other subject areas.

SPANISH 1: 0109, 0110

Credit: .5 each semester - 2 semester Course

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Language B requirement

Course Description: This is an introductory language and culture course with written texts, multimedia and oral practice. Students will demonstrate an ability to converse, read, and write in the target language at a basic level about such topics as: themselves, friends, home and family, school, sports, shopping, food, time and weather. Basic grammatical structure will be introduced. This course is not recommended for native Spanish speakers.

SPANISH 2: 0111, 0112

Credit: .5 each semester - 2 semester Course

Prerequisite: Spanish 1

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Language B requirement

Course Description: This is a course to strengthen and build the language skill areas: reading, writing, speaking, listening and culture. Students will demonstrate an ability to converse, read, and write with increased vocabulary and structures in the target language about topics such as: foods and restaurants, stores and shopping, home, monetary systems and travel. This course is not recommended for native Spanish speakers.

SPANISH 3: 0115, 0116

Credit: .5 each semester - 2 semester Course

Prerequisite: Spanish 2

Open To: Grades 9,10,11,12

Graduation Requirement: Meets Language B requirement

Course Description: A more advanced course, Level 3 is conducted mainly in the target language, with an emphasis on reading, writing and conversation. Students will demonstrate the ability to use the target language to read short authentic texts, produce increasingly complex writings, and participate in extended conversations. Topics are schools, daily routine, special events, community, and childhood. This is the recommended starting course for native Spanish speakers.



SPANISH 4: 0117, 0118

Credit: .5 each semester - 2 semester Course

Prerequisite: Spanish 3

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Language B requirement

Course Description: This is an intensive, rigorous course for students who plan to take college-level language, including College in the Schools or IB-Diploma Courses. This course is conducted mainly in the target language and emphasizes composition, conversation, reading of authentic texts, and advanced grammar topics. Students will demonstrate the ability to use the target language at an advanced level for reading, writing, and oral communication. Topics are travel, television and cinema, food, and history of Mexico.



SPANISH 5: DP SPANISH SL (YR 1): 0094, 0095

SPANISH 6: DP SPANISH SL (YR 2): 0096, 0097

Credit: .5 each semester - 2 Semester Course each year

Prerequisite: Spanish 4

Open To: Grades 11, 12

Graduation Requirement: Meets Language B requirements

Course Description: In this course, we will use a variety of authentic materials to explore important topics relating to intercultural understanding, respect, internationalism, and diversity. We will examine the topics with regard to students' personal lives as well as to the global community.

Competence will be practiced and assessed in the four primary language skills: listening, reading, writing, and speaking. The development of each language skill involves these three areas: language (grammar skills are practiced in context,) cultural interaction (selecting language appropriate to a particular cultural and social context,) message (understanding ideas and how they are organized in order to communicate appropriately.) Spanish B (SL) is conducted entirely in Spanish. **(Fee: \$35 DP Exam Fee)**

CHINESE 1: 0140, 0141

Credit: .5 each semester - 2 semester Course

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Language B requirement

Course Description: This is an introductory language and culture course with written texts, multimedia and oral practice. Special emphasis is given to helping students to communicate in Chinese. By the end of the course, students will be able to discuss in Chinese the following topics: themselves, friends, home and family, school, sports, shopping, food, time and weather. In addition to the Chinese language, students will learn about Chinese culture, specifically Chinese history, culture, festivals, and food.

CHINESE 2: 0142, 0143

Credit: .5 each semester - 2 semester course

Prerequisite: Chinese 1

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Language B requirement

Course Description: In Chinese 2, students build upon the basic knowledge and skills acquired in Chinese 1. Like in Chinese 1, the goal of this course is to for students to be able to communicate in Chinese. The principal difference between Chinese 2 and Chinese 1 lies in the complexity and difficulty of the vocabulary and grammatical structures. By the end of the course, students will be able to discuss in Chinese the following topics: making appointments, studying Chinese, school, shopping, and transportation. Moving on from Chinese I, Chinese II students continue to learn about Chinese history and culture, including sports, education, arts, and religion.



CHINESE 3: 0144, 0145

Credit: .5 each semester - 2 semester Course

Prerequisite: Chinese 2

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Language B requirement

Course Description: In Chinese 3, students build upon the basic knowledge and skills acquired in Chinese I2. Like in Chinese 2, the goal of this course is to for students to be able to communicate in Chinese. The principal difference between Chinese 2 and Chinese 3 lies in the complexity and difficulty of the vocabulary and grammatical structures. By the end of the course, students will be able to discuss in Chinese the following topics: weather, dining, asking directions, parties, and medicine. Moving on from Chinese 2, Chinese 2 students continue to learn about Chinese history and culture, including sports, education, arts, and religion.



CHINESE 4: 0146, 0147

Credit: .5 each semester - 2 semester Course

Prerequisite: Chinese 3

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Language B requirement

Course Description: In Chinese 4, students build upon the basic knowledge and skills acquired in Chinese 3. Like in Chinese 4, the goal of this course is to for students to be able to communicate in Chinese. However, in order to prepare students for DP Chinese, Chinese 4 places more emphasis on writing than previous levels of Chinese. One other difference between Chinese 4 and previous levels of Chinese is the complexity and difficulty of the vocabulary and grammatical structures. By the end of the course, students will be able to discuss in Chinese the following topics: dating, renting an apartment, sports, and travel. Moving on from Chinese 3, Chinese 4 students continue to learn about Chinese history and culture, including media, healthcare, rich and poor divide, one-child policy.

CHINESE 5: DP MANDARIN CHINESE: (YEAR 1) 0104, 0105

CHINESE 6: DP MANDARIN CHINESE: (YEAR 2) 0106, 0107



Credit: .5 each semester -2-semester each year

Prerequisite: Chinese 4

Open To: Grades 11, 12

Graduation Requirement: Meets Language B requirements

Course Description: Chinese 5 represents a marked increase in difficulty from previous levels of Chinese. The topics covered required a greater dexterity of language use. And, because of that, the requirements of the course are more demanding. Students are expected to put in more hours studying and to learn more material. Nonetheless, like the other courses, the fundamentals of Chinese are underscored. Historical topics are contemporary and include some of the most controversial issues debated in China today: media censorship, the rule of law, and human rights, among others.

Chinese 6 is really a continuation of Chinese 5. The expectations are high and the content rigorous. Capping off Chinese 6 is the IB Ab Initio examination, a college-level test administered by the IB Office that tests all the materials taught in levels 1-6. Students will study every week of the year for this examination, from when school begins in September until the test is administered in May. Aside from the Ab Initio test, little differs from Chinese 6 and Chinese 5. The fundamentals of the language are stressed; contemporary historical topics are discussed; and a semester project is researched and presented. **(Fee: \$35 DP Exam Fee Ab Initio or SL)**

EL 1 LITERACY: 0150, 0151

Credit: .5 each semester - 2 semester Course

Prerequisite: Placement

Open To: Teacher Placement

Graduation Requirement: Meets Lang & Lit Requirement

Course Description: This course is designed to develop basic reading skills through the study of phonics and word decoding. Other essential beginning skills will be covered such as previewing, predicting, determining new vocabulary from context, and finding the main idea. This course is for students who are not fully literate in their native language.

EL 2 LITERACY: 0162, 0163

Credit: .5 each semester - 2 semester course

Prerequisite: Placement

Open To: Teacher Placement

Graduation Requirement: Meets Lang & Lit Requirement

Course Description: This course is designed to build and improve writing skills in English. This course is for students who may or may not be literate in their native language, and who are at the beginning level of their English reading. Students earn Language Acquisition credit.

