SHAKOPEE PUBLIC SCHOOLS

SCHOOL BOARD AGENDA

Shakopee Public Schools
Board ReOrganization and Business Meeting
Shakopee Public Schools District Office, 1200
Town Square, Shakopee, MN 55379

January 12, 2015
6:00 PM

1. ORGANIZATIONAL BUSINESS

1. 1. **Call to Order by Chairperson**

1. 2. **Election**

The chairperson will accept nominations for the office of chairperson, and will proceed through the election of that individual. The newly elected chairperson will proceed with the nomination and election of the vice-chairperson, the clerk, and the treasurer. Officers for this past year were Chair Ms. Romansky; Vice-Chair Mr. Bowerman; Clerk Ms. Tucker and Treasurer Mr. Swanson.

1. 3. **Compensation**

The School Board must adopt a resolution setting the compensation for the individual members. Compensation is currently $4,500 annually, with an additional $500 per year for the Chairperson and Vice Chairperson.

Recommended Action

Approved compensation for 2015 as presented.

1. 4. **Designation of Official Depository and Additional Depositories**

The School Board must designate an official bank depository. Voyager Bank is currently the primary depository for the District. We will keep all of our funds in the official depository; however, we will invest moneys through a number of institutions. Additional depositories are as follows:

1. Wells Fargo
2. US Bank Minneapolis
3. US Bank St. Paul
4. Minnesota School District Liquid Asset Fund Plus
5. BMO-Harris Bank
6. Bremmer Bank
7. MinnTrust through PMA
8. Associated Bank – for OPEB Trust transactions
9. Anchor Bank

Recommended Action

Approve the designation of official depository and additional depositories as presented.

1. 5. **Designation of Official Newspaper**

The School Board must designate an official newspaper. The Shakopee Valley News is our official newspaper and the only local publication that meets the legal requirements for an official newspaper.

Recommended Action

Approve the designation of Shakopee Valley News as the official newspaper of the District.

1. 6. **Information: Appointments to Special Assignments and Standing Committees**

The Chair will designate appointment to these positions.

1. 7. **Legal Assistance**

The District uses more than one firm for its legal business depending on type of expertise needed.

Recommended Action

Authorize the Superintendent and/or his designee to secure legal advice as needed during the year.

1. 8. **Use of Facsimile Signature**

The following resolution should be adopted so the District can utilize check-signing software for 2015.

Recommended Action

The school district will utilize a check signing software and facsimile signatures for the chairperson, clerk and treasurer to sign all checks issued by the school district except checks that are written on activity accounts. The activity account checks will be signed by the Director of Finance or the Director of Human Resources after all signatures are obtained on the supporting documentation.

1. 9. **Investments of Funds**

Action by the school board is needed to allow the Director of Finance to invest surplus cash prior to the time he/she receives approval from the school board. The irregularity with which the school district receives its payments creates an investment opportunity at certain times during the year. It is impossible to invest this cash in a timely way if pre-approval of each investment is needed from the school board.

Recommended Action

The Director of Finance or his/her designee be given the authority to invest surplus funds without prior approval of the school board within the limitations set by law and to complete required wire transfers with notification to the Board by the next meeting or as needed.

1. 10. **Pre-Payment of Bills**

There are times when the prompt payment of bills allows us to receive a discount. In some instances we cannot take advantage of these discounts if we must wait for formal approval of these bills.

Recommended Action

The School Board of Independent School District No. 720 grants the business

manager or his/her designee the authority to pay bills prior to approval of those bills, so that it may take advantage of discounts offered for prompt payment.

1. 11. **Approval of P-Card Users** 9

The following list of school district Purchasing Card users and spending limits needs to be reviewed and approved.

Recommended Action

Approve the list of P-Card users and their corresponding credit limits as presented.

1. 12. **Appointment of District Physicians**

There are times when the district has the need of physicians' services.

Recommended Action

Appoint the physicians of the Shakopee Park Nicollet Medical Center as school district physicians for 2015 calendar year.

1. 13. **Board Meeting Schedule for Fiscal Year 2015 (ADD MEETING DATE LIST)**

Dates and times for Fiscal Year 2015 need to be reviewed and confirmed.

Recommended Action

Approve meeting dates and times for FY 2015.

1. 14. **LEA Designation 2015**

Annual LEA (Local Education Agency) designation is made to ensure the maintenance of compliance with the appropriate Federal statutes and regulations (Public Law 107-110), and State procedures currently in effect. Designee will also act as the responsible authority in all matters relating to its administration.

Recommended Action

Designate the Superintendent as LEA representative for 2015.

1. 15. **Policy**

The district's policies need to be recognized in their present form for 2015. The district has engaged MSBA for a full policy manual review.

Recommended Action

Authorize approved policies for continuation in 2015.

1. 16. **Board Meetings on Holidays**

The board will take action to allow board meetings on Columbus Day.

Recommended Action

Approve board meetings on Columbus Day 2015 as presented.

2. RECOGNITION OF VISITORS TO BOARD MEETING
3. CONSIDERATION OF AGENDA AS PRESENTED AND ADDITIONS
4. CONSENT ITEMS

4. 1. Personnel Items

4.1.1 Acceptance of Resignations

Last Name, First Name , Position, Location, Effective

Esse, Kyle, Network System Administrator, District Office, 1/09/2015
Swanson, Lisa, Program Support Assistant, Eagle Creek Elementary School, 12/04/2014
Sames, Corrine, Program Support Assistant, West Junior High School, 12/02/2014
Carmen, Eaton, Teacher, High School, 1/9/2015

Recommended Action

Accept the resignations and thank them for their service to the district.

4.1.2 Approval of Non-Certified Contracts

Last Name, First Name, Position, Location, Salary, Effective Date
Anker, Nathan, Program Support Assistant, High School, $13.81/hr, 1/05/2015
Atchison, Jeffery, Program Support Assistant, West Junior High School, $13.81/hr, 12/09/2014
Cannon, Philip, Food Service Worker I , Sun Path Elementary School, $12.61/hr, 12/03/2014
Feigum, Anna, Program Support Assistant, West Junior High School, $13.81/hr, 12/12/2014
Fenske, Chelsey, Program Support Assistant, Jackson Elementary School, $14.08/hr, 1/15/2015
Hall, Tracy, Program Support Assistant, Eagle Creek Elementary School, $13.81/hr, 12/09/2014
Palmer, Daniel, Custodian, West Junior High School, $15.54/hr, 1/05/2015
Toth, Jenny, Program Support Assistant, High School, $14.08/hr, 12/09/2014
Vizenor, Robin, Program Support Assistant, Eagle Creek Elementary School, $14.08/hr, 12/1/2014

Recommended Action

Approve non-certified contracts as presented.

4.1.3 Approval of Long Term Substitute Contracts

Name LTS, Replacing, Position, Location, Approx. Dates, Grade/Step, Approx.Days, FTE, Salary
Baker, Zachary, Nelson, Jill, Teacher, Physical Education, Eagle Creek Elementary School, 1/05/2015 through 3/13/2015, BA Step 3, 50, 1.0, $201.82/day
Olson, Shannon, Post, Jennifer, Teacher, Intervention, Red Oak Elementary School, 1/05/2015 through 3/27/2015, MA Step 3, 61, 1.0, $241.86/day

Recommended Action

Approve long term substitute contracts as presented.

4.1.4 Approval of District Wide Contracts

Last Name, First Name, Position, Location, Salary, Effective
Greenwood, Rochelle, Accountant,District Office, $59,500.00 - 7/1/2014, $60,700.00 - 7/1/2015
Carpenter, Michele, Information Systems Specialist, District Office, $65,150.00 -

7/1/2014, $67,100.00 - 7/1/2015

Recommended Action

Approve district wide contracts as presented.

4.1.5 Separation Agreement and Release

The Shakopee School District and Jessica Feustal, teacher at Shakopee High School, have settled upon a separation agreement effective12/19/2014.

Recommended Action

Approve the separation agreement and release the staff member as presented.

4. 2. Approval of minutes of the Board Truth in Taxation Hearing and Business Meeting on December 8, 2014. 11

4. 3. Consideration of bills and authorization to pay same.

4. 4. Approval of wire transfers. 14

4. 5. 2014-15 Assurance of Compliance 15
Approve the 2014-15 Assurance of Compliance as presented.

4. 6. 2015-16 Shakopee High School, Shakopee East & West Jr. High School and Pearson 6th Grade Center Registration Guides 17
Approve the 2015-16 Shakopee High School, Shakopee East & West Jr. High School and Pearson 6th Grade Center Registration Guides as presented.

4. 7. Community Education Advisory Council 140
Approve the membership to the Community Education Advisory Council as presented.

4. 8. Sweeney Elementary Change Order #5 141
Change Order #5 for Sweeney Elementary with KUE Contractors in the amount of $14,868 is presented for approval.
Recommended Action
Approve change order as presented.

4. 9. Acceptance of Gifts 142
Accept the donations to the school district as presented.

4. 10. Community Education Update 143
Accept the Community Education update as presented.

4. 11. Authorization to Initiate Bid Process 146
Authorize administration to initiate the Sealed Bid 2014 Roofing and Mechanical Repairs bid process, including ad for bid, as presented.

5. OLD BUSINESS DISCUSSION ITEMS

6. OLD BUSINESS ACTION ITEMS

6. 1. 2015-16 Course Offerings 147
Director of Teaching & Learning Nancy Thul, Secondary Teaching & Learning Coordinator Ed Cox and Elementary Teaching & Learning Coordinator Nika

Summer will present the highlights for the proposed secondary and elementary course offerings for the 2015-16 School Year.

Recommended Action

Approve for course changes for the 2015-16 School Year as presented.

Presenter: Director of Teaching & Learning Nancy Thul, Secondary Teaching & Learning Coordinator Ed Cox and Elementary Teaching & Learning Coordinator Nika Summer

Time: 20 minutes

7. NEW BUSINESS DISCUSSION

7. 1. Central Family Center Guiding Change Document 233

Central Family Center Principal Mike Savage will present a draft of the CFC Guiding Change Document for Board review.

Presenter: Central Family Center Principal Mike Savage

Time: 15 minutes

7. 2. Alumni Association and Athletic Foundaton

Superintendent Thompson will present an overview of a new Alumni Association and Athletic Foundation.

Presenter: Superintendent Rod Thompson

Time: 10 minutes

8. NEW BUSINESS ACTION ITEMS

8. 1. 2015 School Resource Officer Agreement 235

Superintendent Thompson will present the School Resource Officer Agreement for 2015 for Board review and approval. Following the recent meeting with the City, Shakopee Police Chief Jeff Tate will be present the financial com parables with surrounding communities.

Recommended Action

Approve the hiring of one additional SRO at

Presenter: Superintendent Thompson and Shakopee Police Chief Jeff Tate

Time: 10 minutes

8. 2. Resolution Establishing Polling Places and Combined Polling Places for Certain Multiple Precincts and Designating Hours 241

A resolution establishing polling places and combined polling places for certain multiple precincts and designating hours during which the polling places will remain open for voting for school district

elections not held on the day of a statewide election will be presented for board review and approval.

Recommended Action

Approve the resolution establishing polling places and combined polling places for certain multiple precincts and designating hours as presented.

Presenter: Superintendent Rod Thompson

Time: 5 minutes

9. COMMITTEE REPORTS

10. INFORMATION ITEMS
11. OTHER
12. Upcoming Meetings and Important Dates
    January 19, 2015 Board Retreat, held at Turtle's Social Centre - 8:00-4:00PM
    January 26, 2015 Board Learning Session - 5:00PM
    February 9, 2015 Board Business Meeting - 6:00PM - adoption the Resolution Calling for Special Election
    *May 5, 2015 - potential Special Election Referendum
13. ADJOURNMENT

TRANSACTION LIMITS:		
LEVEL 1	$2,000	Custodians, Teachers, ECFE, Community Education
LEVEL 2	$3,000	Student Council Advisor - Sr High
LEVEL 3	$5,000	Secretaries
LEVEL 4	$10,000	Food Serv Mgr, Athletic Dir, Building & Grounds Mgr, Asst. Superintendent, Principals, Technology, Curriculum, Data/Assessment Dir., Superintendent Secretary
LEVEL 5	$50,000	Superintedent, Teaching and Learning Director
LEVEL 6	$100,000	Technology Mgr, Purchase Card Program Administrators (Business)

Number	Last Name	First Name	Monthly Credit Limit	ORGANIZATION NAME	
7971	Aho	Neal	$ 2,000	CFC- Main Office	
7721	Alovera	Simplicio	2,000	Sun Path Elementary- Custodial	
4014	Ames	Jennifer	2,000	CFC- Community Ed	
7922	Amundsen	Thom	2,000	Senior High	
6994	Anderson	Holly	10,000	WJHS- Technology	
1365	Anderson	Todd	2,000	High School-Ind Tech	
4311	Balster	Annette	2,000	CFC- Stepping Stones	
9019	Bartl-Kortgard	Lorie	2,000	CFC- ECFE/Community Ed	
5249	Baumbach	Heather	2,000	East Junior High	
8575	Bezek	John	10,000	CFC- Superintendent's Office	
0567	Blogett	Michelle	2,000	East Junior High	
8975	Blume	Larissa	2,000	West Junior High	
6162	Burlager	Mike	100,000	CFC- Finance Office	
2093	Carpenter	Michele	2,000	CFC- Human Resources	
7739	Challans	Lori	2,000	CFC- ECFE	
2288	Chial	Nomi	5,000	West Junior High- Office	
4425	Condon	Arine	2,000	ALC- Secretary	
5761	Cox	Edward	2,000	Senior High	
5470	Currier	Dee Dee	2,000	CFC- Community Ed	
3993	Davis	Trey	2,000	Senior High-Activities	
3207	Dettmann	Ann	2,000	Sun Path Elementary	
4261	Dorn	Pam	2,000	CFC- ECFE	
8201	Dressler	Brenda	5,000	Eagle Creek- Office	
5473	Fales	Sally	2,000	West Junior High- Custodial	
8571	Fahey	Christopher	2,000	West Junior High -	New
1248	Fernholz	Jennifer	10,000	Admin Asst. Finance & Building & Grounds	
7333	Finke	Bruce	2,000	West Junior High	
6879	Gerold	Dan	2,000	West Junior High	
1294	Greenwood	Rochelle	100,000	CFC- Finance Office	
8561	Gregory	Cindy	2,000	CFC- Human Resources	
5060	Hammerschmidt	Laurie	5,000	Red Oak Elementary- Office	
3480	Hare	Scott	2,000	CFC- Special Services	
8686	Headrick	Matthew	10,000	East Junior High- Office	
4932	Heller	William	2,000	Sweeney Elementary- Custodial	
2125	Hendrickson	T.J.	2,000	West Junior High	
7812	Hennen	Connie	5,000	CFC- Main Office	
5677	Hollar	David	2,000	Senior High- Custodial	
0370	Hutcheson	Angela	10,000	CFC- Curriculum	
2501	Jacobson	John-Paul	100,000	WJHS- Technology-Director	
6188	Janke	John	10,000	Senior High-Activities	
9636	Janke	Stephanie	5,000	Senior High- Office	
3860	Jensen	Michael	3,000	Senior High	
7584	Jeurissen	Marvin	2,000	CFC- Custodial	
5557	Johnson	Alison	2,000	T&L Adm. Assistant	
1665	Johnston	Heidi	100,000	CFC- Finance Office	

6123	Karst	Mary	5,000	East Junior High- Office
7142	Klein	Heather	2,000	West Junior High
6170	Koehn	Sarah	10,000	CFC- Superintendent's Office
8649	Koivisto	Josie	10,000	Eagle Creek- Office
4417	Kusch	Benjamin	10,000	Senior High- Office
5268	Latterner	Kimberly	2,000	CFC- ECFE
9957	Lee	Christopher	10,000	WJHS- Technology Manager
8675	Leonard	Patrick	10,000	Sun Path Elementary- Office
2332	Link	Lori	10,000	West Junior High- Office
5162	Lusignan	Shari	5,000	CFC- Special Services
0559	McNally	Crystal	2,000	CFC- Communications
8946	Menden	Julie	10,000	Speical Services Director
0613	Meyer	Jacquline	2,000	CFC- Stepping Stones
9628	Miklausich	James	10,000	East Junior High- Office
4279	Oman	John	2,000	East Junior High
2006	Orlowsky	Dave	10,000	CFC- D.A.T.A.
0507	Oxtra	Cris	2,000	CFC- Curriculum
6163	Perrine	Mitch	10,000	Red Oak Elementary- Office
2402	Petersen	Wendy	5,000	Jackson Elementary- Office
3364	Petricka	David	2,000	Eagle Creek- Custodial
6065	Phillips	Andrea	5,000	Pearson 6th Grade Center- Office
3904	Reuss	Karen	2,000	Senior High
1255	Riga	Allan	2,000	WJHS- Grounds Maintenance
4357	Rislund	Paulette	2,000	CFC- Community Ed
4278	Rolsfrud	Ford	10,000	Red Oak- Office
7804	Ross	Deb	10,000	West Jr High- Food Service
7729	Savage	Katherine	2,000	ECFE-Secretary
9055	Savage	Mike	10,000	Early Childhood- Office
7937	Schleif	Doug	10,000	Jackson Elementary- Office
5506	Schmitt	Marty	2,000	Jackson Elementary- Custodial
3912	Schneider	Sarah	2,000	West Junior High
0583	Serbus	Eric	10,000	ALC- Principal
3522	Shoemaker	Cristina	2,000	Senior High-Activities
1975	Sievek	Leslie	5,000	Sun Path Elementary- Office
9880	Smith	Kain	10,000	CFC- Building and Grounds
7728	Solander	Susan	2,000	T&L Office Assistant
2101	Steinhoff	Jenny	5,000	Sweeney Elementary- Office
7705	Stier	Terry	2,000	Red Oak Elementary- Custodial
1652	Thompson	Rod	50,000	CFC- Superintendent's Office
7094	Thorpe	Brad	2,000	Senior High
0591	Thul	Nancy	50,000	CFC- Curriculum
1700	Tomczik	Judi	2,000	Senior High
2340	Toufar	Jacob	2,000	East Junior High
1949	Turry	Angela	10,000	Pearson 6th Grade Center- Office
3182	Vanderveen	Sean	2,000	Pearson 6th Grade Center
4719	Warmka	Colleen	2,000	CFC- ECFE
7548	Wilson	Shawna	2,000	Senior High
7978	Wingeart	Shirley	2,000	Senior High
8766	Wysocki	Dale	2,000	WJHS- Grounds Maintenance
9940	Young	Joel	10,000	WJHS-Office
9083	Zachmann	Karl	2,000	West Junior High
2450	Zahn	Melissa	10,000	Sweeney Office
5631	Zellmann	Leon	2,000	Pearson 6th Grade Center- Custodial
9665	Zurn	Michael	2,000	East Junior High

Minutes of Truth in Taxation Hearing and Board Business Meeting

School Board
Shakopee Public Schools

A Truth in Taxation Hearing and Board Business Meeting of the School Board of Shakopee Public Schools was held Monday, December 8, 2014, beginning at 6:00 PM in the District Office, 1200 Town Square, Shakopee.

1. 6:00PM TRUTH IN TAXATION HEARING
Presenter: Finance Director Mike Burlager

2. CALL TO ORDER AND ROLL CALL - CHAIR ROMANSKY.
PRESENT: Berg, Bowerman, McKeand, Swanson, Tucker and Romansky
ABSENT: Hallett

3. RECOGNITION OF VISITORS TO BOARD MEETING.

4. CONSIDERATION OF AGENDA AS PRESENTED AND ADDITIONS.
McKeand/ Bowerman moved to approve agenda with the addition of 5.7 Approval of 2014 Payable 2015 Levy as presented; motion passed unanimously.

5. CONSENT ITEMS
Swanson/McKeand moved to approve the consent agenda as presented; motion passed unanimously.
5. 1. Personnel Items
5.1.1 Acceptance of Resignations
Last Name, First Name , Position, Location, Effective Date
Kroll, Melonie, Program Support Assistant, Eagle Creek Elementary School, 12/31/2014
Maxwell, Jessica, Program Support Assistant, High School, 12/01/2014
Twardoski, Ruth Ann, Program Support Assistant, Eagle Creek Elementary School, 11/26/2014
Recommended Action
Accepted the resignations and thanked them for their service to the district.

5.1.2 Approval of Non-Certified Contract
Last Name, First Name, Position, Location, Salary, Effective
Atchison, Jeffery, Program Support Assistant, West Junior High School, $13.81/hr, 11/11/2014
Recommended Action
Approved non-certified contract as presented.

5.1.3 Approval of Certified Contract for the 2014-15 School Year
Last Name , First Name, Position, Location, Grade, Step, FTE, Salary
Malam, Terese, Teacher, Special Services, Jackson Elementary School, BA + 30, 9, 1.0, $50,453.00 (prorated)
Recommended Action
Approved certified contract for the 2014-15 school year as presented.

5.1.4 Approval of Assignment Change
Last Name, First Name, Position/Location, Grade/ Step/ Salary, Effective
Nistler, Heidi, Teacher, Special Services to Special Services Supervisor, $86,355.00 (prorated), 11/18/2014
Recommended Action
Approved assignment change as presented.

5.1.5 Approval of Terminations
The district is recommending the termination of probationary employee Kristine Lambert. The termination is effective 11/17/2014.
The district is recommending the termination of probationary employee Christine Theis. The termination is effective 10/28/2014.
Recommended Action
Approved the termination of the probationary employees as presented.

5.1.6 Approval of Long Term Substitute Contracts
Name LTS, Replacing, Position, Location, Approx. Dates, Grade/Step, Approx. Days, FTE, Salary
Arterbury, Debra, Kleinedler, Angela, Speech Language Pathologist, Central Family Center, 11/05/2014 through 2/15/2015, MA + 10 Step 8, 61, 1.0, $287.52/day
Klecker, Jennifer, Neu, Kimberly, Teacher, Kindergarten, Eagle Creek Elementary School, 12/01/2014 through 2/27/2015, BA Step 3, 56, 1.0, $201.82/day
Thode, Tracey, Northey, Madeline, Teacher, English Language Arts, High School, 12/08/2014 trough
6/05/2015, BA + 30, Step 5, 117 , 1.0, $244.98/day
Recommended Action
Approved long term substitute contracts as presented.

5.1.7 Approval of Permanent Certified Substitute Assignments
Last Name, First Name, Position, Location, FTE, Salary
Freedman, Jennafer, Teacher, Building Substitute, Jackson Elementary School, 1.0, $125.00/day
Hoffman, Jessica, Teacher, Building Substitute, Sun Path Elementary School, 1.0, $125.00/day
Thompson, Julie, Teacher, Building Substitute, Eagle Creek Elementary School, 1.0, $125.00/day
Walker, Megan, Teacher, Building Substitute, Sweeney Elementary School, 1.0, $125.00/day
Recommended Action
Approved permanent certified substitute assignments as presented.

5.1.8 Approval of Co-Curricular Assignments
Position, Name, Group, Step, Salary
Assistant Boys Hockey, Steege, Ryan, 1.0, 3, 4, $3,859.00
Assistant Boys Swim/Dive Coach, Neuharth, Jared, 1.0, 3, 4, $3,859.00
Assistant Speech, Ten-Eyck, Breanna, 1.0, 3, 2, $858.00
Concessions Manager, Slaughter, Duana, Stipend, , , $2,500.00
JH Wrestling 7-8, Scharmer, Lucas, 1.0, 6, 3, $1,866.00
JH Wrestling 7-8, Fahey, Chris, 1.0, 6, 4, $2,092.00
Knowledge Bowl , Graba, Charlotte, 1.0, 7, 2, $1,325.00
Knowledge Bowl, Madsen, Jodie, 1.0, 7, 2, $1,566.00
Math League, Amundsen, Elizabeth, .50, 6, 2, $933.00

Recommended Action
Approved co-curricular assignments as presented.

5. 2. Approved the minutes of the Board Business Meeting on November 10, 2014.

5. 3. Approved the bills and authorized to pay same.

5. 4. Approved the wires report.

5. 5. Resolution Ratifying the Award of the Sale, Determining the Form and Details, Authorizing the Execution, Delivery, and Registration, and Providing for the Payment of General Obligation Refunding Bonds, Series 2014A
At the November 10, 2014 Finance Director Mike Burlager presented the first reading of a resolution authorizing the approval of the sale of general obligation refunding bonds series 2014A; covenanting the obligating the district to be bound by and to use the payment of the principal and interest on the bonds for Board approval.
Recommended Action
Approved the Resolution Ratifying the Award of the Sale, Determining the Form and Details, Authorizing the Execution, Delivery, and Registration, and Providing for the Payment of General Obligation Refunding Bonds, Series 2014A as presented.

5. 6. Recognition of the Indian Education Parent Advisory Committee Resolution
The Indian Education Parent Advisory Committee approved the Title VII budget and unanimously voted in favor of the resolution stating that Shakopee Schools is adequately servicing American Indian students.
Recommended Action
Approved the Office of Indian Education Transmittal of Resolution and Parent Committee Roster as presented.

5.7. Approval 2014 Payable 2015 Levy
Following the Truth in Taxation Hearing, the 2014 Payable 2015 Levy was presented for approval. General Fund - $8,897,325.57, Community Service - $526,061.35, Debt Service - $12,922,977.65 and Total Levy - $22,346,364.57.
Recommended Action
Certified the 2014 Payable 2015 Levy as presented.

6. OTHER

7. Upcoming Meetings and Important Dates
December 15, 2014 Board Retreat, held at Turtle's Social Centre - 5:00PM
December 16, 2014 Joint Meeting of Guiding Coalition and School Board plus Board Business Meeting - 6:00PM
January 12, 2015 Board Re-Organization and Business Meeting - 6:00PM
January 19, 2015 Board Retreat, held at Turtle's Social Centre - 8:00-4:00PM
January 26, 2015 Board Learning Session - 5:00PM
February 9, 2015 Board Business Meeting - 6:00PM - adoption the Resolution Calling for Special Election
*May 5, 2015 - potential Special Election Referendum

8. ADJOURNMENT
At 6:06PM, Berg/McKeand moved to adjourn; motion passed unanimously.

December 2014 Wires

Wires In		
Dec 14 State - Servs	$ 401,017.84	
Dec 1 14 County Check	2,468,846.67	
Dec 14 County Misc	1,934.22	
Dec 15 14 Bond Refunding	12,902,621.20	
Dec 15 14 State Check	3,793,985.22	
Dec 30 14 State Check	2,173,926.31	
MSDLAF Int Dec 13	908.38	
PFM OPEB Int Dec 13	(27,425.06)	
MSDLAF Building Fund Int Dec 13	307.71	
Tota Wires In		**21,716,122.49**
Wires Out		
Dec 1 14 Payroll Taxes	$ 1,000,000	
Dec 3 14 Board Checks	400,000	
Dec 6 14 Insurance	700,000	
Dec 10 14 Board Checks	500,000	
Dec 15 Payroll	1,300,000	
Dec 16 14 Payroll Taxes	1,000,000	
Dec 17 14 Board Checks	600,000	
Dec 19 14 Board Checks	400,000	
Dec 27 14 Board Checks	300,000	
Dec 27 14 Payroll	1,400,000	
Dec 30 14 Payroll Taxes	1,000,000	
Total Wires Out		**8,600,000.00**
Net December 2014		**13,116,122.49**

Minnesota Department of Education

Compliance and Assistance
1500 Highway 36 West
Roseville, MN 55113

Assurance of Compliance with State and Federal Law Prohibiting Discrimination

ED-00199-08
Due 11/15

INSTRUCTIONS: Pursuant to Minnesota Rules 3535.2500, each school board shall annually submit to the Commissioner of Education, a statement of compliance with state and federal laws prohibiting discrimination and provide the designated supporting information to assure that statement. Complete this form as directed and submit it to the Minnesota Department of Education annually by November 15. Retain a copy for your files.

IDENTIFICATION INFORMATION

Shakopee Public Schools		0720	
School District Name		District Number	
Dr. Rod Thompson	Superintendent	952-496-5006	952-496-5056
Name of District Contact	Title	Telephone No.	Fax No.