EL 3 LITERACY: 0183, 0184

Credit: .5 each semester - 2 semester course

Prerequisite: Placement

Open To: Teacher Placement

Graduation Requirement: Meets Lang & Lit Requirement

Course Description: This course is designed to build and improve writing skills in English. This course is for students who may or may not be literate in their native language, and who are at the intermediate level of their English writing. Students earn Language Acquisition credit.

EL 4 LITERACY: 0165, 0166

Credit: .5 each semester - 2 semester course

Prerequisite: Placement

Open To: Teacher Placement

Graduation Requirement: Meets Lang & Lit Requirement

Course Description: This course is designed to build and improve writing skills in English. This course is for students who are literate in their native language, and who are at the advanced level of their English writing. Students earn Language Acquisition credit.

EL SCIENCE: 0175, 0176

Credit: .5 each semester - 2 semester course

Prerequisite: Placement

Open To: Teacher Placement

Graduation Requirement: Meets Sciences Requirement

Course Description: This course is designed for EL students to study the basic laws of nature including: motion, force, energy and work, momentum, electric charges, and electric currents. This is a lab-oriented course with emphasis on collection and interpretation of lab data. Students earn Sciences credit.

EL HISTORY: 0178, 0179

Credit: .5 each semester - 2 semester course

Prerequisite: Placement

Open To: Teacher Placement

Graduation Requirement: Meets Individuals & Societies Requirement

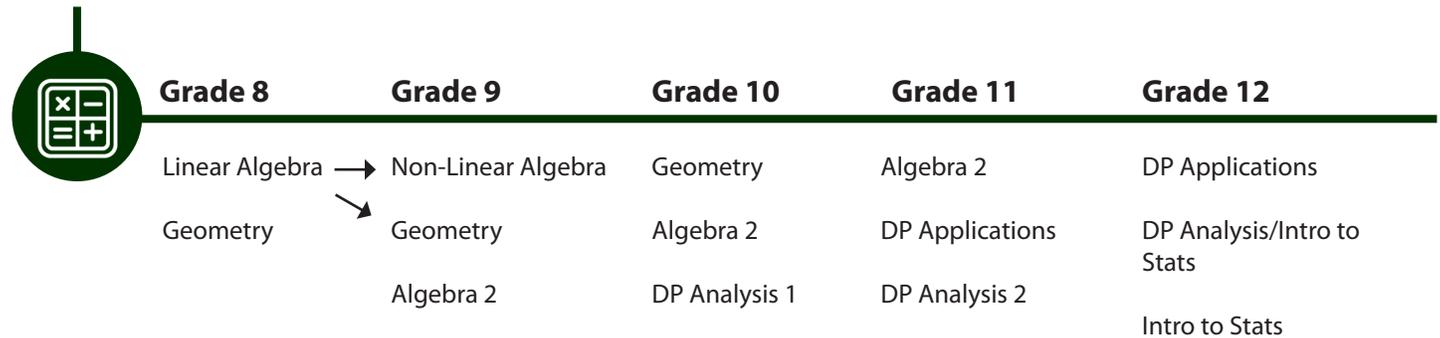
Course Description: This course focuses on providing EL students necessary support and instruction to succeed in a mainstream humanities course. Special emphasis is placed on vocabulary and text structure. This course examines the social, political and cultural history of the United States through diverse perspectives and global comparisons.

Mathematics

In order to graduate, you must successfully complete three years of math at the high school. It is recommended, if you are attending a 4 year college or university, to take a fourth year of math.

Mathematics Pathways: Math placement based on assessment data, teacher recommendation, and prerequisite coursework.

Math Pathway



MATH FOUNDATIONS: 0199, 0200

Credit: .5 each semester - 2 semester course

Prerequisite: Teacher Recommendation Only

Open To: Grades 9

Graduation Requirement: Meets Elective Requirement

Course Description: This course builds foundational math skills and understanding of concepts necessary for students to be successful in high school math coursework.

NON-LINEAR ALGEBRA: 0197, 0198

Credit: .5 each semester - 2 semester course

Prerequisite: Middle School Algebra

Open To: Grades 9,10

Graduation Requirement: Meets Math Requirement

Course Description: This algebra course addresses non-linear algebra topics and builds deeper understanding of linear algebra. Topics include linear and quadratic functions, inequalities, exponents, equations in more than one variable, probability, and sequences.



GEOMETRY: 0204, 0205

Credit: .5 each semester-2 semester course

Prerequisite: Algebra 8

Open To: Grades 9, 10

Graduation Requirement: Required

Course Description: The Geometry course includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. Topics include logic and proof, parallel lines and polygons, perimeter and area analysis, volume and surface area analysis, similarity and congruence, trigonometry, and analytic geometry. Emphasis will be placed on developing critical thinking skills as they relate to logical reasoning and argument. Students will be required to use different technological tools and manipulates to discover and explain much of the course content.

ALGEBRA 2: 0213, 0214

Credit: .5 each semester - 2 semester course

Prerequisite: Geometry

Open To: Grades 9, 10, 11

Graduation Requirement: Required

Course Description: Algebra 2 starts with a continuation of concepts studied in Algebra 8 or Intermediate Algebra. Students will be challenged by new concepts that require graphing skill, functions, solving second and third order equations, investigating complex number systems, logarithms, data analysis and probability, and Trigonometry. Students will be prepared for success in both pre-calculus and math studies upon completion of this course.

DP MATH: APPLICATIONS & INTERPRETATION SL 0219, 0220

Credit: .5 each semester - 2 semester course

Prerequisite: Geometry and Algebra 2

Open To: Grades 10, 11, 12

Graduation Requirement: Meets DP and Math Requirement

Course Description: This course builds on the concepts of Algebra 2 and Geometry in preparation for the standard-level IB Applications and Interpretation examination at the end of Math Studies. This course is designed to be a gateway course into higher order mathematics. Applications and Interpretation leads students on a journey through a core of algebra, statistics, financial math applications, logic, probability, geometry, basic trigonometry, and an intro to calculus. Students will then produce a project or essay involving higher order mathematics that will be based on the student's own interests. Outcomes: Mastery of the topics in the course description and the standards required by the State of Minnesota. Assessments: Tests, quizzes, homework, standard-level IB Applications & Interpretation examination. **(Fee: \$35 DP Exam Fee)**



DP MATH: ANALYSIS & APPROACHES SL: (Year 1) 0236, 0237 (Year 2) 0239, 0240

Credit: .5 each semester - Must take 4 semesters (This is a 2-year course)

Prerequisite: Algebra 2

Open To: Grade 10, 11, 12

Graduation Requirement: Meets DP and Math Requirement

Course Description: The topics studied in this course are those traditionally offered in the first year of Calculus in college. This course is designed for students who wish to take the standard-level IB Mathematics examination. Math SL is a course designed for highly motivated students who seek the challenge of a college level Mathematics course. The topics studied include limits, continuity, derivatives, and integrals of algebraic and transcendental functions and their applications, and elementary differential equations. Assessments: Tests, quizzes, homework, State MCA III test (junior year), Math Exploration paper, and Standard-Level IB Mathematics examination (senior year). **(Fee: \$35 Exam Fee in Gr. 12)**



DP MATH: ANALYSIS & APPROACHES HL: (Year 1) 0241, 0242 (Year 2) 0244, 0245

Credit: .5 each semester - Must take 4 semesters (This is a 2-year course)

Prerequisite: Teacher Recommendation

Open To: Grade 10, 11, 12

Graduation Requirement:

Course Description: The topics studied in this course are those traditionally offered in the first full year of Calculus in college. This course is designed for students who wish to take the High-Level IB Mathematics examination. Mathematics HL is a course designed for highly motivated students who seek the challenge of an intensive college level Mathematics course, equivalent to Calculus B/C. The topics studied include limits, continuity, derivatives, and integrals of algebraic and transcendental functions and their applications, advanced Trigonometry, and differential equations. This course is recommended only for those students who anticipate studying Mathematics or a related field in college. Assessments: Tests, quizzes, homework, State MCA II test (junior year), Math Exploration paper, portfolios, and High Level IB Mathematics examination (senior year). **(Fee: \$35 Exam Fee in Gr. 12)**



ANOKA-RAMSEY
COMMUNITY COLLEGE

ANOKA-RAMSEY COMMUNITY COLLEGE (ARCC)—INTRODUCTION TO STATISTICS: 0221, 0222

Credit: .5 each semester - 2 semester course

Prerequisite: Algebra 2

Open To: Grades 11, 12

Graduation Requirement: Meets Math Requirement

Course Description: Introductory course in data description and analysis using graphical and numerical methods. Students will work with discrete and continuous random variables and their probability distributions with emphasis on the normal distribution. Topics include: experimental design and sampling methods; confidence intervals, sample size, and hypothesis testing for one and two population means or proportions; t and z tests, chisquare tests, analysis of variance (ANOVA), linear regression; use of statistical software. Students could earn 4 college credits through Anoka-Ramsey Community College upon completion of this course.



Physical and Health Education

Health and Physical Education Classes may be the most important information you can learn to help you lead a physically, mentally and emotionally satisfying life. Each year we will teach you different facets of your life related to your health so that you can enjoy your journey through life in a more gratifying way. If you are not in good health, your life will certainly not be as fulfilling.

Each required class focuses on different pieces of health and types of exercise to help you find something that will help you feel your best and be prepared to get and stay healthy along the journey through the hectic lives that we lead. Try them all and you may find something you will enjoy doing for the rest of your life to better your own personal health or help the people around you!

- Just a few generations ago, physical activity was an integral part of daily life. In the name of progress, we've now chipped away at it so thoroughly that physical inactivity actually seems normal.
- In less than two generations, physical activity has dropped by 20% in the U.K. and 32% in the U.S. In China, the drop is 45% in less than one generation. Vehicles, machines and technology now do our moving for us. What we do in our leisure time doesn't come close to making up for what we've lost.
- By the end of this decade, most Americans will exert only slightly more energy per week than if they slept 24 hours a day.



HEALTH & PHYSICAL EDUCATION 1: 0489

Credit: .5 each semester - 1 semester course

Open To: Grade 9

Graduation Requirement: Required for PE

Course Description: This class will combine classroom work and physical activity. In the health/classroom portion, students will explore the decision-making process and health practices that reduce and prevent tobacco use, drug and alcohol use, HIV, sexually transmitted infections, and unintentional pregnancies. Students will also learn about the connections between risky behaviors and many cancers. This class uses a nationally recognized program called Top 20 Training to help teach life-skills to be successful and become the best person we can be. The physical activity portion will focus on an introduction to weight training and safety. We teach the importance of teamwork during the units of floor hockey, basketball and soccer.

HEALTH & PHYSICAL EDUCATION 2: 0490

Credit: .5 each semester - 1 semester course

Open To: Grade 10

Graduation Requirement: Required for PE

Course Description: This class will combine classroom work and physical activity. The health/classroom portion will focus on how to integrate healthy nutrition, fitness and good mental health to lead a balanced and successful life. Students will also learn about the global impact of an individuals and Societies' health. The physical activity portion will center on the creation of a personal fitness plan. Individual and team activities, such as fitness testing, flag football, speedball, ultimate Frisbee and international games will help students develop a sense of responsibility and respect for their own healthy lifestyle and will teach them a variety of activities that can help them live in a healthy way.



HEALTH & PHYSICAL EDUCATION 2-NEW MOVES: 0497

Credit: .5 each semester - 1 semester course

Replaces PE 2 for Interested Females

Open To: Grade 10 Females

Graduation Requirement: Required for PE (or PE 2)

Course Description: New Moves is a different type of physical education class for girls. It focuses on discovering how to improve health and fitness with healthy ways to manage weight. New Moves is designed for girls who are interested in trying non-traditional ways to be physically active. The classroom focus is on nutrition, fitness and mental health and the influence of proper nutrition and fitness on the health of people around the globe. It will also focus on the impact our habits have on diseases such as Diabetes and Heart Disease. The physical education portion is a non-traditional PE class, mixing in such global activities as yoga, kickboxing, Pilates, kettle bells, dance, etc. This is a fun way to get their Physical & Health Education 2 credit.

HEALTH & PHYSICAL EDUCATION 3: 0491

Credit: .5 each semester - 1 semester course

Open To: Grade 11

Graduation Requirement: Required for PE

Course Description: This class will combine classroom work and physical activity. The health/classroom portion will explore the world of career and post-secondary options, through research and written assignments. Through First Aid and CPR training, students will learn the knowledge and skills to recognize and treat life threatening emergencies and could help save a life. Students will demonstrate their culmination of knowledge of issues facing teens in our society and throughout the world through a final health public service announcement video. The physical activity portion of the class will focus on lifetime activities and in-depth concentration of previously learned games, such as badminton, volleyball, tennis, cross-country skiing, and disc golf. Students will also continue to work on improving fitness levels and skills that will help them maintain a healthy lifestyle after high school.

FRIDLEY FIT: 0492

Credit: .5 each semester - 1 semester course

Open To: 10, 11, 12

Graduation Requirement: Meets elective requirement

Course Description: This class will offer students the opportunity to become risk takers as they improve their fitness levels through intense cutting-edge workouts inspired by the cross-fit craze hitting the nation. This innovative class will appeal to anyone who is interested in achieving physical health through ground-breaking fitness trends. This course offers circuit and interval training as a means to improve fitness rather than traditional strength training methods. This gained knowledge will be carried with them after high school, allowing them to create healthy and balanced lifestyles when organized sports are not readily available. Students may work on a personal training certificate.



LEADERSHIP: 0486

Credit: .5 each semester - 1 semester Course

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets elective requirement

Course Description: The objective of the class is to allow students to gain awareness of how they think, learn and communicate using a nationally recognized character education curriculum called Top 20 Training. Students will be given multiple opportunities to gain confidence in their communication skills. Students will explore, analyze and incorporate the most common leadership styles during mock scenarios. More time will be spent on the student's Emotional Intelligence (EQ) than on their IQ. These skills will help guide them the rest of their lives as they enter the global societies.

DANCE: 0494

Credit: .5 each semester - 1 semester course

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets elective requirement

Course Description: This course offers the students the opportunity to participate and explore the world of dance, as well as enjoy the physical and emotional benefits of dance. Units will include swing, ballroom, folk, hip-hop, Latin, and other dance techniques from around the world. They will also have the opportunity to choreograph and perform their own dances. Students may take this class twice in high school.

STRENGTH TRAINING & CONDITIONING: 0496

Credit: .5 each semester - 1 semester course

Open To: Grades 9,10,11,12

Graduation Requirement: Meets elective requirement

Course Description: This course is intended for the person serious about improving personal fitness. Cardiovascular fitness and muscular strength and flexibility are addressed daily. We spend time in the weight room learning to lift properly and safely. We mix in a variety of stress reducing workout activities from around the globe and multiple abdominal and leg strengthening workouts. After taking the course, individuals should be able to establish an appropriate basic personal strength-training program. Working on a fitness plan appropriate for each individual is emphasized.

TEAM SPORTS: 0495

Credit: .5 each semester - 1 semester course

Open To: Grades 10, 11, 12

Graduation Requirement: Meets elective requirement

Course Description: This Physical Education elective class will involve many team games played in this country and some from around the world. Each student will not only participate in a variety of games but will also learn officiating, stressing sportsmanship, and applying and adapting the rules of the games.