STATEMENT OF ASSURANCE

The undersigned hereby affirm that the above named school district is in compliance with the following state and federal laws prohibiting discrimination:

Federal Laws

1. The Minnesota Human Rights Act (Minn. Stat. § 363A), which prohibits discrimination in education programs and activities on grounds of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, sexual orientation, disability or age.
2. Title VI of the Civil Rights Act of 1964 (42 USC 2000d, et. seq.; 34 C.F.R. Part 100), which provides that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the district receives federal financial assistance.
3. Title VII of the Civil Rights Act of 1964 (42 USC 2000e, et. seq.; P.L. 88-352), as amended by the Equal Employment Opportunity Act of 1972 (P.L. 92-261), which prohibits discrimination in employment because of an individual's race, color, religion, sex, or national origin.
4. Title VII of the Civil Rights Act of 1964 Pregnancy Discrimination Act (within Title VII) (42 USC § 2000 e(k)).
5. Title IX of the Education Amendments of 1972 (20 USC § 1681; 34 C.F.R. Part 106), which prohibits discrimination on the basis of sex in education programs and activities receiving or benefiting from federal financial assistance.
6. The Age Discrimination in Employment Act of 1967 (29 USC § 621; 42 USC § 6101; 29 C.F.R. Part 860), which prohibits discrimination on the basis of age (over 40 years).
7. Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. part 104) prohibiting discrimination on the basis of disability.
8. The American with Disabilities Act (42 USC § 12101, et seq.), also prohibiting discrimination on the basis of disability.
9. Denial of Equal Educational Opportunity Prohibited (20 USC § 1703).
10. The Fair Housing Act (42 USC § 3601 et seq.; 24 C.F.R. part 100).
11. The Age Discrimination Act (42 USC § 6101 and 6102; 45 C.F.R. part 100).
12. Prohibition of Discrimination Based on Blindness (20 USC § 1684).

State Laws

1. Minnesota Statutes, section 121A.03, which requires school districts to have a policy prohibiting sexual/racial/religion harassment and violence which applies to students, teachers, administrators and other school personnel.
2. Minnesota Statutes, section 121A.04, which prohibits sex discrimination in athletic programs.
3. Minnesota Rules, part 3500.0550, relating to the Inclusive Educational Program Plan.
4. Minnesota Rules, Chapter 3535, relating to equality of educational opportunity and school desegregation, and prohibition of discriminatory practices.

This assurance is given in consideration of and for the purpose of obtaining any and all federal grants, loans, contracts, property, discounts, or other federal and state financial assistance extended after the date hereof to the district by the U.S. Department of Education and the Minnesota Department of Education (MDE), including installment payments after such date of application for federal financial assistance and state aid allotments which were approved before such date. The district recognizes and agrees that such federal and state financial assistance will be extended in reliance on the representations, supporting information required by Minnesota Statutes, section 127A.42, subdivision 3, and agreements made in this assurance. This assurance is binding on the district and the persons whose signatures appear below and who are authorized to sign on behalf of the district.

Furthermore, the undersigned hereby affirm that access to, or a current copy of, each of these laws is available in each building in the district and that parents, district staff, and students have been informed annually and in writing of how they may access these laws free of charge. Additionally, the undersigned hereby affirms that the information provided on this form is accurate and complete.

Note: Charter schools are responsible for knowing which state requirements apply to them under Minnesota Statutes section 124D.10, Subd. 7-8.

Signature - School District Superintendent	Date
Signature - President or Chairperson of School Board	Date
Signature - Clerk of School Board	Date

This form may be signed electronically. MDE may request verification of an electronic signature.

SHAKOPEE PUBLIC SCHOOLS

SHAKOPEE HIGH SCHOOL

Registration Guide 2015 – 2016

100 - 17th Avenue West | Shakopee, MN | 55379

COMPLIANCE STATEMENT

The following are brief descriptions of Shakopee School District policies relating to behavior standards and expectations. A complete copy of any district policy may be obtained by contacting the high school or the Superintendent's office.

Harassment and Violence:

Policy #413: It is the policy of the Shakopee Public Schools to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The School District prohibits any form of religious, racial or sexual harassment and violence.

Consequences: The School District will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

HARASSMENT IS when someone does or says something to you of a sexual, racial, religious, or violent nature that makes you feel uncomfortable. IF THIS HAPPENS, tell an adult you trust.

Notice of Directory Information

Policy #515 – PROTECTION AND PRIVACY OF PUPIL RECORDS: The Shakopee School District declares the following to be directory information: student name and date and place of birth; photograph; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent educational agency or institution attended. By law, designated directory information may be made public unless a parent notifies their child's school that they do not want it to be released without their consent. Notification must be given to the principal of the child's school by October 1st of each school year.

Student Sex Nondiscrimination

Policy #522: The school district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in any educational program or activity, including any class or extracurricular activity operated by the school district on the basis of sex.

Consequences: The School District Human Rights Officer(s), upon receipt of a report, complaint or grievance alleging unlawful sex discrimination toward a student shall promptly undertake or authorize an investigation. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge.

Shakopee High School

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2015-2016 Registration Guide

GENERAL INFORMATION

ACADEMIC DEPARTMENTS AND COURSE OFFERINGS

Superintendent: Dr. Rod Thompson
Principal: Benjamin Kusch
Assistant Principal: Stuart Lang
Assistant Principal: Paul Nettesheim
Dean: Sheila Stalberger

Shakopee High School

January 2015

Dear SHS Students and Parents,

This course registration guide is one tool for you to use as you plan for the 2015-2016 school year. In addition to the course descriptions offered here, your counselors, teachers, administrators and parents will provide a significant amount of guidance for you during this important process.

As you begin to register, we remind you to focus your thoughts around these two critical questions:

- *What are the courses that I need to take in order to ensure that I meet the graduation requirements for my class?*
- *What are the courses that I should take in order to best prepare me to achieve the goals and dreams that I have for myself and my life after I leave Shakopee High School?*

Whether your post-high school plans are to enter a 2- or 4-year college or university, to enter the workforce or military, or any number of other options, remember that recent statistics from the state of Minnesota indicate that by 2018, more than 70% of jobs in the state will require some kind of post-high school learning. As such, register carefully and thoughtfully. Remember that staffing and course offerings are driven almost entirely by course requests, so again, be thoughtful and thorough in your considerations of your classes for next year.

In the event of conflicts, closed classes or classes not offered due to inadequate enrollment, we will use the alternate courses listed on your registration form to adjust your schedule. This form will be provided to you prior to online registration. It is in your best interest to make sure alternate selections are indicated on the registration form in priority order. It is our expectation that these choices are honored, for once the registration process is completed, we begin the long and complicated process of creating the master schedule for the upcoming academic year.

Our goal is to have the registration process completed by the end of February for the majority of students. Again, course requests will determine our staffing and scheduling for next year, so it is absolutely essential that you take advantage of every opportunity to make an informed decision.

We are here to assist you with the registration process. Please call the Main Office at 952-496-5152 with any questions you may have.

Thank you,

Administrators

Principal | *Ben Kusch*
Assistant Principal | *Stuart Lang*
Assistant Principal | *Paul Nettesheim*
Dean of Students | *Sheila Stalberger*

Counselors

A-F | *Erica Lang*
G-L | *Matt Horel*
M-R | *Nicole Drangstveit*
S-Z | *Jenny Severson*
College and Career | *Mike Jensen*

100 - 17th Avenue West, Shakopee, MN 55379
(952) 496-5152 • fax: (952) 496-5155

GRADUATION REQUIREMENTS

MINNESOTA GRADUATION STANDARDS

Minnesota students are required to complete three kinds of requirements by the time they graduate. Students must:

- *Satisfactorily complete the state course credit requirements under Minnesota Statutes, section 120B.024.*
- *Satisfactorily complete all state academic standards or local academic standards where state standards do not apply.*
- *Meet graduation assessment requirements.*

Course Credits

Students complete the academic standards by taking a core course of study that equips them with the knowledge and skills they need for success in postsecondary education, highly skilled work, and civic life. In order to graduate, your child's high school coursework must include at least the minimum state course credit requirements. A course credit is equivalent to a student successfully completing an academic year of study or mastering the subject matter, as determined by the local school district. Students must complete a minimum of 21.5 course credits as follows:

- ***4 years of language arts***
- ***3 years of mathematics****, including algebra, geometry, statistics and probability sufficient to satisfy the standards. Students must complete an algebra II credit or its equivalent as part of the 3-credit requirement. In addition to the high school credits, students must also complete an algebra I credit by the end of eighth grade.*
- ***3 years of science****, including a biology credit. In addition, students and beyond must complete a chemistry, physics, or Career and Technical Education (CTE) credit as part of the 3-credit requirement. (The CTE credit must meet the standards underlying the chemistry or physics credit.)*
- ***3½ years of social studies****, including U.S. history, geography, government and citizenship, world history and economics.*
- ***1 credit in the arts***
- ***7 elective credits***

Minnesota Department of Education Graduation Requirements website
http://education.state.mn.us/MDE/StuSuc/GradReq/index.html

A CTE course may fulfill a general science, mathematics, or arts credit requirement. School districts may require additional course credits or other requirements for graduation beyond the minimum required by the state.

LOCAL GRADUATION STANDARDS

The school year is divided into two semesters. A successfully completed class, such as English 10, during fall semester will yield one semester credit. Classes designated as College in the Schools (CIS) or Advanced Placement (AP) earn more than one credit per semester. (Please consult course descriptions in this Registration Guide.)

Students must earn 48 total credits in grades 9-12 in order to graduate from Shakopee High School. A student must earn an average of 12 credits per year. To earn the required number of credits, each student should plan to carry a minimum of six (6) classes per semester. Students are required to carry a minimum of five (5) academic classes per semester.

In addition to earning credits to graduate, students must earn the credits in each of the following subject areas:

SUBJECT AREA	CREDITS = GRADES 9-12
English	8
Mathematics	6
Social Studies	8
Science	6
Fine Arts	2
Health	1
Physical Education	2
Total Required Credits	**33**
Total Elective Credits	**15**
TOTAL CREDITS REQUIRED:	**48**

TYPICAL COURSES OFFERED THAT MEET GRADUATION REQUIREMENTS

ENGLISH Requirements (8 credits | 1 per semester)

- 9 | English 9 **OR** Honors English 9 | 2 semesters
- 10 | English 10 **OR** Honors English 10 | 2 semesters
- 11 | English 11 **OR** CIS Intro to Literature | 2 semesters
- 12 | English Requirements | 2 semesters | See Department section for qualifying courses

HEALTH (1 credit | 1 per semester)

- 10-12 | Healthy Lifestyles | 1 semester

PHYSICAL EDUCATION (2 credits | 1 per semester)

- 9 | Physical Education 9 | 1 semester
- 10-12 | Required Physical Education Elective | 1 semester | See Department section for qualifying courses

MATHEMATICS (6 credits | 1 per semester)

- 9 | Geometry **OR** Accelerated Algebra 2 **OR** Pre-calculus
- 10 | Algebra 2 **OR** Accelerated Algebra 2 **OR** Pre-Calculus **OR** CIS CSE Calc 1
- 11 | Algebra 3 **OR** Pre-Calculus **OR** an AP or CIS Math course

SCIENCE (6 credits | 1 per semester)

- 9 | Physical Science **OR** Honors Physical Science **OR** Physics 9 | 2 semesters
- 10 | Biology **OR** Honors Biology **OR** Honors Chemistry | 2 semesters
- 11 | Chemistry **OR** Honors Chemistry **OR** AP Biology | 2 semesters

SOCIAL STUDIES Requirements (8 credits | 1 per semester)

- 9 | Human Geography **OR** AP Human Geography | 2 semesters
- 10 | US History **OR** AP US History | 2 semesters
- 11 | World History **OR** AP World History | 2 semesters
- 12 | US Political and Economic Systems **OR** CIS Microeconomics | 1 semester

  AND
- 12 | Required Social Studies Elective | 1 semester | See Department section for qualifying courses

FINE ARTS (2 credits)

Both credits can be completed at any time in grades 9-12. To qualify for the fine arts credit, a course must focus on artistic skills and qualities and the production of a work of art.

Courses meeting the requirements include:

- 9th Grade Band
- 9th Grade Choir
- Advanced 2D Art
- Advanced 3D Art
- Advanced Photography
- AP Music Theory 1
- AP Music Theory 2
- AP Studio Art
- Bel Canto Choir
- Ceramics
- Concert Band
- Concert Choir
- Creative Sewing
- Drawing, Painting and Printmaking 1
- Drawing, Painting and Printmaking 2
- Fashion 1
- Fashion 2
- Graphic Design
- Interior Design 1
- Interior Design 2
- Introduction to Art
- Introduction to Drama 9
- Photography 1
- Photography 2
- Practical Art
- Saber Choir
- Sculpture 1
- Sculpture 2
- Symphonic Band
- Textile Arts
- Theater 1
- Theater 2
- Web Design 1
- Wind Ensemble
- Woodworking 1
- Woodworking 2
- Woodworking 3

SAMPLE COURSE OPTIONS

			DISCIPLINE CATEGORY REQUIREMENTS	REGULAR	HONORS	ACCELERATED	TWICE-ACCELERATED
GRADE 9	Fall - Semester A	1	**English**	English 9	Honors English 9		
		2	**Social Studies**	Human Geography		AP Human Geography	
		3	**Science**	Physical Science	Honors Physical Science 9	Physics 9	
		4	**Mathematics**	Geometry		Accelerated Algebra 2	Pre-Calculus
		5	**Elective**	Ex/ Span 1, Ger 1, Jap 1		Ex/ Span 2, Ger 2	
		6	**Physical Education**	Physical Education 9			
		7	**Elective**	Art , FACS, Music (Band / Choir), Tech Ed, or additional Physical Education, World Language			
	Spr - Semester B	1	**English**	English 9	Honors English 9		
		2	**Social Studies**	Human Geography		AP Human Geography	
		3	**Science**	Physical Science	Honors Physical Science	Physics	
		4	**Mathematics**	Geometry		Accelerated Algebra 2	Pre-Calculus
		5	**Elective**	Spanish 1 or German 1		Spanish 2 or German 2	
		6	**Elective**	Art , FACS, Music (Band / Choir), Technology Education, or additional English, Math, Physical Education, Science, Social Studies, World Language			
		7	**Elective**				
GRADE 10	Fall - Semester A	1	**English**	English 10	Honors English 10		
		2	**Social Studies**	Modern US History		AP US History	
		3	**Science**	Biology	Honors Biology	Honors Chemistry	
		4	**Mathematics**	Algebra 2	Accelerated Algebra 2	Pre-Calculus	CIS CSE Calculus I
		5	**World Language**	Span 2, Ger 2, Jap 1		Span 3, Ger 3, Jap 2	
		6	**Health**	Healthy Lifestyles			
		7	**Elective**	Art , Business Ed, FACS, Music (Band / Choir), Phy Ed, Tech Ed, or additional Health, World Language			
	Spr - Semester B	1	**English**	English 10	Honors English 10		
		2	**Social Studies**	Modern US History		AP US History	
		3	**Science**	Biology	Honors Biology	Honors Chemistry	
		4	**Mathematics**	Algebra 2	Accelerated Algebra 2	Pre-Calculus	CIS CSE Calculus I
		5	**World Language**	Span 2, Ger 2, Jap 1		Span 3, Ger 3, Jap 2	
		6	**Physical Education**	Lifestyle Sports & Fitness			
		7	**Elective**	Art , Business Technology, FACS, Music (Band / Choir), Technology Education			
GRADE 11	Fall - Semester A	1	**English**	English 11		CIS Intro to Literature	
		2	**Social Studies**	Modern World History		AP World History	
		3	**Science**	Chemistry	Honors Chemistry	AP Biology	
		4	**Mathematics**	Algebra 3	Pre-Calculus	CIS CSE Calculus I	AP Statistics
		5	**Fine Art**	Specified courses from Art, Business Ed, FACS, Music, Tech Ed			
		6	**Elective**	Art , Business Ed, FACS, Music, Physical Education, Tech Ed, World Language, or additional English, Math, Science, Social Studies			
		7	**Elective**				
	Spr - Semester B	1	**English**	English 11		CIS Intro to Literature	
		2	**Social Studies**	Modern World History		AP World History	
		3	**Science**	Chemistry	Honors Chemistry	AP Biology	
		4	**Mathematics**	Algebra 3	Pre-Calculus	CIS CSE Calculus I	AP Statistics
		5	**Elective**	Art , Business Technology, FACS, Music, Physical Education, Technology Education, World Language, or additional English, Math, Science, Social Studies			
		6	**Elective**				
		7	**Elective**				
GRADE 12	Fall - Semester A	1	**English**	Tech/Applied Writing or College Prep Writing		CIS University Writing	
		2	**Social Studies**	U.S. Econ & Pol Systems		CIS Microeconomics	
		3	**Science (Elective)**	Physics	CIS Physics / CIS Hum Anat	CIS Physics	
		4	**Mathematics (Elective)**	Pre-Calculus	CIS CSE Calculus I	AP Statistics	AP Calculus BC
		5	**Elective**	Art , Business Technology, FACS, Music, Physical Education, Technology Education, World Language, or additional English, Math, Science, Social Studies			
		6	**Elective**				
		7	**Elective**				
	Spr - Semester B	1	**English - Elective**	Public Speaking, Theatre I & II, Humanities, Creative Writing, Mass Media, a variety of Journalism courses			
		2	**Social Studies**	Elective: Env Ethics, Humanities, Psychology, Sociology		CIS American Democracy, CIS Psychology	
		3	**Science**	Physics	CIS Physics / CIS Hum Anat	CIS Physics	
		4	**Mathematics**	Pre-Calculus	CIS CSE Calculus I	AP Statistics	AP Calculus BC
		5	**Elective**	Art , Business Technology, FACS, Music, Physical Education, Technology Education, World Language, or additional English, Math, Science, Social Studies			
		6	**Elective**				
		7	**Elective**				

ADVANCED COURSES

Shakopee Public Schools offers a variety of advanced courses intended to provide appropriate challenge for students who demonstrate need for a more rigorous curriculum. Students are identified for these courses in the middle levels, but these advanced options are open to a wider range of students as they move into AP and CIS courses at the High School. Rigorous coursework in high school is the greatest predictor of college completion. Students who are high academic achievers (usually those who are in the top 20% of their class) will want to consider the most rigorous coursework available. Parents and students should be aware of some of the courses at SHS that provide rigorous challenge:

DEFINITIONS | Advanced Course Sequences Defined

There are three main advanced course sequences available to students who demonstrate appropriate levels of performance and/or ability:

HONORS Sequence | These courses are taught using grade level curricular standards, but with a greater level of rigor and complexity and are targeted to the top 20% of students in each class.

Honors course sequences by department include:

- **English/Language Arts** |Honors Sequence runs Grades 6-10 | College in the Schools (CIS) Grades 11-12
- **Science** | Honors Sequence runs Grades 8-11 | CIS Grade 12

ACCELERATED Sequence | These courses are taught using the grade level standards of the course one grade level ahead and are typically targeted to the top 10-15% of students.

Accelerated course sequences by department include:

- **Math** | Accelerated Sequence runs Grades 6-10 | Advanced Placement (AP)/CIS Grades 11-12
- **Science** | Accelerated Sequence runs Grades 9-10 | AP/CIS Grades 11-12
- **Social Studies** | Accelerated Sequence runs Grades 9-12 | All are AP or CIS

TWICE-ACCELERATED Sequence | These courses are taught using the grade level standards of the course two grade levels ahead and are typically targeted to the top 5% of students.

Twice-Accelerated course sequences by department include:

- **Math** | Twice-Accelerated Sequence runs Grades 6-9 | AP/CIS Grades 10-12

CONCURRENT ENROLLMENT | Refers to college-level courses offered for both high school and college credit simultaneously. There are several options available to students for earning concurrent enrollment credits:

- **ADVANCED PLACEMENT®** (AP®) | These courses are year-long courses vetted by the College Board which culminate with a high stakes test in May (scores of 3+ generally earn college credit).

> With AP®, students can get a feel for the rigors of college level studies while they still have the support of a high school environment. When students take AP courses, they demonstrate to college admission officers that they have sought out an educational experience that will prepare them for success in college and beyond.
>
> Resourceful and dedicated AP teachers work with their students to develop and apply the skills, abilities and content knowledge they will need later in college. Each of AP's 34 courses is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards.
>
> Each AP course concludes with a college-level exam developed and scored by college and university faculty members as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to apply the new critical thinking skills they have learned in a comprehensive exam. Most two- and four-year colleges and universities worldwide recognize AP in the admission process and accept successful exam scores for credit, advanced placement, or both.
>
> Performing well on an AP Exam means more than just the successful completion of a course. Research consistently shows that students who score a 3 or higher typically earn higher GPAs in college and have higher graduation rates.

- **COLLEGE IN THE SCHOOLS** (CIS) | These courses are University of Minnesota/Twin Cities (U-MN) courses taught in the high school by high school teachers approved and trained by U-MN faculty.

> College in the Schools is University of Minnesota (U-MN) program for concurrent enrollment that is accredited by the National Alliance of Concurrent Enrollment Partnerships. This accreditation guarantees that (1) the courses offered through CIS are U-MN courses and CIS students earn U-MN credits on a U-MN transcript, (2) high school students taking U-MN courses through CIS are held to the same academic standards as students on the University campus, and (3) high school teachers teaching U-MN courses through CIS are selected, trained, and continuously supported by University faculty.
>
> College in the Schools provides significant benefits to high school students. Some of these benefits include the fact that students who take CIS courses experience increased academic rigor and develop skills for college success, demonstrate learning over an entire semester (not just on a single, high-stakes test), and receive college credit (98%) that is recognized by colleges/universities coast to coast.
>
> Finally, the most significant reason the University supports CIS is that CIS contributes to making real the idea of a K-16 education continuum. U-MN faculty and staff who work with CIS not only gain terrific pedagogical ideas from CIS teachers, but they also gain a unique understanding of high school issues and culture. The University and Minnesota high schools are all strengthened by working together to prepare students for the future.
>
> The University does not support CIS in order to generate revenue. All fees paid for CIS support the CIS program; no profit is realized by the University.

- Other Examples
  - **PROJECT LEAD THE WAY** (PLTW) | These are STEM courses which offer possible college credit if students perform well enough on end of course assessments.
  - **Other College-Credit Options** | There are numerous possibilities for students to attend other college-level classes within our high school (through the Southwest Metro Cooperative, Hennepin County Technical College, Dakota County Technical College, etc.)

IDENTIFICATION | Common Identification Criteria (District-wide)

Identification criteria for each District Honors Sequence within a Discipline (LINK: specific MAP and MCA subtests by discipline)

- **Honors Sequence** | To be identified for Honors courses, students average scores on MAP and MCA data over the previous two years must be at or above the 85th percentile, or other comparable test data.
- **Acceleration Sequence** | To be identified for Accelerated courses, students average scores on MAP and MCA data over the previous two years must be at or above the Dep't Recommendation (greater than the 85th percentile).
- **Twice-Accelerated Sequence** | To be identified for Twice-Accelerated courses, students average scores on MAP and MCA data over the previous two years must be at or above the Dep't Recommendation (greater than the 90th percentile).

Identification for Concurrent Enrollment Courses

- **Advanced Placement**® (AP®) Courses | There are no identification criteria or requirements for AP courses established by the College Board. However, schools often include a profile of successful students in the registration guide materials.
- **College In the Schools** (CIS) Courses | The University of Minnesota/Twin Cities issues its own identification criteria which is used as the identification standard for these courses. The district reserves the right to add additional requirements as needed. Current U-MN requirements are listed in each of the course descriptions.

APPEALS PROCESS | Uniform process for Appeals across content areas, except Math

MATH Appeals | Students must test out of the pre-requisite course using an end of course assessment in order to advance.

Appeals in ALL Other Disciplines | If not initially invited into the course by initial identification, the student and parent(S) must...

1. Complete written Appeal Request Form (available from the building administration or counselors)
2. Building Administrator(s) reviews student's file (with the HP Coordinator, as needed), including…
   - Core Data (as described above in Identification)
   - Other Supplementary Data, such as…
     - Subject-specific EXPLORE and/or PLAN Scores
     - Subject-specific Grades and GPA (i.e. Math GPA, Science GPA, etc., NOT overall GPA)
     - Work samples
3. Building Administrator(s) reviews student's file and supplementary data with parents

- The Building Administrator will be the final authority on ALL appeals.

EXIT CRITERIA | Common District Exit Criteria

Methods of Exiting

- **Request by student and/or parent** | When students and/or their parents request to be dropped from an advanced course, the following process must be followed:
  1. The student and/or parent(s) discuss ongoing concerns with teacher as the course progresses.
  2. Teacher makes sure that Parent(s) are included in on discussion of concerns about the student.
  3. In normal circumstances, if a parent requests his/her student be exited from the course, that request will be honored at the end of the current grading period (The student's grade for that grading period will count in the student's GPA.)
- **Recommendation by Teacher** | Process for exit
  1. The teacher begins and maintains and ongoing discussion of concerns with student throughout the course.
  2. The teacher discusses the concerns with Parent/Guardians as soon as appropriate.
  3. The parties agree to a performance contract, signed by student & parent/guardian(s) and shared with the Building Administration.
  4. If the performance contract does not alleviate the concerns, the teacher shares the results with the student's counselor and Building Administration.
- **Student Failure** | If a student fails the course, s/he will be removed from that discipline's advanced course sequence.

The Building Administrator will be the final authority on ALL student exits from advanced courses.

COLLEGE CREDIT

Advanced Placement (AP) is an international program of college-level coursework. Students who earn a 3, 4, or 5 on the AP test may qualify for college credit. To make sure that a particular college accepts AP credit, students must contact the specific college.

Part of students' experiences in an AP course, and what makes them eligible for college credit, is preparing for and taking the AP National Exam. The state of Minnesota pays for about half of the cost of the exam and students are responsible the remainder - approximately $50. Need based financial assistance is available.

College in the Schools (CIS) is a dual enrollment program in which students who successfully complete a course receive college credit and high school credit. University of Minnesota credit is awarded to students who successfully complete the course. Some SHS courses have been articulated with the University of MN, Normandale Community College or the Technical college system. Students who successfully complete any of these courses will earn college credit and high school credit.

WEIGHTED GRADES

Grades are weighted for college-level courses provided by a nationally accredited program (such as PSEO, CIS and AP). Grades will be weighted in the following manner:

- Any grade of 'A' is awarded an additional 0.6 grade points.
- Any grade of 'B' is awarded an additional 0.4 grade points.
- Any grade of 'C' is awarded an additional 0.2 grade points.
- Grades of 'D' or 'F' receive no additional grade points.

SCHOOL & ENROLLMENT CHOICES

SCHOOL AND ENROLLMENT CHOICE

Did you know that there are more options for your child than traditional public school? In Minnesota, parents have a wide range of meaningful school options for their children. Approximately thirty percent of Minnesota's K-12 public school students access some form of school choice, including Open Enrollment, Charter Schools, Magnet Schools, Online Learning or State-Approved Alternative Programs. For school choice options please visit: http://education.state.mn.us/MDE/JustParent/SchChoice/index.html

POST-SECONDARY ENROLLMENT OPTIONS (PSEO)

Please visit: http://education.state.mn.us/MDE/SchSup/SchFin/GenEd/PostSecEnroll/index.html

MINNESOTA GRADUATION RULE REQUIREMENTS

MINNESOTA GRADUATION RULE REQUIREMENTS

Students Graduating in 2015 or 2016:

Graduation-Required Assessment for Diploma (GRAD) - What does GRAD mean?

Graduation-Required Assessments for Diploma (GRAD) refers to three tests (written composition, reading and mathematics) that students must pass to graduate from a Minnesota public high school. These tests measure proficiency on the Minnesota Academic Standards and other essential skills. At this time a student must pass the GRAD exams or in some cases, as with the Math exam, attempt them at least three times and continue to enroll in a math course.

Alternately, students can meet this requirement by other methods, including ACT, SAT, WorkKeys, Compass, ASVAB, Accuplacer, a district determined equivalent assessment, English Learner exemption under specific circumstances, meeting the requirements in another state, or individual passing score as determined by an individual education plan.

Enrollment Options

In addition to the classes listed in this guide, juniors and seniors may attend a college or technical school and have those credits count toward their high school graduation. The schools most Shakopee students attend are Hennepin Technical Center and Normandale Community College. Students interested in this option should see their counselors for details. See the section entitled

COLLEGE ADMISSIONS

COLLEGE ADMISSIONS

College admission requirements vary. The following is a general requirement guideline for four-year college admission:

Minimum High School Requirements for Admission to Four-Year Colleges & Universities (9^{th} –12^{th} grade)

- English | 4 years | 8 SHS Credits
- Math | 3 years | 6 SHS Credits
- Science | 3 years | 6 SHS Credits
- Social Studies | 3 years | 6 SHS Credits
- World Language | 2 years (same language) | 4 SHS Credits
- Fine Arts | 1 year | 2 SHS Credits

Parents and students are encouraged to investigate the admission requirements for specific colleges of their choice. The Shakopee High Career Center or the Career Center Supervisor can assist with researching specific college requirements. Students who would like to attend a four year college after high school must select high school courses that meet the requirements for Shakopee High

School (diploma), the State of Minnesota (high standards), and general college admission. The following course outline integrates the Shakopee, the State of Minnesota and the general college admission requirements.