UNIFIED PHYSICAL EDUCATION: 0498

Credit: .5 each semester-1 semester Course

Open To: Grades 11, 12 and/or as requested by the special education case manager

Graduation Requirement: Meets elective requirement

Course description: Unified Physical Education (Unified PE) is a concept for bringing students with and without disabilities together, as equals, in a physical education setting where all students earn physical education credit. This course combines students of all abilities to participate in developmentally appropriate activities, including lifetime activities, physical fitness, and sport. Unified PE presents a unique opportunity to increase college and career readiness, as well as social/emotional learning (SEL) competencies. The class is structured around the national physical education standards and grade-level outcomes, which include gaining the knowledge and skills necessary to maintain a health-enhancing level of fitness. Based on the Framework for the 21st Century Learner, a Unified PE course can provide students with opportunities to develop flexibility, adaptability, leadership, responsibility, critical thinking, communication, and collaboration skills. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students.

EMERGENCY MEDICAL RESPONDER: 0483

Credit: .5 each semester

Prerequisite: PE 1 & PE 2

Open To: Grades 11, 12

Graduation Requirement: Meets elective requirement

Course Description: This course is designed to cover all materials required for the Emergency Medical Responder student. The students will know the necessary skills, didactic and clinical information to successfully function as a registered Emergency Medical Responder as defined, by the National Educational Standards for the Emergency Medical Responder, in Minnesota. Students will also become certified as Basic Life Support providers (CPR) through the American Heart Association at the Health Care Provider level. These educational standards were developed by the United States Department of Transportation, National Highway Traffic Safety Administration.

Students will be taught to utilize "Critical Thinking Skills" to evaluate and care for various trauma and medical situations

they may encounter. Students who have an interest in pursuing a career in all areas of medicine or related fields will benefit from the EMR course. Students in EMR are concurrently enrolled with Pine Technical and Community College for 3 college credits in the Minnesota State School System.

Required Text/Reading – Essentials for the Emergency Medical Responder; Authors: Joseph A. Grafft & Katherine Kuzma Grafft.

EMERGENCY MEDICAL TECHNICIAN: 0484

Credit: .5 each semester –

This is a 2 hour block class

Prerequisite:

Emergency Medical Responder

Open to: Grades 11,12

Course Description: This course is designed to cover all materials required for the Emergency Medical Technician student to be eligible to take the National Registry of EMT's written and practical examinations. The students will know the necessary skills, didactic and clinical information to successfully function as a registered Emergency Medical Technician as defined, by the National Educational Standards for the Emergency Medical Technician, in Minnesota. These educational standards were developed by the United States Department of Transportation, National Highway Traffic Safety Administration.

Students will be taught to utilize, "Critical Thinking Skills" to evaluate and care for various trauma and medical situations they may encounter. Students must complete all required education and training by both the National Registry of Emergency Medical Technicians and the Minnesota Emergency medical Services Regulatory Board. Students will need to complete 10 patient contacts, preferably with an Advanced Life Support ambulance service. Students will have to successfully pass a state required FisDap written pre-test prior to taking the National Registry EMT written examination.

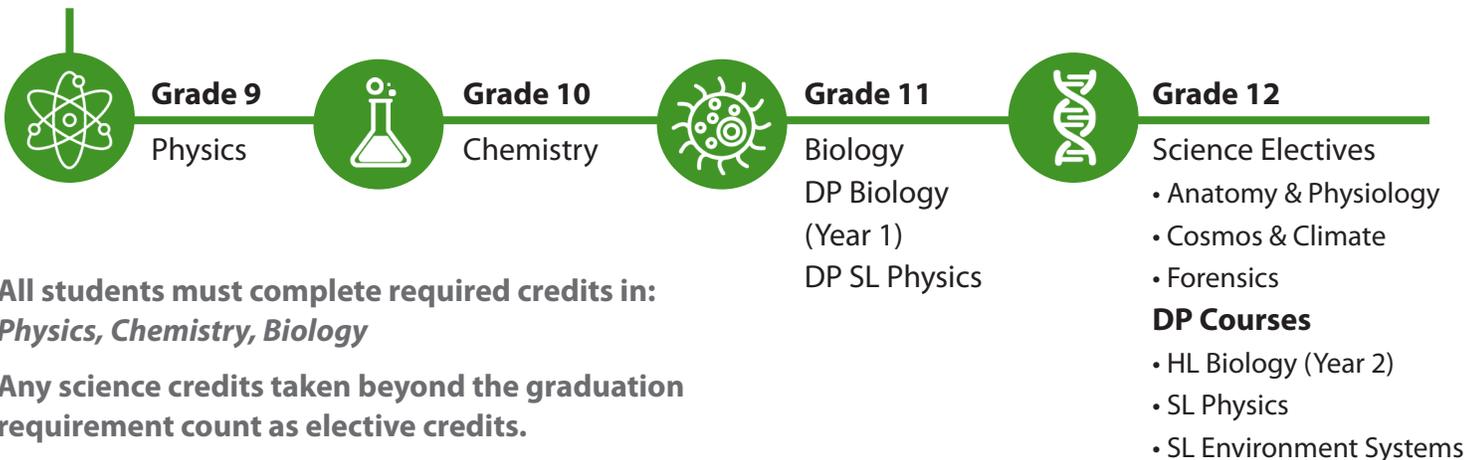
Students in EMT are concurrently enrolled with Pine Technical and Community College for 6 college credits in the Minnesota State School System.



Science

A scientifically literate person appreciates and understands basic components of science and how science is important and useful in their life. In an era where the influence of science is increasingly prevalent, expectations for scientific literacy have become more important than ever.

Science Pathway



All students must complete required credits in:
Physics, Chemistry, Biology

Any science credits taken beyond the graduation requirement count as elective credits.

PHYSICS 9: 0301, 0302

Credit: .5 each semester - 2 semester course

Open To: Grade 9

Graduation Requirement: Required Sciences

Course Description: A study of the basic laws of nature including: motion, forces, energy and work, electric charges, and electric currents. This is a lab-oriented course with emphasis on collection and interpretation of lab data. Activities are a main part of the course to illustrate the various scientific concepts. In this course students will learn physics through a series of scientific models, learning to apply them to real-life situations in order to construct a coherent understanding of physics. Graphing and graph interpretation, diagrams, and short presentations with white boards will be emphasized.

CHEMISTRY: 0307, 0308

Credit: .5 each semester – 2 semester course

Prerequisite: Physics

Open to: Grade 10

Graduation Requirement: Required Sciences

Course description: In chemistry students will explore the discoveries of the natural world of matter. The course will take a journey through the scientific discoveries that have led to today's understanding of the world around us. Throughout the course you will become a scientific community with your fellow classmates. Situations similar to those of career scientists will be explored and investigated. This course is largely hands on with many lab explorations and experiments. After completing this course the student will have a deeper understanding of how things work in our everyday lives.



BIOLOGY: 0332, 0333

Credit: .5 each semester - 2 semester course

Prerequisite: Physics, Chemistry

Open To: Grade 11

Graduation Requirement: Required Sciences

Course Description: This course involves the study of living things. This includes a variety of specific organisms, different types of life, how those organisms survive and reproduce, and the systems and conditions in which they live. Topics covered include cells, DNA/RNA, genetics, ecology, and evolution. Students work together and in groups to solve problems and complete labs. This course is taught through a variety of mediums: lecture, lab work, inquiry and small group discussion.

DP BIOLOGY HL: (Gr. 11) 0316, 0317 (Gr. 12) 0319, 0320

Credit: .5 each semester - Must take 2 semesters each year. This is a 2-year course

Prerequisite: Physics, Chemistry

Open To: Grade 11, 12

Graduation Requirement: Meets Biology requirements

Course Description: In HL IB Biology students will develop an in-depth and broad knowledge of the biological Sciences while applying biological topics to global and international situations and issues. HL courses are designed to meet strict curriculum requirements and are taught over four semesters beginning in the junior year. This requires DP biology to be a fast-paced, lecture-oriented class that will likely require a large amount of study time outside of school. Designing and carrying out labs are also a large part of the coursework. Tests and quizzes designed to mimic the test administered at the end of the course by the IB. College credit can be earned by students who earn high marks on the internal assessment labs conducted in class and the final exam administered by the IB. Students that begin the second semester of this course in their junior year are obligated to finish the two year course in order to fulfill state Sciences standards. **(Fee: \$35 Exam Fee in Gr. 12)**



DP PHYSICS SL: 0323, 0324

Credit: .5 each semester - 2 semester course

Prerequisite: Recommend Concurrent Higher Level Math and Physics, Chemistry

Open To: Grade 11, 12

Graduation Requirement: Meets Physics requirement

Course Description: A study of the basic laws of nature including: one and two dimensional motion, forces, momentum, energy, waves, light, electricity, and magnetism. This is a lab-oriented course with emphasis on collection and interpretation of lab data. In this course students will learn physics through a series of scientific models, learning to apply them to real-life situations in order to construct a coherent understanding of physics. Graphing and graph interpretation, diagrams, equations, computer simulations, short presentations with white boards and the writing of research-level lab reports will be emphasized. Computers are integrated into the majority of labs. This course is intended for students ready for a challenge and/or those who intend to pursue a scientific field after high school, such as engineering, chemistry, physics and computer Sciences. This course is a mathematically rigorous course with application of trigonometry concepts. (Fee: \$35 Exam Fee)



DP ENVIRONMENTAL SYSTEMS SL: 0340, 0341

Credit: .5 each semester - 2 semester course

Prerequisite: Physics, Chemistry, Biology

Open To: Grade: 12

Graduation Requirement: Elective credits

Course Description: The focus of IB Environmental Systems and Societies SL is to increase students' awareness and knowledge of their responsibilities as a citizen of Earth. The aims of this course include gaining an interpretation of environmental issues from a local to a global scale and becoming aware of the role of technology in finding solutions to environmental problems. Students will learn about systems and models, the ecosystem, human population, carrying capacity, resource use, conservation, biodiversity, pollution management, the issue of climate change, and environmental value systems. Students will have the opportunity explore various topics by developing and designing their own scientific investigations throughout the year. A strong focus of this course is on a student's own relationship with their environment and the significance of choices and decisions that they make in their own lives. The teaching approach will be conducive to students evaluating the scientific, ethical, and socio-political aspects of issues. **(Fee: \$35 Exam Fee)**



ANATOMY & PHYSIOLOGY 1: 0310 **ANATOMY & PHYSIOLOGY 2: 0311**

Credit: .5 each semester - Each is 1 semester course

Prerequisite: Anatomy & Physiology 1: Physics, Chemistry,

Prerequisite: Anatomy & Physiology 2: Anatomy & Physiology 1

Open To: Grade 11, 12

Graduation Requirement: Elective credits

Course Description: Human structure and function are the emphasis of this course. Students will study the normal and abnormal conditions that exist in humans. Following the introduction to anatomy and physiology, topics introduced will be: histology, skeletal system, muscular system, circulatory system, hematology (study of blood), respiratory system, nervous system, endocrine system, and digestive system. Dissecting is part of the class. This course will emphasize global dynamics, global relations, and global technology as part of the Global Studies program."

COSMOS AND CLIMATE: 0330

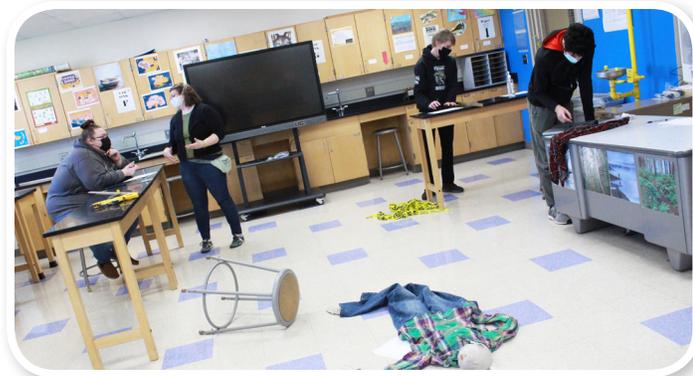
Credit: .5 each semester - 1 semester course

Prerequisite: Physics, Chemistry

Open To: Grade 11, 12

Graduation Requirement: Elective credit

Course Description: Cosmos and Climate begins as Cosmos - an introductory astronomy course that focuses on active investigations and activities. Students build a scale model solar system, learn to use telescopes and spectrometers, observe sunspots, create zodiac constellation models, visualize the number of stars in our galaxy using sand grains, investigate the evidence for the Big Bang Theory, explore black holes, stellar evolution, newly discovered "goldilocks" planets, and more. If you wonder about what's "out there" and Earth's place in the Cosmos, this is the course for you. The second half of the course is Climate - a course designed to help students understand our planet's atmosphere. Through scientific study, students explore patterns and processes that affect weather, factors that contribute the climate of a region, the forensic evidence that reveals past climates, and the complexity of predicting future climate changes. Any student interested in learning more about the Sciences related to global climate change should consider taking this course.



FORENSIC SCIENCES: 0322

Credit: .5 each semester - 1 semester course

Prerequisite: Physics, Chemistry

Open To: Grade 11, 12

Graduation Requirement: Elective credit

Course Description: This course covers the topics and techniques involved in the fields of forensic entomology, forensic pathology, questioned documents, fingerprinting, DNA fingerprinting, serology, trace evidence, and forensic toxicology. Content will integrate topics from physics, chemistry, and biology. Possible topics include: how to analyze and collect fingerprints; test blood types; document a crime scene; simulate decomposition with insects; analyze blood spatter; analyze hair and fibers; and perform toxicology tests. By the end of the term students will be able to incorporate all of the ideas and techniques to investigate a mock crime scene. Throughout the course speakers will also come in to talk to students about careers in forensic Sciences. This class will be viewed through the global technologies lens.



Additional Course Offerings

PERSONAL & PROFESSIONAL SKILLS:

(Gr. 11) 0042, (Gr.12) 0043

Credit: .5 - One Semester Each Year

Prerequisite: Both semesters are required for the IB CP

Graduation Requirement: Elective

Course Description: This course is open to all students in grades 11 and 12, and is required for students completing the IB Career-Related Programme (CP). It is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations. The emphasis is on skills development for the workplace. The five themes for this course are: personal development, intercultural understanding, effective communication, thinking processes, and applied ethics. The course is taught within the contexts of the career pathways of the CP.



THEORY OF KNOWLEDGE: (Gr. 11) 0051 (Gr. 12) 0052

Credit: .5 - One Semester Each Year

Prerequisite: Both semesters are required for the IB Diploma Candidates. In order to take the second semester, students must successfully complete the first semester

Open To: Grades 11, 12

Graduation Requirement: Elective

Course Description: This course asks students to reflect on their experiences as learners and to make connections between academic courses and the outside world through the examination of knowledge questions. Students will examine the nature of knowledge and how it is constructed by exploring Areas of Knowledge and the various Ways of Knowing in order to understand the relationship between personal knowledge and shared knowledge. Students will develop an understanding of why critically examining knowledge is important, be able to evaluate beliefs and knowledge claims, and realize that acquisition of knowledge places responsibilities on the knower. *Theory of Knowledge is a Core Requirement for Full Diploma Candidate Students and is taken in addition to the 3 HL and 3 SL required courses.