Courses
The following pages indicate the classes that will be offered. Refer to the descriptions for more information. Lack of enrollment numbers may prohibit a course from being offered. Regardless of the number of credits an individual may have accumulated or may need to fulfill the requirements toward graduation, s/he must be enrolled in a minimum of five (5) academic classes.

Course Descriptions
Read the descriptions carefully. If you have questions about anything, be sure to ask your advisor for help.

Level of Difficulty
Our courses are designed with various levels of difficulty. Honors English 10 is for students who have done very well in Language Arts. Composition Skills and Basic English is for students who have found English difficult. Students will be identified for these courses. In addition, some students will be identified for remedial courses based on their performance on the standardized tests.

Summer Educational Experiences
Students and their families sometimes choose to purchase summer educational experiences through organizations like Up With People or People to People. These programs provide great experiences for students. Some students request credit for these experiences. To receive credit students must secure approval before school ends in the spring. To approve courses for credit, students must provide a course sequence, list of materials used and assignments required.

NCAA ELIGIBILITY INFORMATION

FOR SENIORS GRADUATING in 2015

NCAA Freshman-Eligibility Standards. Know The Rules:

CORE COURSES
NCAA Division I requires 16 core courses as of August 1, 2008. This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.

NCAA Division II requires 14 core courses. See the breakdown of core-course requirements below. Please note, Division II will require 16 core courses beginning August 1, 2013.

WHAT IS A CORE COURSE?
A core course must:
- Be an academic course in one or a combination of these areas: English, mathematics, natural/physical science, social science, foreign language, nondoctrinal religion or philosophy;
- Be four-year college preparatory;
- Be at or above your high school's regular academic level (no remedial, special education or compensatory courses); and
- Be completed not later than the high school graduation date of your class [as determined by the first year of enrollment in high school (ninth grade) or the international equivalent].

Not all classes you take to meet high school graduation requirements may be used as core courses. Courses completed through credit-by-exam will not be used.

TEST SCORES
Division I has a sliding scale for test score and grade-point average. The sliding scale for those requirements is shown on page 12 of this document.

Division II has a minimum SAT score requirement of 820 or an ACT sum score of 68. The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.

The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, mathematics, reading and science.

All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

GRADE-POINT AVERAGE

Only core courses are used in the calculation of the grade-point average. Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is www.eligibilitycenter.org.

Division I grade-point-average requirements are listed on page two of this sheet.

The Division II grade-point-average requirement is a minimum of 2.000.

DIVISION I

16 Core Courses:

- 4 years of English.
- 3 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 1 year of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy).

DIVISION II

14 Core Courses:

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 2 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 3 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy).

PLEASE NOTE: Beginning August 1, 2013, students planning to attend an NCAA Division II institution will be required to complete 16 core courses.

DIVISION III

Division III does not use the Eligibility Center. Contact your Division III college or university regarding its policies on admission, financial aid, practice and competition.

For more information regarding the rules, please go to www.NCAA.org.
Click on "Academics and Athletes" then "Eligibility and Recruiting." Or visit the Eligibility Center Web site at www.eligibilitycenter.org. Please call the NCAA Eligibility Center if you have questions: Toll-free number: 877/262-1492.

FOR SENIORS GRADUATING BEGINNING in 2016

2016 Division I New Academic Requirements

The Initial-Eligibility Standards for NCAA Division I College-Bound Student-Athletes are Changing

DIVISION I

College-bound student-athletes first entering an NCAA Division I college or university on or after August 1, 2016, will need to meet new academic rules in order to receive athletics aid (scholarship), practice or compete during their first year.

What are the New Division I Requirements?

FULL QUALIFIER	ACADEMIC REDSHIRT	NON-QUALIFIER
Complete 16 Core Courses: • Ten of the 16 core courses must be complete before the seventh semester (senior year) of high school. • Seven of the 10 core courses must be in English, Math, or Science.	Complete 16 core courses.	Does not meet requirements for Full Qualifier or Academic Redshirt status.
Minimum Core-Course GPA of 2.300.	Minimum Core-Course GPA of 2.000.	
Meet the sliding scale requirement of GPA and ACT/SAT score.*	Meet the sliding scale requirement of GPA and ACT/SAT score.*	
Graduate from high school.	Graduate from high school.	

Full Qualifier: A college-bound student-athlete may receive athletics aid (scholarship), practice and compete in the first year of enrollment at the Division I college or university.

Academic Redshirt: A college-bound student-athlete may receive athletics aid (scholarship) in the first year of enrollment and may practice in the first regular academic term (semester or quarter) but may NOT compete in the first year of enrollment. After the first term is complete, the college-bound student-athlete must be academically successful at his/her college or university to continue to practice for the rest of the year.

Nonqualifier: A college-bound student-athlete cannot receive athletics aid (scholarship), cannot practice and cannot compete in the first year of enrollment.

Examples

Q: *A college-bound student-athlete completes nine core courses prior to the seventh semester of high school. What is the college-bound student-athlete's initial-eligibility status?*

A: The college-bound student-athlete cannot be certified as a qualifier because only nine of the 10 required courses were completed before the seventh semester. He/she would be permitted to practice and receive aid (scholarship), provided he/she presents 16 core courses and meets the necessary core-course GPA and test score requirement at the time of graduation.

Q: *A college-bound student-athlete completes 16 core courses in the required framework with a 2.200 core-course GPA and a 79 sum ACT. What is the college-bound student-athlete's initial-eligibility status?*

A: The college-bound student-athlete is an academic redshirt under the new sliding scale because the minimum GPA requirement is 2.300.

Q: *A college-bound student-athlete completes 15 core courses with a 2.500 core-course GPA and an 820 SAT score (critical reading and math). What is the college-bound student-athlete's NCAA initial-eligibility status?*

A: The college-bound student-athlete is a non-qualifier because only 15 core courses were completed, not the required 16 core courses.

Divisions I and II Initial-Eligibility Requirements

CORE COURSES

- **NCAA Divisions I and II require 16 core courses**. See the charts below.
- **Beginning August 1, 2016, NCAA Division I will require 10 core courses** to be completed **prior to the seventh semester** (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the start of the seventh semester and cannot be retaken for grade improvement.
  - *Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.*

TEST SCORES

- **Division I** uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- **Division II** requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

GRADE-POINT AVERAGE

- **Be sure** to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- **Division I** students enrolling full time **before August 1, 2016**, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- **Division I** GPA required to receive athletics aid and practice **on or after August 1, 2016,** is 2.000-2.299 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- **Division I** GPA required to be eligible for competition **on or after August 1, 2016,** is 2.300 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- **The Division II** core GPA requirement is a minimum of 2.000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

DIVISION I 16 Core Courses	
4	years of English
3	years of mathematics (Algebra I or higher)
2	years of natural/physical science (1 year of lab if offered by high school)
1	year of additional English, mathematics or natural/physical science
2	years of social science
4	years of additional courses (from any area above, foreign language or comparative religion/philosophy)

DIVISION II 16 Core Courses	
3	years of English
2	years of mathematics (Algebra I or higher)
2	years of natural/physical science (1 year of lab if offered by high school)
3	year of additional English, mathematics or natural/physical science
2	years of social science
4	years of additional courses (from any area above, foreign language or comparative religion/philosophy)

For additional information on these requirements, please visit www.eligibilitycenter.org.

NCAA SLIDING SCALES

Sliding Scale A
Use for Division I prior to August 1, 2016

NCAA DIVISION I SLIDING SCALE

Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

Sliding Scale B
Use for Division I beginning August 1, 2016

NCAA DIVISION I SLIDING SCALE

Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

COURSE DESCRIPTIONS

ARTS

Creativity, innovation, and problem solving are but a few of the skills that production and study of visual art provides. In visual art classes, students conceptualize ideas, learn to communicate their ideas clearly, and engage in meaningful work to bring their ideas to fruition. Learners find and solve problems through inquiry, divergent thinking, play, reflection and evaluation, and learn to respond to problems in original and innovative ways. In a studio classroom environment, learners take responsibility for their own learning and behavior, work independently to show what they know, and are held accountable for their progress. Students learn through discussions with instructor and peers to recognize their own working style and preferences, and to appreciate the same of others. Every class brings unexpected discoveries.

Level 1 Courses	Level 2 Courses	Level 3 Courses	Level 4 Courses
Introduction to Art	Drawing, Painting & Printmaking 1	Drawing, Painting & Printmaking 2	AP Studio Art
Introduction to Drama 9	Sculpture 1	Sculpture 2	
Practical Art	Photography 1	Photography 2	
Ceramics			

ALL OF THESE CLASSES LISTED WILL FULFULL COLLEGE ENTRANCE REQUIREMENTS FOR FINE ARTS REQUIREMENTS. TWO CREDITS IN FINE ARTS ARE REQUIRED FOR GRADUATION FROM SHS.

LEVEL ONE COURSES – No Prerequisites Required

INTRODUCTION TO ART

Grades:	9, 10, 11, 12
Credits:	1 credit – Fine Art
Prerequisite:	None (this course serves as a prerequisite for all level 2 courses)
Required Materials:	Unlined notebook or sketchbook

This class provides students with an introduction to a wide variety of art mediums and historical perspectives. It introduces the concepts of the studio classroom with guidance and structure. Techniques explored are drawing, clay sculpture, painting, printmaking, digital photography & editing, and fiber art. In addition to hands-on projects the students will work to develop their art language, build artistic skills, provide and receive feedback, and reflect on and revise their work.

INTRODUCTION TO DRAMA 9

Grade:	9
Credits:	1 credit – Fine Art
Prerequisite:	None

This class is for anyone who is interested in learning more about the theatre. Students will study acting with projects like a monologue and partner scenes. They will also learn about the backstage or technical side of theatre by studying costume, set and props design. Our class usually attends a live performance and takes time to learn about professional theatre as well. This class fulfills one credit in the area of Fine Arts. Two credits in Fine Arts are required for High School graduation.

PRACTICAL ART

Grades: 10, 11, 12
Credits: 1 credit – Fine Art
Prerequisite: None

This class takes the arts and teaches students to apply them to their everyday lives. Through the exploration of practical art mediums such as jewelry making, tie-dye, batik, glass art, mosaic and decoupage, students improve their artistic abilities. Students study and appreciate the historical and cultural significance of the craft of arts. In addition to hands-on projects, the students will work to develop their art language, build artistic skills, provide and receive feedback, and reflect on and revise their work.

CERAMICS

Grades: 9, 10, 11, 12
Credits: 1 credit – Fine Art
Prerequisite: None

All clay! All the time! Do you enjoy working with your hands? Do you like getting messy with your art? If so, Ceramics is the right class for you. Students in this class learn basic hand-building and wheel-throwing techniques to create unique and functional pottery. In addition to hands-on projects, students will study the historical significance of pottery, build creativity skills, provide and receive feedback, and reflect on and revise their work.

LEVEL TWO COURSES – Introduction to Art Required

DRAWING, PAINTING, AND PRINTMAKING 1

Grades: 10, 11, 12
Credits: 1 credit – Fine Art
Prerequisite: Introduction to Art

Oodles of doodles! A Plethora of Paint! Piles of Prints! Is your notebook full of drawings? Is your room filled with paintings and prints? If so, this class is the place for you. In Drawing, Painting, and Printmaking, students learn and practice a variety of two dimensional techniques and mediums, such as acrylic painting, linear perspective, pen and ink, and reduction printing. In addition to hands-on projects, students will work to develop their art language, build creativity skills, provide and receive feedback, and reflect on and revise their work.

SCULPTURE 1

Grades: 10, 11, 12
Credits: 1 credit – Fine Art
Prerequisite: Introduction to Art

Do you like to work with your hands? Do you like building with clay? Start this class with that favorite and familiar material, and then move on to other sculpture materials and techniques. Bring YOUR ideas and passions to create with traditional techniques of carving and casting and also construction/assemblage using wire, paper, plaster, and found objects. Learn to think, problem solve, and create intriguing three-dimensional art. See your ideas move beyond drawings into art that is experienced from more than one angle and literally pops from the walls.

PHOTOGRAPHY 1

Grades:	10, 11, 12
Credits:	1 credit – Fine Art
Prerequisite:	Introduction to Art
Required Materials:	Flash Drive, Plastic Page Protectors, 3 Ring Binder. Camera equipment is available to check out, but students may provide their own camera equipment.

Do you want to learn more about the art of taking pictures? The ability to control all of the settings on an SLR camera is a very powerful tool that allows for lots of creative flexibility in photography. This class is a great place to learn how to control camera settings, while improving photographic composition. This is a project-based class where students will have the opportunity to work with film in a darkroom, create digital photography, use Adobe PhotoShop to edit digital photography and explore Photoshop tools. In addition to hands-on projects the students will work to develop their art language, build artistic skills, understand historical influences, provide and receive feedback, and reflect on and revise their work.

LEVEL THREE COURSES

DRAWING, PAINTING, AND PRINTMAKING 2

Grades:	10, 11, 12
Credits:	1 credit – Fine Art
Prerequisite:	Drawing, Painting, and Printmaking 1

Do you love drawing, painting and printmaking? Keep working in the mediums you love and take your art to the next level. In this class students continue their exploration of two-dimensional techniques using mediums such as pencil, ink and paint. In addition to hands-on projects, students will work to develop their art language, build creativity skills, provide and receive feedback, and reflect on and revise their work.

SCULPTURE 2

Grades:	10, 11, 12
Credits:	1 credit – Fine Art
Prerequisite:	Sculpture 1

Wanted: Students up for a creative challenge. Expand your knowledge of sculpture techniques and materials. Create sculptures large or small, place-based sculpture in our community, and assemble a strong personal portfolio of theme-based work.

PHOTOGRAPHY 2

Grades:	10, 11, 12
Credits:	1 credit – Fine Art
Prerequisite:	Photography 1
Required Materials:	Flash Drive, Plastic Page Protectors, 3 Ring Binder. Camera equipment is available to check out, but students may provide their own camera equipment.