YEARBOOK: 0040, 0041

Credit: .5 for each semester taken – Students should take both semesters for Yearbook

Open To: Grades 10, 11, 12

Graduation Requirement: Elective

Course Description: This course is designed to teach students how to use digital technology to report on the events at Fridley High School in a journalistic way. Students will learn from teachers, other staff, and student experts the basics of journalistic writing skills, reporting skills, photography skills, design skills, and broadcasting (both TV and internet) skills in order to capture and report on a year in the life of FHS. The end result of this class will include the creation of school broadcasts (morning announcements) and website content (video, audio, and written). Students can take one, two, or three trimesters throughout the year. Students need to fill out an application in order to work on the Bengalian (the yearbook).

APPROACHES TO LEARNING: GRADE 9

This course is assigned by teacher recommendation only.

Credit: .5 each semester– this is a 2 semester course

INTERVENTION READING TIER 1, TIER 2, TIER 3

Credit: .5 each semester

Graduation Requirement: Elective

Course Description: This course is an intervention for students that have been identified as reading below grade level. In this course students will improve their comprehension skills by strengthening vocabulary and background knowledge, acquiring effective reading strategies, and building stamina and perseverance. Enrollment in this course is determined by test data and teacher recommendation.



Specialized Services Program (IEP Required)

Students must qualify for specialized services to register for these classes. These services are based on the results of an evaluation and implementation of the IEP (Individualized Education Plan) plan. Specialized services courses may fulfill graduation requirements per IEP.

SRC MATH: 0963,0964

Credit: .5 each semester - 1 semester course

Prerequisite: IEP

Open to: Gr 9, 10, 11, 12

Approval by Case manager

Course Description: SRC math is a course designed to help students improve their general math ability and to learn life skills related to mathematics. The course focuses on helping students improve their individual math ability as well as to have a better understanding of grade level math. In addition, students will work on skills and math concepts related to testing for college/tech. school admittance. Topics covered include: Basic operations, fractions, integers, graphing, algebra and geometry. The course is a combination of independent work based on individual ability, as well as classroom instruction based on grade level concepts and real life math skills.

SRC ENGLISH: 0967, 0968

Credit: .5 each semester - 1 semester course

Prerequisite: IEP

Open to: Gr 9, 10, 11, 12

Approval by Case manager

Course Description: This class offers a modified English and Reading Intervention curriculum at an individualized speed for Special Education students. Students will increase their reading comprehension skills through group reading, independent reading, and vocabulary practice and assessments. Students will be given daily oral language practices weekly and required to take notes periodically. They will read an assortment of materials from articles to books that relate both to today's global culture and the cultures around them. Throughout the course, students will have a book project related to a novel and a small writing assignment in order for students to work on their writing skills. Additionally, students will be tested on their reading comprehension and reading fluency in several large assessments and numerous smaller assessments. At least once a week, students will have access to computers to work independently on reading related practices to help prepare them for the Accuplacer Exam.

CAREER EXPLORATION: 0952

Credit: .5 each semester - 1 semester course

Prerequisite: IEP

Open to: Gr 9, 10, 11, 12

Approval by Case manager

Course Description: This course emphasizes skills needed to successfully prepare students for the work environment and shows relevance of academic classes to future career and educational goals. This course covers: the job application process, legal and safety issues, ethics, goal setting, teamwork, conflict resolution, attitude, and more. Students will identify career goals and may have hands-on practice in the career field of their choice when available. (This course should take the place of academic support for one semester as time will be allowed for IEP goals and general education coursework completion.)



SRC WORK EXPERIENCE: 0954, 0955

Credit: 1.0 each Semester - This is a two period block course

Prerequisite: IEP

Open to: Gr 9, 10, 11, 12

Approval by Case manager

Course Description: Students will be able to utilize skills learned in the career exploration class and earn elective credit through work-based learning options in the community or within the district. Students work in a setting that helps advance them towards their career goals. Opportunities include child care, building maintenance, and various businesses in the communities. Supervision is provided by a licensed work-based learning teacher to work on goals and partner with employers.

LIFE PREP ENGLISH : 0569, 0570

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

Course Description: In this course, students work focus on reading skills as determined by IEP. This class will work on individualized goals in the area of functional writing and reading.

LIFE PREP MATH: 0572, 0573

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

Course Description: In this course students will focus on math skills as determined by IEP. Math skills necessary in daily life are introduced to some of our students. Emphasis may be on subjects such as counting, number recognition, money use, telling time, and problem solving.

LIFE PREP SOCIAL SKILLS: 0594, 0595

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

Course Description: This course teaches appropriate social skills such as positive social interactions, respectful communication, and cooperation with others. Students will have opportunities to practice their social skills and functional skills. It focuses on each individual's social skill needs, as documented in their IEP.

LIFE PREP EMPLOYMENT SKILLS : 0610, 0611

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

Course Description: Students will learn and practice the skills and steps necessary to operate a coffee cart business within structured classroom setting and interactions with other staff in the high school. They will practice food safety and customer service skills on a regular basis.

LIFE PREP TRANSITION SKILLS: 0575, 0576

Credit: 1.0 each semester - 1 semester course

Prerequisite: IEP

Open to: Gr 9, 10, 11, 12

Approval by Case manager

Course Description: Students will learn essential skills to be able to navigate their lives after high school. One of the most important goals is to prepare students to become fully participating members of their communities and to learn to maximize individual skill sets. Students will be learning skills related to: customer service, team building, budgeting, home living, recreation and leisure, community participation, and employment. In order to appropriately gauge student's understanding of the material, students will be graded on their personal IEP goals related to transition goals and assessments within the various categories studied. A large goal of the class is to provide students with basic life skills that will help them transition to an independent life where students become productive adults.

UNIFIED PHYSICAL EDUCATION: 0498

Credit: .5 each semester-1 semester Course

Open To: IEP

Graduation Requirement: Meets elective requirement

Course description: Unified Physical Education (Unified PE) is a concept for bringing students with and without disabilities together, as equals, in a physical education setting where all students earn physical education credit. This course combines students of all abilities to participate in developmentally appropriate activities, including lifetime activities, physical fitness, and sport. Unified PE presents a unique opportunity to increase college and career readiness, as well as social/emotional learning (SEL) competencies. The class is structured around the national physical education standards and grade-level outcomes, which include gaining the knowledge and skills necessary to maintain a health-enhancing level of fitness. Based on the Framework for the 21st Century Learner, a Unified PE course can provide students with opportunities to develop flexibility, adaptability, leadership, responsibility, critical thinking, communication, and collaboration skills. Through ongoing leadership opportunities, members of course will be empowered to help create a more inclusive this and accepting school environment for all students.



EXCEL : 0613, 0614

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

Course Description: Excel is a four-year elective course, designed to prepare students on IEPs who are on Post-Secondary Pathway or Employment for entrance into two or four-year colleges and universities or job-training program. The class emphasizes organization, time-management, analytical writing, preparation for college entrance and placement exams, college study skills, test taking skills, oral language development, note-taking and research. Excel is not a study skills class or study hall, but will follow a year-long curriculum to build skills that will increase academic success.

TRANSITION 1: PERSONAL FINANCE: 0620

Credit: .5 each semester - 1 semester course

Prerequisite: IEP

Open to: Grade 9

Approval by Case manager

Course Description: This class will focus on personal finance skills including banking basics, income and employment, budgeting, managing credit and debt, financing higher education, and insurance.

TRANSITION 2: INDEPENDENT LIVING: 0621

Credit: .5 each semester - 1 semester course

Prerequisite: IEP

Open to: Grade 10

Approval by Case manager

Course Description: Students who take this course will learn skills needed to live and work on their own post high school. This course will cover topics that include citizen rights and responsibilities, renting an apartment, job and/or training program applications.

GRADUATION PLAN STUDIES: 0072

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grade 12

Course Description: Graduation Plan Studies is a course that gives seniors the necessary time to make up course credits from previous semesters. Credit recovery gives students the opportunity to make up credits and graduate on time.

SOCIAL/EMOTIONAL LEARNING: 0969,0970

Credit: .5 each semester - 2 semester course

Prerequisite: IEP **Open to:** Grades 9, 10, 11, 12

Approval by Case manager

Course Description: This course teaches students appropriate social skills such as: anger-management, positive social interactions, respectful communication, and cooperation with others. Students will have opportunities to practice their social skills as well as functional skills. It focuses on each individual's social skill needs, as documented in their IEP.

ATLAS MATHEMATICS: 0700, 0701

Credit: .5 each semester - 2 semester course

Open to: Grades 9, 10, 11, 12

Approval by Case manager

Course Description: This class alternates between whole class math projects that focus on math concepts that happen in life on a day to day basis and individualized math lessons for specific students. During individual lessons, students will work one-on-one with a teacher to learn new math concepts.

ATLAS LANGUAGE AND LITERATURE: (ENGLISH): 0707,0708

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

Course Description: This class reads, discusses, and analyzes novels of different genres such as: memoirs, historical fiction and non-fiction, and mystery/suspense. Poetry and Shakespeare are also points of study, as well as short stories that highlight the different elements of literature. The class also includes daily instruction and practice with writing rules and mechanics. Students develop their writing and editing skills with the large assessments being MYP Assessment writing tasks. Students are assessed twice a year using the Basic Reading Inventory and will take the NWEA Reading test three times a year. Tenth grade students will also complete their Personal Project journal, product, and paper.

ATLAS PERSONAL FINANCE: 0713, 0714

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

Course Description: In this course, students will learn about the basics of personal finance including wants and needs, credit, banking services and housing costs.

ATLAS PE/HEALTH: 0715, 0716

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

Course Description: This class will combine classroom work as related to health education and physical activity.

ATLAS GROUP SOCIAL SKILLS 0788, 0789

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

Course Description: Students in Atlas Group Social Skills will develop skills in social emotional strategies and group strategies. They will learn how to work through individual, group issues, and behaviors by developing the social skills they need both in school and out in the community.

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Photography 2	0665	30	10, 11, 12	Arts	Visual Arts, Printing Technology
Media Arts: Animation	0667	31	10, 11, 12	Arts	Visual Arts, Audio/Video Technology & Film
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Forensic Sciences	0322	56	11, 12		Science, Technology & Engineering, Biotechnology, Research & Development

ADDITIONAL COURSE OFFERINGS

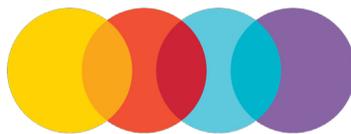
Subject/Course	Course #	Page	Grades Open To	Meets Req. for	Career Area
Personal & Professional Skills	0042, 0043	57	11 12	CP Certificate	Printing Technology
DP TOK-11th DP TOK-12th	0051 0052	57	11 12	IB Diploma	Foundation Knowledge & Skills
Yearbook	0040, 0041	57	9, 10, 11, 12	Elective	Foundation Knowledge & Skills
Approaches to Learning (ATL)	0037, 0038, 0040, 0044	57	9		Foundation Knowledge & Skills
Intervention Reading: Tier 1, Tier 2, Tier 3	0054, 0055	57	9, 10		Foundation Knowledge & Skills

SPECIALIZED SERVICES PROGRAM (IEP REQUIRED) COURSES

Subject/Course	Course #	Page	Grades Open To	Meets Req. for	Career Area
SRC Math	0963, 0964	58	9, 10, 11, 12		
SRC English	0967, 0968	58	9, 10, 11, 12		
Transition Skills	0575, 0576	59	9, 10, 11, 12		
Career Exploration	0952	58	9, 10, 11, 12		
SRC Work Experience	0954	58	9, 10, 11, 12		
Life Prep English	0569, 0570	59	9, 10, 11, 12		
Life Prep Math	0572, 0573	59	9, 10, 11, 12		
Life Prep Social Skills	0594, 0595	59	9, 10, 11, 12		
Life Prep Employment Skills	0610, 0611	59	9, 10, 11, 12		
Unified Physical Education	0498	59	9, 10, 11, 12		
EXCEL	0614, 0615	60	9, 10, 11, 12		
Transition 1, 2, 3, 4	0620, 0621 0622, 0623	60	9, 10, 11, 12		
Graduation Plan Studies	0072	60	12		
Social/Emotional Learning (SEL)	0969, 0970	60	9, 10, 11, 12		
ATLAS Language & Literature (English)	0707, 0708	60	9, 10, 11, 12		
ATLAS Mathematics	0770, 0701	60	9, 10, 11, 12		
ATLAS Personal Finance	0713, 0714	60	9, 10, 11, 12		
ATLAS PE/Health	0715, 0726	60	9, 10, 11, 12		
ATLAS Group Social Skills	0788, 0789	60	9, 10, 11, 12		



2022-23 FRIDLEY HIGH SCHOOL REGISTRATION GUIDE



IB CONTINUUM

FRIDLEY PUBLIC SCHOOLS

Changes to Registration guide 2022-23

1. Added a new course-

MUSIC PRODUCTION 2:

Credit: 0.5 One Semester

Prerequisite: Music Production 1

Graduation Requirement: Meets Arts Requirement

Open to Grades: 10, 11, 12

Course Description: In this continuation of Music Production 1, the course is designed for students to expand and further their knowledge of the recording process. Students will be given the opportunity to work on producing professional level creations using the exclusive Fridley Music Department Recording Studio. Students will learn to produce industry level audio recordings for various Fridley Departments using the digital audio workstation (DAW) called ProTools. This course is only available to Music Production 1 students interested in pursuing additional training that may lead to professional recording industry advancements.

2. Removed German from Language Acquisition (this was the last year it was offered)
3. SPED department:
 - Life Prep Plus and Life Prep Careers courses were removed
 - EXCEL courses are now listed as one EXCEL class open to all 4 grades (they were listed separately for each grade, but we don't offer it like that)
4. Career planning resources and links on pg 22 were updated.
5. Advanced Woodworking Technology is offered for College Credit - added that little flag to its description.
6. DP Language and Literature SL and HL for 11th grade are no longer differentiated, it's offered as DP Language and Literature 11 now.
7. We have added a concurrent enrollment English course through ARCC-

AR 1121 Concurrent Enrollment with DP HL 12

As a concurrent enrollment course, students must meet the criteria established by Anoka Ramsey Community College. In addition to the HL Language and Literature content, this course is an introduction to academic writing at the college level. Course content includes the processes of reading and writing, essential composition and research skills, and critical reasoning in various situations. The course requires effectively reasoned and supported essays.