Still love Photography, and want to stretch your creativity even further? Photography 2 will expand your knowledge and skills in the darkroom, improve PhotoShop editing skills, and explore more techniques that apply to the current industry. Projects may include but are not limited to creating a series of photographs around a theme, studio lighting, darkroom manipulations and restoring old photographs. Careers in the current photographic industry will also be explored. In addition to hands-on projects the students will work to develop their art language, build artistic skills, understand historical influences, provide and receive feedback, and reflect on and revise their work.

AP STUDIO ART

Grades:	11, 12
Credits:	**SHS**: 2 credits per semester
	College: Possible College credit with a score of 3 or better on the National AP Exam
Prerequisites:	Instructor Approval
Required Materials:	Portfolio carrying case. Will be available for purchase.

This class is designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year for possible college credit.

The AP Program offers three portfolios: Drawing, 2-D Design, and 3-D Design. The portfolios share a basic, three-section structure, which requires the student to show a fundamental competence and range of understanding in visual concerns (and methods). Students may opt out of AP credit portfolio submission.

It is recommended that some students provide their own materials for their medium. This will be considered on a case-by-case basis.

Part of students' experiences in an AP course, and what makes them eligible for college credit, is preparing for and taking the AP National Exam for this course. The state of Minnesota pays for about half of the cost of the exam and students are responsible the remainder - approximately $50. Need based financial assistance is available.

COURSE DESCRIPTIONS

BUSINESS TECHNOLOGY

The importance of business education for high school students is demonstrated by the fact that students do not simply learn about business and technology but undergo significant development by understanding those subjects practically. Business education involves more than just mastering the art of doing business and using technology. It inculcates students with qualities like integrity, accountability, result-oriented outlook, business with social responsibility, meeting deadlines and working under pressure, keeping updated about the world around you, viewing people as your greatest resource, and doing everything with a dash of confidence and self-belief.

~From "What is the importance of "Business Studies" for high school students?" by Albertin Abelmont – available online at http://ezinearticles.com/?What-is-the-Importance-of-Business-Studies-For-High-School-Students?&id=3180700

BUSINESS COURSES

- Accounting 1
- Accounting 2
- Career Investigations
- Law
- Money Management
- Retail Store Management - Saber Shop
- Starting Your Own Business
- Sports & Entertainment Marketing

TECHNOLOGY COURSES

- Computer Applications
- Advanced Computer Applications
- Graphic Design
- Keyboarding/Word Processing
- Web Design 1
- Web Design 2

BUSINESS COURSES

ACCOUNTING 1

Grades: 10, 11, 12
Credits: 1
Recommendation: Keyboarding recommended but not required.
Enroll in a full year of Accounting 1 & Accounting 2 if you are interested in any business careers after high school, majoring in business at a post-secondary institution, interested in starting your own business, or want to understand financial information for your own personal use.
Required Materials: Calculator

Any student planning to pursue a business major or minor after high school should complete a full-year of high school accounting. Accounting 1 is essential for those who intend to enter a career at any level in business or wishes to maintain one's own personal finances. It is highly recommended for students who are interested in being a part of the business world in any capacity. This is an activity-based class where you will acquire a basic understanding of the principles, concepts, and procedures of accounting for a service business owned by one person. The primary focus of Accounting 1 is to learn accounting procedures for starting a business, creating financial statements, and completing an accounting cycle for a service business organized as a sole proprietorship. The course is classroom-based but includes online training materials and integrated computer applications. Explore Accounting 1 to see if this could be an area of interest for you to pursue.

ACCOUNTING 2

Grades:	10, 11, 12
Credits:	**SHS**: 1 **College**: Possible college credit after receiving and "A" in both Accounting 1 & 2 courses. See your counselor or the Business/Technology instructors for details.
Prerequisite:	Accounting 1
Required Materials:	Calculator

Accounting is the language of business and a second semester of accounting is highly recommended for any student planning to pursue any business degree or enter any field of business. Ensure your success at the post-secondary level and/or on the job by learning accounting now in high school. Continue your accounting knowledge and skills from Accounting 1 as we learn accounting for a merchandising business organized as a corporation. You will work with accounts receivables and payables, purchases, subsidiary ledgers, payroll, special journals, and end of fiscal period tasks. Payroll will be introduced including federal, state, and unemployment taxes. Throughout the semester we participate in the eMentor program sponsored by BestPrep, which gives you an opportunity to work directly with a partner in the business field. Networking and mentoring are essential as you leave high school and move forward successfully. This course is classroom-based but includes online training materials and integrated computer applications.

CAREER INVESTIGATIONS

Grades:	10, 11, 12
Credits:	1
Prerequisite:	None

Career Investigations provides students an opportunity to research and explore a variety of careers. Students will assess their abilities and interests, select careers to research in which they may find success and develop job seeking skills. Students will complete a study of a specific career for presentation to their class peers. The Internet is an excellent resource to obtain career information and will be used in this class as well as the Naviance website.

LAW

Grades:	10, 11, 12
Credits:	1
Prerequisite:	None

Law affects every phase of a person's life. All citizens, therefore, regardless of their roles, should know what their legal rights and duties are and how to protect them. Law is a course designed to inform individuals of their rights and obligations in business and personal dealings. Included in the course are units directly related to students' lives including: Law and Minors, Minors and Employment Law, Family Law, Landlord and Tenants Rights, Motor Vehicle Law, School Law, Criminal Law, Consumer Law, Contracts, Minnesota Statutes, and Court Procedure. Landmark cases are integrated throughout the curriculum. The Internet is used as a resource to obtain historical as well as current legal information. A field trip to a Legal Expo is also planned. Students will then do a mock trial in which their knowledge of court procedures will be practiced.

MONEY MANAGEMENT

Grades:	10, 11, 12
Credits:	1
Prerequisite:	None
Required Materials:	Calculator

Moving out on your own! Becoming independent! Learning to succeed on your own! How can you make money, save it, and yet enjoy spending some of it? Learn how to budget at various income levels. Learn about investing, payroll, personal income taxes, renting or buying a house, leasing or purchasing an automobile, insurance, wise use of credit, banking/checking and reconciling your bank account, and financial planning.

RETAIL STORE MANAGEMENT — THE SABER SHOP

Grades: 10, 11, 12
Credits: 1
Prerequisite: Good communication skills required

This class manages and operates the school store, the Saber Shop. We are responsible for planning, research, promotion, marketing, decision-making, and communications as you study business management and marketing. Students will have the opportunity to work on leadership skills as they operate the school store. As a class, we will share the responsibility of maintaining all of the daily, weekly, and monthly operations of running a successful business. Join in the fun of accomplishing the business goals we set. What great work experience while earning a credit! Your homework will involve working "hours" in the store during class and outside of class occasionally.

STARTING YOUR OWN BUSINESS

Grades: 10, 11, 12
Credits: **SHS**: 1
College: Possible college credit after receiving an "A" in the course. See your counselor or the Business/Technology teacher for details
Prerequisite: None

Be an entrepreneur! Be involved in the fastest growing segment of the job market today, running your own business. Business startups are the most successful when the owner has been educated about how to successfully run a business. The curriculum includes the ideas, the market, the financing, the business plan, franchising and many other aspects needed to create a business. Use the class to create your own business now or educate yourself for the potential of tomorrow.

SPORTS & ENTERTAINMENT MARKETING

Grades: 10, 11 & 12
Credits: 1
Prerequisite: None

This course is designed to provide students with the skills necessary to apply marketing concepts to the sports and entertainment industry. Students will explore the connection between marketing and the sports and entertainment industry. Students will have the opportunity to develop and design their own sports or entertainment franchise along with learning about marketing college, amateur, and professional sports; endorsements; and legal issues for sports and entertainment. A field trip to the Target Center is part of the semester curriculum.

TECHNOLOGY COURSES

COMPUTER APPLICATIONS

Grades: 10, 11, 12
Credits: 1
Recommendation: Keyboarding

Throughout your high school and post-secondary education along with your choice of career you will be required to use computers and technology with proficiency. How often have you been required to complete a computer task and been frustrated? Don't you wish you knew a multitude of shortcuts and could complete you're tasks in a lot less time? Computer Applications is a course designed for students to become exceptionally proficient when working with technology using "hands-on" applications. This course offers students a high degree of exposure to Microsoft Office software used in high school, business, post-secondary schools, and for personal use. You will become incredibly proficient with word processing, spreadsheets, charting, multi-media presentations and email. Make life easier for yourself—know, understand and utilize your computer well!

ADVANCED COMPUTER APPLICATIONS

Grades: 10, 11, 12
Credit: 1
Prerequisite: Computer Applications I

This course covers advanced concepts and training in Microsoft Office: Word, Excel, PowerPoint, Outlook, and Access. Students will learn how to increase their productivity by using these applications together. Successfully completing this course will prepare students for entering the work world and/or college. It is highly recommended that students who plan on attending college complete this course. Students may seek certification as a Microsoft Office Specialist upon course completion and appropriate testing.

* Preparation for this certification will be accomplished during this class.
* Microsoft Office Specialist certification, the premier Microsoft desktop certification, is a globally recognized standard for demonstrating desktop skills. The Office Specialist program is helping meet the demand for qualified and knowledgeable people in the modern workplace.

GRAPHIC DESIGN

Grades: 9, 10, 11, 12
Credits: 1
Recommendation:

Suppose you want to announce or sell something, amuse or persuade someone, or explain or demonstrate a process. You have a message you want to communicate. Graphic Design is visual communication through various forms including letterhead, business cards, brochures, fliers, newsletters, books, and calendars. We will use Adobe Suite software for creating comprehensive layouts, including formatting text and body copy, designing display headlines, setting up a document, working with process and non-process colors, placing graphics from Illustrator and Photoshop, working with tabs and tables, and preparing multiple InDesign layouts for output.

KEYBOARDING/WORD PROCESSING

Grades: 10, 11, 12
Credits: **SHS**: 1
College: Possible College credit after receiving and "A" in both Accounting 1 & 2 courses. See your counselor or the Business/Technology instructors for details.
Prerequisite: None

Keyboarding is a basic skill needed by every student and adult today. Proficiency on the keyboard is necessary within almost any occupational area. Students will be required to utilize this skill in most classes at our high school. Word Processing skills will be included in this course as you are building your keyboarding speed and accuracy. Students will never regret investing time in developing this life-long skill. Learn to use all ten fingers proficiently. It will definitely be worth your time and effort.

WEB DESIGN 1

Grades: 10, 11, 12
Credits: **SHS**: 1
College: Possible college credit after receiving an "A" in the course – see your counselor or Business/ Technology teacher for details
Prerequisite: Keyboarding highly recommended but not required
Graduation Requirement: Fine Arts

Learn HTML, XHTML and CSS. This course will teach you how to create websites from the simple to the dynamic, interactive web pages. Learn to code and create websites containing text, graphics, navigation, images, and other web elements. Students will design websites that are practical to the business world as well as a student's personal professional development. Web design basics, copyright issues, and netiquette will also be covered. Enroll and learn how to develop professional looking websites that can lead you to post-high school educational or work environments.

WEB DESIGN 2

Grades: 10, 11, 12

Credits: **SHS**: 1

College: Possible after receiving an "A" in the course – see your counselor or Business/ Technology teacher for details

Prerequisite: Successful completion of Web Design 1

Do you love to code? Did you enjoy your first Web Design class but wanted to go further? Enhance your coding skills and enroll in this class. Your skills will be taken to a new level. Designing and developing multimedia based websites that compel users to interact with your website is essential for today's web developer. A variety of web development tools will be used to develop multimedia websites for the changing World Wide Web landscape. This course will be project-based. You will become competent in multiple facets of web design including planning, development, and publishing. Enroll and become part of a fun, dynamic class.

Why take Business/Marketing/Management Courses?

- You are planning to major in business, finance, marketing, management, or accounting in college.
- You are planning on starting your own business some day.
- You are interested in knowing how to manage your own earnings.
- You are interested in retail and would like to have a future in retail management.
- You want to learn lifelong skills.

Careers: Business

Course Name	Accounting 1	Accounting 2	Career Investigations	Law	Money Management	Retail Store Management	The Saber Shop	Start Your Own Business	Sports Marketing
Grade Level	10 - 12	10 - 12	10 - 12	10 - 12	10 - 12	10 - 12	10 - 12	10 - 12	
Who Should Take									
All students	X		X	X	X				
Full-time work after high school	X	X	X	X	X	X	X	X	
Attending 2-year college	X	X	X	X	X	X	X	X	
Attending 4-year college or Business major	X	X	X	X	X	X	X	X	
CAREER FIELD: Business, Management, & Administration									
Marketing, Sales, and Service									
Buying and Merchandising						X	X	X	
Distribution and Logistics						X	X	X	
E-Marketing						X	X	X	
Management and Entrepreneurship	X	X				X	X	X	
Marketing Communications and Promotion						X	X	X	
Marketing Information Management and Research						X	X	X	
Professional Sales and Marketing						X	X	X	
Business, Management, and Administration									
Administrative and Information Support						X	X		
Business Analysis	X	X			X	X	X	X	
Business Financial Management and Accounting	X	X			X	X	X	X	
Marketing						X	X	X	
Human Resources				X		X	X	X	
Management						X	X		
Hospitality and Tourism									
Lodging									
Recreation, Amusements, and Attractions								X	
Restaurants and Food/Beverage Services						X			
Travel and Tourism								X	
Finance									
Banking and Related Services	X	X			X	X	X		
Business Financial Management	X	X			X	X	X		
Financial and Investment Planning	X	X			X		X		
Insurance Services				X	X		X		

Why take Business/Technology Courses?

- You are interested in becoming more proficient in Microsoft products.
- You want to improve your speed and accuracy on computers.
- You are interested in a career in graphic design.
- You are interested in a career in web development.
- You want to learn lifelong skills.

Careers: Technology

Course Name	Communications	Exploring Computers	Computer Applications	Advanced Computer Applications	Graphic Design	Keyboarding/ Word Processing	Web Design 1	Web Design 2
Grade Level	6	8	9 - 12	10 - 12	9 - 12	10 - 12	10 - 12	10 - 12
Meets Art Standard Requirement							Meets	
Who Should Take								
All students	X	X	X			X		
Full-time work after high school	X	X	X			X		
Attending 2-year college	X	X	X			X		
Attending 4-year college or non-Information Technology major	X	X	X			X		
CAREER FIELD: Arts, Communications & Information Systems								
Arts, Audio/Video Technology, and Communications								
Audio/Video Technology and Film	X	X	X			X		
Journalism and Broadcasting	X	X	X		X	X		
Performing Arts	X	X	X			X		
Printing Technology	X	X	X		X	X		
Telecommunications	X	X	X		X	X	X	X
Visual Arts	X	X	X		X	X	X	X
Information Technology								
Information Support and Services	X	X	X	X		X	X	X
Network Systems	X	X	X			X	X	X
Programming and Software Development	X	X	X	X	X	X	X	X
Web and Digital Communications	X	X	X	X	X	X	X	X

COURSE DESCRIPTIONS

ENGLISH LANGUAGE ARTS

English language arts (ELA) are all of the communication and language skills and processes people use every day to receive and send information. We receive information through listening, viewing, and reading, and we send information through writing, speaking, facial expression, body language, and auditory and visual representations. We use language to learn, to question, to share feelings, to help others, to be part of civilization. The ability to use and understand language, both spoken and written, is critical to every aspect of students' lives.

The Minnesota Graduation Rule and Shakopee School Board's Graduation Requirements policy require that four years' equivalent of English Language Arts courses are taken by students during their high school career (8 total credits). The chart below represents the English Language Arts options available to students throughout their high school careers.

STUDENT PATHWAYS THROUGH SHAKOPEE HIGH SCHOOL'S ENGLISH CURRICULUM

GRADE	REGULAR	HONORS	ACCELERATED*
9	English 9	Honors English 9	
10	English 10	Honors English 10	
11	English 11		**CIS** Intro to Literature (year)
12	English 12: 21st Century communication (1 sem) English 12: Exploring Self-Identityl (1 sem) Humanities (1 sem)		**CIS** University Writing (1 sem) **CIS** Public Speaking (1 sem) **AP** Language & Composition (yr)

NOTE | There are no Twice-Accelerated courses available in the English Language Arts curriculum.

A more detailed and colorized diagram reflecting the Advanced Course options in English Language Arts is available on the Shakopee High Potential Services website: http://shakopee.schoolwires.net/Page/493

ENGLISH 9 REQUIREMENT OPTIONS

ENGLISH 9A & 9B

Grade: 9
Credits: 1 per semester
Prerequisite: None
NCAA Core Course

The English 9 course is designed to fulfill the language arts core requirement for 9th grade. Students will write in a variety of formats including journals, narratives, and research/persuasive pieces. In addition, students will read and view fiction and nonfiction works critically, speak informally and formally, and study the grammar and mechanics of the English language.

HONORS ENGLISH 9A & 9B

Grade: 9
Credits: 1 per semester
Prerequisites: Honors English 8
Eligibility: Successful completion of Honors English 8 or placement made by identification criteria
NCAA Core Course

The Honors English 9 course is designed for students who possess superior language arts skills and have the desire to learn at an intense and accelerated pace. Students will examine the principle literary genres in a variety of short stories, novels, plays and poetry. The focus of the class will be critical analysis of the literature through discussion and writing. Students should anticipate required reading over the summer and an independent study project during the school year.
The course profile includes:

- Thematic organization of curriculum
- Emphasis on inquiry, analysis and interpretation of literature
- Emphasis on in-depth projects and challenging homework
- Faster paced deadlines

ENGLISH 10 REQUIREMENT OPTIONS

ENGLISH 10A & 10B

Grade: 10
Credits: 1 per semester
Prerequisite: None
NCAA Core Course

English 10A focuses on American Literature. The course emphasizes reading strategies and writing process skills to prepare students for higher-level literary analysis and writing. Students read both classic and recent literature and non-fiction, write for a variety of purposes, and develop vocabulary and grammar skills throughout the semester.

English 10B continues the theme of the American Dream with more focus on overcoming disadvantages and empowerment. The study of reading and writing continues with more emphasis placed on independent learning. Writing for argument, along with vocabulary and grammar, is the focus of many of the writing assignments.

HONORS ENGLISH 10A & 10B

Grade: 10
Credits: 1 per semester
Prerequisites: Honors English 9
Eligibility: Successful completion of Honors English 9 or placement made by identification criteria
NCAA Core Course

Honors English 10 focuses on the same standards as English 10 but targets students who desire a more rigorous academic environment. Honors English 10 moves more quickly than regular English and includes more literature and writing. **This is a challenging class and is designed for students who enjoy reading and writing.**

Summer reading is required prior to taking this class. Students will take a test on the novel during the first week of the semester, which will be graded and included in the first semester grade. Students will not be able to drop this course after August 1.

ENGLISH 11 REQUIREMENT OPTIONS

ENGLISH 11A & 11B

Grade: 11
Credits: 1 per semester
Prerequisite: None
NCAA Core Course

English 11 is a full year, two-semester course which addresses the reading, writing, speaking and listening standards. Students will read, analyze and discuss texts in multiple formats, including both fiction and non-fiction. Emphasis is placed on world literature and diverse perspectives. Students will write for a variety of purposes with an emphasis on argumentation.

CIS: INTRODUCTION TO LITERATURE: POETRY, DRAMA & NARRATIVE A & B (ENGL 1001W)

Grades: 11, 12
Credits: **SHS**: 1 per semester
College: 4 semester credits from the University of Minnesota/Twin Cities
Prerequisites: None
Eligibility: Must meet the University of Minnesota's course admission requirements: Must be a junior or senior (recommended) in the top 30% of the class
Fee: Recommended field trip fee - $15
NCAA Core Course

CIS: Introduction to Literature is a full year course. This course is designed and articulated through the University of Minnesota. Students who successfully complete this course will receive four U of MN credits in Literature and two Shakopee High School credits. Students read ten or more stimulating books from 20th Century fiction. The novels for this course cover a range of mature, and sometimes controversial, subjects. Students should expect to read material that challenges what they know while embracing their individual interpretation. Students will discuss literary form and interpretation, as well as bringing in their own experiences and connections. Actively participating in class discussion, helping to lead class discussion, writing essays and formal papers, and, of course, reading will be required of all students. This course is considered writing intensive. Students will write for a variety of purposes with an emphasis on thorough analysis and argumentation. Because this is a discussion-based course, absences will affect the student's understanding, learning, and grades, accordingly. Students successfully completing CIS Introduction to Literature will receive four University of Minnesota semester credits. College Credit is recorded on your official University of MN transcript.

ENGLISH 12 REQUIREMENT OPTIONS

Students will take 2 credits from the following options to meet their 12th grade English graduation requirements.

ENGLISH 12: 21ST CENTURY COMMUNICATION

Grades: 12 only
Credits: 1 credit
Prerequisites: None
NCAA Core Course

English 12A is one semester of a 12th grade English program that addresses the reading, writing, speaking and listening standards. Students will read, analyze, and discuss texts in multiple formats, including both fiction and non-fiction. Emphasis is placed on 21st century modes of communication. Students will write for a variety of purposes with an emphasis on argumentation.

ENGLISH 12: EXPLORING SELF-IDENTITY

Grades: 12 only
Credits: 1 credit
Prerequisites: None
NCAA Core Course

English 12B is one semester of a 12th grade English program that addresses the reading, writing, speaking and listening standards. Students will read, analyze, and discuss texts in multiple formats, including both fiction and non-fiction. Emphasis is placed on introspection and personal expression. Students will write for a variety of purposes with an emphasis on argumentation.

HUMANITIES

Grades: 11, 12
Credits: **2 credits** - 1 English and 1 Social Studies—This is a two-hour block course
NCAA Core Course

Humanities is designed to use a holistic approach to education. Humanities foster understanding of how subjects parallel, using history, art, literature, religion, music, politics, and society to make connections between the past and the present, between the diverse world cultures and you. As a team-taught course between the Social Studies and English Departments, Humanities is intended to prepare juniors and seniors with knowledge and skills necessary to succeed in rigorous academic environments. Students will be expected to write four to five compositions, work on grammatical concepts, expand their knowledge base, think analytically, prepare presentations, and excel in class discussions. This course will be taught as a two-hour block, and each student who successfully completes the course will receive both a social studies and an English credit. **Students must sign up for the Social Studies Humanities class in addition to this course.**

CIS: INTRODUCTION TO LITERATURE: POETRY, DRAMA & NARRATIVE A & B (ENGL 1001W)

Grades: 11, 12
Schedule: 2 Semesters
Credits: **SHS**: 1 per semester (2 total)
College: 4 semester credits from the University of Minnesota/Twin Cities
Prerequisites: None
Eligibility: Must meet the University of Minnesota's course admission requirements: Must be a junior or senior (recommended) in the top 30% of the class
Fee: Recommended field trip fee - $15
NCAA Core Course

CIS: Introduction to Literature is a full year course. This course is designed and articulated through the University of Minnesota. Students who successfully complete this course will receive four U of MN credits in Literature and two Shakopee High School credits. Students read ten or more stimulating books from 20th Century fiction. The novels for this course cover a range of mature, and sometimes controversial, subjects. Students should expect to read material that challenges what they know while embracing their individual interpretation. Students will discuss literary form and interpretation, as well as bringing in their own experiences and connections. Actively participating in class discussion, helping to lead class discussion, writing essays and formal papers, and, of course, reading will be required of all students. This course is considered writing intensive. Students will write for a variety of purposes with an emphasis on thorough analysis and argumentation. Because this is a discussion-based course, absences will affect the student's understanding, learning, and grades, accordingly. Students successfully completing CIS Introduction to Literature will receive four University of Minnesota semester credits. College Credit is recorded on your official University of MN transcript.

CIS: INTRODUCTION TO PUBLIC SPEAKING (COMM 1101)

Grades:	11, 12
Credits:	**SHS**: 1.5 credits – English Oral or English Elective
	College: 3 semester credits from the University of Minnesota/Twin Cities
Prerequisites:	None
Eligibility:	Must meet the University of Minnesota's course admission requirements: Must be a junior or senior in the top 50% of the class

NCAA Core Course

This course is intended for students who want a challenge and have confidence speaking in front of others. The objectives are to better understand the principles of oral communication; to improve skills in researching, writing, and organizing effective presentations that are appropriate to particular audiences; to improve and gain confidence in delivery skills; learn to critically evaluate your own speeches, as well as your classmates' speeches and to accept and implement the suggestions of others to enhance your own work; and to develop an awareness of the consequences of our communication and acquire an appreciation of the responsibilities of ethical communication. Students registering for this class must be comfortable speaking publicly and have a desire to improve rather than develop their abilities. Students successfully completing CIS Public Speaking will receive three University of Minnesota semester credits.

CIS: UNIVERSITY WRITING (WRIT 1301)

Grades:	11, 12
Credits:	**SHS**: 2 credits – English Writing or English Elective
	College: 4 semester credits from the University of Minnesota/Twin Cities
Prerequisites:	None
Eligibility:	Must meet the University of Minnesota's course admission requirements: Must a senior in the top 20% of the class
Fee:	Recommended field trip fee - $20
Required Materials:	6 folders to submit work

NCAA Core Course

College in the Schools: University Writing 1301 is designed and articulated with the University of Minnesota. Students who successfully complete this course will receive four U of MN credits in English. Students with above average writing ability are most successful in this college freshman course. Students will utilize the writing process required in a college setting, perfect grammar knowledge, research in and out of school, conference with peers and instructor about papers, critically analyze topics, and fluently express themselves. Students will write for a variety of purposes and audiences. Students successfully completing CIS University Writing 1301 will receive four University of Minnesota semester credits. College Credit is recorded on your official University of MN transcript.

A paper receiving an "A" in an Honors English 10 course, may only be a "C" in CIS Writing. This is a college-level course – not a preparatory class- and is graded as such. To earn a high grade, students can expect to spend 8-10 hours a week outside of school researching and writing.

AP LANGUAGE & COMPOSITION

Grades:	11, 12
Credits:	1 credit
Prerequisites:	None

NCAA Core Course

The AP English Language and Composition course focuses on rhetorical analysis of nonfiction texts and the development and revision of well-reasoned, evidence centered, analytic and argumentative writing. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. Students will have the option to take the AP English Language and Composition exam.

Part of students' experiences in an AP course, and what makes them eligible for college credit, is preparing for and taking the AP National Exam for this course. The state of Minnesota pays for about half of the cost of the exam and students are responsible the remainder - approximately $50. Need based financial assistance is available.

ELECTIVE OPTIONS

These courses will NOT fulfill your English credit requirements, but WILL be elective credit towards graduation.

PUBLIC SPEAKING

Grades: 12 only
Credits: 1 credit
Prerequisites: None
NCAA Core Course

Public Speaking is a basic, beginning course in public speaking. This course combines communication theory with practical speaking experiences. Students will learn how to plan, prepare, organize, outline, and deliver a speech. A variety of speaking experiences of varying lengths are required. Some types of speeches may include: values, career, demonstration, storytelling, oral interpretation, informative, persuasive, debate, and impromptu. This course will help students be successful with real-life experiences and in preparation for the required college public speaking course.

THEATER I

Grades: 11, 12
Credits: 1 credit
Prerequisites: None

This course is designed to examine the history of theater and includes the development of character roles for the stage. A variety of topics and issues will be addressed and incorporated into the study off the craft of performance including; movement, character development, voice, and the audition process. Students will be expected to keep a journal to write personal reflections of various in-class individual and group performances. Students will perform dramatic monologue(s) and dialogue(s). A critical review of a professional live performance will be required of each student.

THEATER II

Grades: 11, 12
Credits: 1 credit
Prerequisites: Theater I or instructor approval

This course will continue at an advanced level to examine the history of theater and the development of character roles for the stage. This course will survey historical aspects of theater, including Greek and Shakespearean studies through Contemporary styles of performance and stage work. Students will be expected to develop two monologues, participate in script writing and performance-based activities. Students will be expected to keep a journal to write personal reflections of various in-class individual and group performances. A critical review of a professional live performance will be required in this class. A culminating activity will be a performance of a one act play before a select audience.

CREATIVE WRITING

Grades: 11, 12
Credits: 1 credit
Prerequisite: None
NCAA Core Course

Creative Writing is designed for students who enjoy creative self-expression through writing. Works of established authors will be discussed and evaluated. A variety of writing styles will be examined. Students will concentrate on the tools and techniques of writing: characterization, setting, and plot. Students will write three major creative pieces and some minor works.