8. Added description for Fridley Online Academy and Fridley Area Learning Center on Pg 7.
9. Added Section for Apprenticeship on Pg. 20

School Board Organization

School Board Officers	2021 Current	2022
Chair	Prewedo	
Vice-Chair	Starck	
Treasurer	Meisner	
Clerk	Thornton*	
Director	Adam	
Director	Karnopp	

*Thornton replaced by Auna for 2022

School Board Representatives	Meetings Per Year	2021	2022
<p>AMSD (Association of Metropolitan School Districts)</p> <ul style="list-style-type: none"> The mission of AMSD is to advocate for state education policy that enables metropolitan school districts to improve student learning. Membership includes representation by the Superintendent and one School Board member from each school district on the AMSD Board of Directors. 	Board of Directors - 10 Monthly Meetings	Karnopp	
Community Ed Advisory Council	5 meetings/year - Sept, Nov, Jan, March, May	Prewedo	
District Advisory Council (Special Education, Title, Indian Education)	4 meeting/year	Adam	
District Wellness Committee	4 meetings/year	Prewedo	
Fridley Public Schools Foundation	Trustee – 4-5 meetings/year	Prewedo	
<p>MSBA (Minnesota School Boards Association) Legislative Representative</p> <ul style="list-style-type: none"> The mission of MSBA is to support, promote and enhance the work of public school boards and public education. The membership provides Minnesota school districts with services designed for School Board members and with model policies. 	<p>MSBA Legislative Committee – contact for MSBA to get information to the full board</p> <p>Serves as an MSBA legislative delegate. Delegate Convention 1.5 days per year.</p>	<p>Starck</p> <p>Prewedo – alternate</p>	
<p>Minnesota State High School League</p> <ul style="list-style-type: none"> Local Advisory Committee 	No set meetings	Karnopp	
Northeast Metro School District 916	11 monthly meetings/year - Aug - June; Plus approximately 4 work sessions/ year as needed	Starck	
Northwestern Suburban Integration School District	Joint Powers Board meeting every other month from Sep through June	<p>Adam</p> <p>Starck – alternate</p>	
<p>SEE (Schools for Equity in Education)</p> <ul style="list-style-type: none"> The mission of SEE is “Minnesota school districts working for greater equity and adequacy in public education funding.” 	5 general meetings during school year; plus fall, spring, and summer regional meetings	<p>Thornton*</p> <p>Meisner - alternate</p>	

Annual School Board Authorizations

a. SCHOOL BOARD COMMUNICATION

1) Official Newspaper for 2022-23

- a) Current and recommended designation is the Life News: Blaine/Spring Lake Park / Columbia Heights / Fridley edition

b. FINANCE AND BUSINESS

1) Official Depositories for 2022-23

- a) Current and recommended depositories are: Associated Bank, PMA Financial, and Minnesota Trust

2) Approved attorney firms for legal services as needed

3) Authorization for the treasurer to pay contracted salaries of school personnel upon the order of the district chair and clerk

4) Authorization for the treasurer to pay all special payroll wages upon the order of the district chair and clerk

5) Authorization for the treasurer to invest any temporary surplus funds in treasury notes, treasury bills, certificates of deposit or other securities authorized by Minnesota statutes

6) Authorization for the Superintendent and Director of Finance and Operations to use facsimile signatures of district officials for checks and orders

7) Authorization for the Superintendent and Director of Finance and Operations to utilize electronic transfer of investments and payments

8) Authorization for the Superintendent and Director of Finance and Operations to lease, purchase, and contract for goods and services within the budget as approved by the School Board

9) School district organizational memberships for 2022-23

School Board Salaries Fridley and Surrounding Districts				
	Board Member Annual Salary	Chair	Per Diem (Other meetings less than 4 hours)	Per Diem (Other meetings more than 4 hours)
<i>Columbia Heights</i>				
2016-17 school year	\$6,000	\$7,200	\$50	\$100
2017-18 school year	\$6,000	\$7,200	\$50	\$100
2018-19 school year	\$6,000	\$7,200	\$50	\$100
2019-20 school year	\$6,000	\$7,200	\$50	\$100
2020-21 school year	\$6,000	\$7,200	\$50	\$100
<i>Fridley</i>				
2017 calendar year	\$4,986 ³	\$5,215	\$0	\$0
2018 calendar year	\$5,061 ³	\$5,293	\$0	\$0
2019 calendar year	\$5,137	\$5,372	\$0	\$0
2020 calendar year	\$5,137	\$5,372	\$0	\$0
2021 calendar year	\$5,137	\$5,372	\$0	\$0
<i>Mounds View</i>				
2016-17 school year	\$6,500 ²	\$7,000	\$0	\$0
2017-18 school year	\$6,500 ²	\$7,000	\$0	\$0
2018-19 school year	\$6,500 ²	\$7,000	\$0	\$0
2019-20 school year	\$6,500 ²	\$7,000	\$0	\$0
2020-21 school year	\$6,500 ²	\$7,000	\$0	\$0
<i>St. Anthony-New Brighton</i>				
2017 calendar year	\$4,000	\$4,800	\$30	\$50
2018 calendar year	\$4,000	\$4,800	\$30	\$50
2019 calendar year	\$4,000	\$4,800	\$30	\$50
2020 calendar year	\$5,900 ⁴	\$6,437	\$0	\$0
2021 calendar year	\$5,900 ⁴	\$6,437	\$0	\$0
<i>Spring Lake Park</i>				
2016-17 school year	\$5,000 ¹	\$5,400	\$0	\$0
2017-18 school year	\$5,350 ¹	\$5,950	\$0	\$0
2018-19 school year	\$5,450 ¹	\$5,950	\$0	\$0
2019-20 school year	\$5,450 ¹	\$5,950	\$0	\$0
2020-21 school year	\$5,450 ¹	\$5,950	\$0	\$0

¹ Chair, Clerk and treasurer receive additional \$100

² Vice chair receives \$6,800

³ Negotiators for teacher contract receive an additional \$1,000 (*No longer applicable*)

⁴ Vice chair and treasurer receive \$5,900. Other members \$5,364

Fridley Public Schools School Board Meeting Calendar 2022-2023 School Year

Place: Fridley Community Center, 6085 7th Street NE, Fridley, MN 55432

Date and Time:

5:30pm - Work Session (1 st Tuesday of the month)	5:30pm - Work Session 7:00 pm - Public Forum 7:30pm - Business Meeting (3 rd Tuesday of the month)
	Tuesday, July 19, 2022
Tuesday, August 2, 2022	Tuesday, August 16, 2022
	Tuesday, September 20, 2022
Tuesday, October 4, 2022	Tuesday, October 18, 2022
	Tuesday, November 15, 2022
Tuesday, December 6, 2022	*Tuesday, December 20, 2022
Tuesday, January 3, 2023	Tuesday, January 17, 2023
Tuesday, February 7, 2023	Tuesday, February 21, 2023
Tuesday, March 7, 2023	Tuesday, March 21, 2023
Tuesday, April 4, 2023	Tuesday, April 18, 2023
Tuesday, May 2, 2023	Tuesday, May 16, 2023
Tuesday, June 6, 2023	Tuesday, June 20, 2023

*The Truth in Taxation hearing will be held on December 20 at the regularly scheduled Public Forum at 7 PM.

Special meetings may also be officially posted as needed.

You are welcome to attend School Board Meetings. The School Board business meeting is generally held on the third Tuesday of the month at 7:30 PM at the Fridley Community Center. Copies of the monthly business meeting agenda are posted in advance of each meeting. The School Board is responsible to meet legal obligations for conducting School Board business in public while observing legal mandates for discussion of data that may be private as it relates to students or employees. The School Board chair is obligated to establish the business meeting agenda and an orderly process for the School Board to conduct official consideration and action on business items in public.

A Public Forum is held at 7 PM, prior to each regularly scheduled business meeting, to provide citizens the opportunity to address the board on any topic. Community members are also invited to contact School Board members via the School Board message line (763-502-5060) or to make personal contact with their elected representatives.

Work sessions are held at 5:30 PM. These are generally held on the third Tuesday of the month and some months on the first Tuesday of the month. No official action is taken at these discussion sessions and both meetings are open to the public.

All Meetings Are Open to the Public