MASS MEDIA/FILM STUDY

Grades:	11, 12
Credits	1 credit
Required Materials:	Ability to borrow or rent films for home viewing

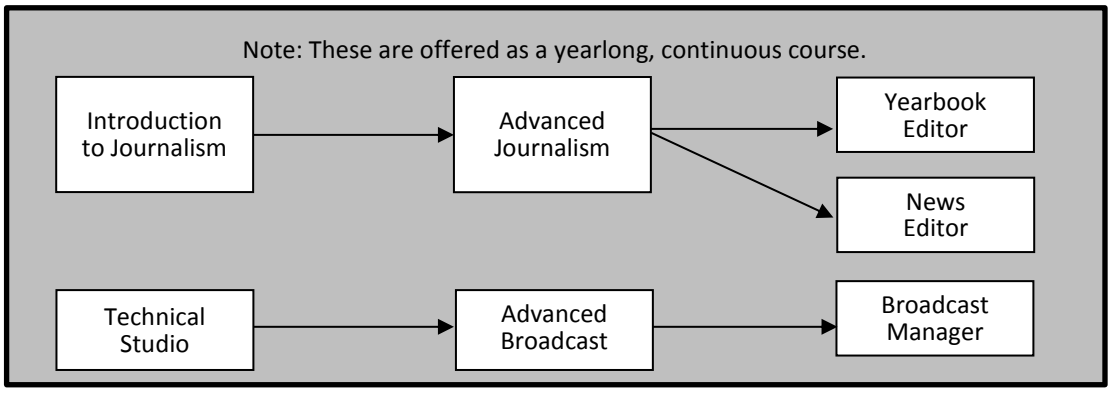
Mass Media/Film Study is an opportunity for students to take a more critical look at the media that influences them. The first quarter focuses on concepts and trends in advertising, television, and news media. The second quarter is a study of film history and appreciation. This is a great introductory class for students interested in pursuing careers in business, marketing, or public relations. Students registering for this class should be prepared to view, analyze, and discuss various media and write several papers.

JOURNALISM PROGRAM

Shakopee High School's Journalism program is designed to introduce students to all facets of the journalist's craft: reporting, writing, design, graphics, photography, broadcast, and multimedia. Students will conceptualize, create, and produce content for all three school publications (the yearbook, newspaper, and broadcast shows). Students will enter the program by filling out an application from the counselor's office and registering for either Intro to Journalism or Technical Broadcasting.

After completing an entry-level course, interested students can move on to the advanced classes, where they will have more responsibility and creative control.

Highly motivated, well-performing students can also apply for Editorial positions, where they will spend a year as Chief Editor/Manager of one of the three publications.



INTRODUCTION TO JOURNALISM / ADVANCED JOURNALISM

Grades:	10, 11, 12
Credits	1 per semester
Prerequisite:	None

The yearlong Journalism course gives you the basic knowledge and skills you need to be a part of SHS's student media. You will attend events, report on news, take photos and video and use advanced software to produce stories for the news website, the yearbook, and the broadcast show. Students should have an interest in hands-on work, current events, school news, storytelling, and media in general. A willingness to talk to people goes a long way. There are no prerequisites, but Photography, Graphic Design, and any writing course will be helpful.

Students will receive two semester credits and will be able to take Advanced Broadcast, Yearbook Editor, or News Editor after successful completion.

NEWS EDITOR

Grades: 11, 12
Credits: 1 per semester
Prerequisite: Introduction to Journalism and Advanced Journalism

Advanced Journalism is an opportunity for serious journalism students to design school publications from the "ground up." Students will plan and design the newspaper and/or news website as a whole, coordinate layout (with the Intro to Journalism students), and write articles with greater subject flexibility.

YEARBOOK EDITOR

Grades: 11, 12
Credits: 1 per semester
Prerequisites: Introduction to Journalism and Advanced Journalism

Yearbook Editor gives committed and dedicated students the opportunity to continue and enhance their involvement in the production of the yearbook. Students will gather information, photograph activities and events, write text, design layouts, and learn software applications used to create the yearbook (YearTech Online, Adobe Creative Suite, etc.). Students will also assume the role of editor and work to plan, approve, improve, and proofread their classmates' work. Finally, students will study advanced journalism and design concepts as well as explore the business management side of publication.

ADVANCED BROADCAST

Grades: 11, 12
Credits: 1 credit
Prerequisite: Technical Studio or Introduction to Journalism

This course is taught in the studio with the objective of the course being the elements of writing, speaking, filming, producing, directing, and editing a news broadcast on a daily basis aimed at the general audience of Shakopee High School and within the community. This course is designed for students with an interest in broadcasting, public speaking, and video technology. Students will also work on special projects and in-depth editing to provide videos for broadcast. This will be a fast paced learning environment with a substantial amount of work expected outside of the classroom.

TECHNICAL STUDIO

Grades: 10, 11, 12
Credits: 1 credit
Prerequisite: None

Technical Studio will focus on the operations and technical support of video production and broadcasting. Students will learn the basics of capturing video, interviewing, writing, editing, and production skills for a variety of purposes. Students will gain experience working behind the camera to produce quality videos for authentic school and community situations or to prepare for the opportunity to be in front of the camera. This course is a prerequisite for Advanced Broadcast Journalism.

COURSE DESCRIPTIONS

FAMILY and CONSUMER SCIENCE

One does not need to look very far to realize the ills of our society and the areas of our lives that most often bring us heartache. Family problems – divorce – violence – often a result of poor communication skills, financial or consumer related problems, health problems related to poor nutrition, challenges in understanding and raising our children, and a general stressed lifestyle, filled with time and resources management problems, are too common to us all. This is the primary focus of Family and Consumer Sciences (FACS) education.

While it is easy to recognize the importance of literacy and math skills for future success, too often we do not recognize the important role positive human relationships, good nutrition, and a balanced lifestyle play in the ability of students to come to school ready to learn and to enter the 'adult' world ready to raise strong families and fulfill their role as productive citizens. While we spend enormous amounts of taxpayers' dollars attempting to deal with these challenges, we often overlook the importance of prevention.

Family and consumer sciences help to fill that void. We know these problems have no barriers. Rich or poor, male or female, gifted or challenged, Republican or Democrat, black, white, religious or not — we all experience the heartache. And we know there is knowledge, and there are skills, and habits of the mind that we can teach to make a difference.

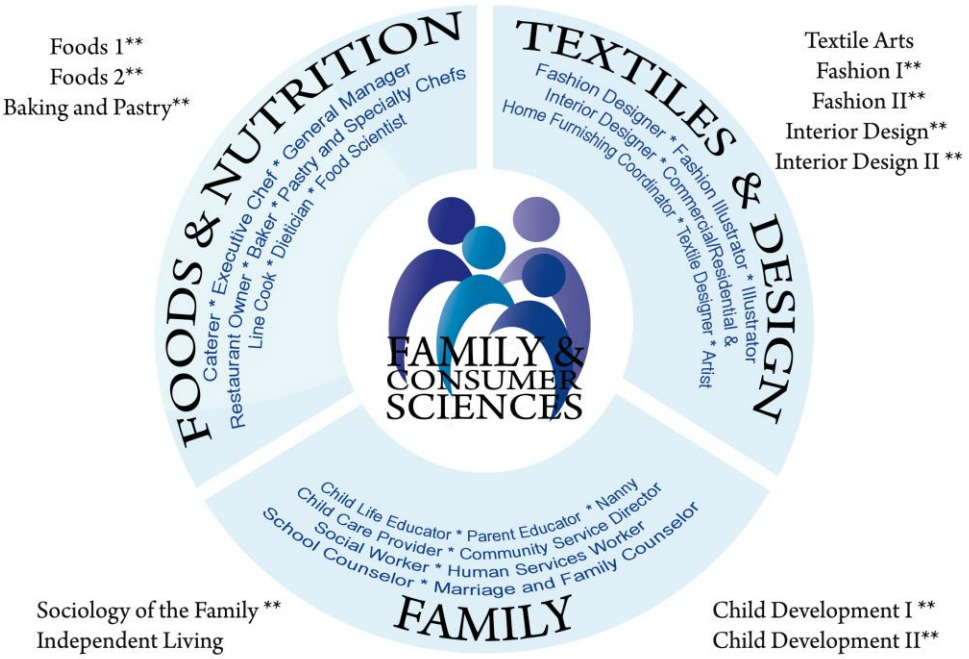
~From the Pennsylvania Department of Education – available online at http://www.education.state.pa.us/portal/server.pt/community/family_consumer_sciences_education/7535/value_of_family_and_consumer_sciences/508305

FAMILY & CONSUMER SCIENCE (FACS)

Family and Consumer Science draws from broad and diverse disciplines to provide a holistic education that helps individuals become more effective critical thinkers and problem solvers. Our classes help individuals and families develop essential skills to successfully live and work in a complex world.

Our FACS department offers classes from a variety of fields, including human development, personal and family finance, housing and interior design, food science, nutrtion, textiles and apparel, and consumer issues.

Our classes are competitive, challenging and fun. Many of our courses meet the Fine Arts requirement for graduation and most also offer college credit.



** COLLEGE CREDIT OFFERED

TEXTILE ARTS

Grades: 10, 11, 12
Credits: 1 credit - Fine Art

Have you ever wondered how to use your old clothes and make something useful – like a rug or a purse? If so, this hands-on class is for you! Using the elements and principals of design you will learn various beadwork techniques to produce lazy/lane stitch projects, key chains, bracelets and jewelry. While we will focus on Native American beadwork stitches, we will also learn about how other societies in the world use textiles in a unique and interesting way. You'll work with dyes, wool, embroidery floss, wire, yarn and old clothes to create useable projects and art pieces. Projects may include: beaded bracelets and necklaces, hand embroidery, cross-stitch, felting, Japanese tie dye (Shibori), and handbag or coin purse creation out of recyclable materials such as plastic juice boxes. Some sewing (hand and machine) will be used.

CREATIVE SEWING

Grades: 9, 10, 11, 12
Credits: 1 credit - Fine Art
Required Materials: Materials for the construction of your projects.

Are you creative? Do you like the new clothing styles and fashion? This class will provide you with an overview of different sewing concepts, such as quilting, garment construction, crocheting, knitting, and much more. You will sew articles of your choice, e.g. dresses, skirts, pillows, pajama pants and anything of your choosing. You are required to construct two projects and design three items of your choice. This class is a prerequisite for Fashion 2 and Costume Design.

FASHION 1

Grades: 9, 10, 11, 12
Credits: 1 credit - Fine Art
Required Materials: A notebook, pens/pencils, colored pencils and purchase fabric as needed.

Would you like to design your own wardrobe? In this fashion class you will explore fashion, fads, designers, private clothing labels, and the marketing of clothing. The elements and principles of design and colors will also be explored in this class. You will be designing clothing and costumes for various body types. You will design garments and make them from unusual household items; foil, paper bags and duct tape. This class is a prerequisite for Fashion 2 and Costume Design.

FASHION 2 AND COSTUME DESIGN

Grades: 9, 10, 11, 12
Credits: 1 credit - Fine Art
Prerequisite: Fashion 1 and/or Creative Sewing
Required Materials: A notebook, pens/pencils, colored pencils and purchase fabric as needed.

Would you like to design and produce costumes for the Drama Department at Shakopee High School? This class will work on costuming for the drama productions and other departments in need of costumes. You will learn about the history of theatrical costumes and costumes designers and how to alter, repair and clean costumes for the theatre. You will be learning the technique of draping a garment and producing and wearing the garment.

CHILD DEVELOPMENT 1

Grades: 10, 11, 12
Credits: **SHS**: 1
College: College credit is available for this class upon completion of extra credit and earning a "B" or better in both Child Development I & II. The course must be completed as a junior or senior.

Yes, this is the class that will give you an opportunity to wear an "Empathy Belly" and carry the "Baby Think It Over." Child development I is a course for anyone who is interested in learning about children. Do you know what type of parent you want to be some day? Do you know when a fetus develops a heartbeat? Do you know how much it will cost to raise child from birth to age 18? If not, then you'll learn these things and much more in this class. We will investigate the issues of parenthood, learn about pregnancy and prenatal development, and study labor, delivery and newborn infancy up to age one. This is a great course for future parents and those who are interested in careers involving young children.

CHILD DEVELOPMENT 2

Grades: 10, 11, 12
Credits: **SHS**: 1
College: College credit is available for this class upon completion of extra credit and earning a "B" or better in both Child Development I & II. The course must be completed as a junior or senior.
Prerequisite: C or better in Child Development I

Child development 2 will help you to better understand children ages one to five. We will learn about the stages of development children go through and how they learn. We interact with children ages one to five by having "play days" at the school, as well as visiting and helping in our pre-schools. We will discuss careers involving children as well as parenting skills for raising children ages one through five, which will help those who are interested in careers involving children as well as being a good parent later in life.

SOCIOLOGY OF THE FAMILY

Grades: 11, 12
Credits: **SHS**: 1
College: College credit is available for this class upon completion of extra credit and earning a 'B' or better in Sociology of the Family.
Fee: $5.00 for flour baby supplies

Families are the basic unit of society and each of us is a part of one. In this course we will investigate adult roles in society, mate selection, engagement, marriage, conflict resolution, interpersonal relationships, family finances, domestic violence, divorce, raising children, and death/grief. This is the perfect class for anyone who is interested in understanding how families function in today's society.

INDEPENDENT LIVING

Grades: 11, 12
Credits: 1

You want to leave home after graduation, right? This course is designed to help you learn how to survive life after high school. After taking this class you will know how to rent an apartment, read a lease, buy a car and search for the best insurance. You will also be aware of how advertising affects your choices, why credit cards can be good and dangerous, and how to meet people. Take this course to prepare for your future after high school.

FOODS 1

Grades: 9, 10, 11, 12
Credits: **SHS**: 1
College: College credit is available for this class upon completion of extra credit and earning a 'B' or better in both Foods 1 and Foods 2.

Do you know what is in your food? Is your idea of cooking mixing together a box of macaroni and cheese? If you don't know how to cook at all or even if you have some experience in the kitchen but want to learn more, this it the class for you! This is an introductory course that will help students learn how to read a recipe and use proper measuring techniques, safe food preparation, and correct ways to use kitchen tools. These skills will help you produce good tasting meals now and later when you are on your own. Learn how to make muffins, omelets, cookies, healthy snacks and more.

WORLD FOODS 1

Grades: 9
Credits: 1

Come and explore the excited world of food! Explore the food heritage of the world as you are introduced to the culture and cuisine of many countries. You will prepare a variety of ethnic foods including Asian, Italian, Mexican, Greek, German, and Russian. We will also explore cultural, social and psychological influences on food choices. Get ready for an exhilarating food journey!

FOODS 2

Grades: 10, 11, 12
Credits: **SHS**: 1
College: College credit is available for this class upon completion of extra credit and earning a 'B' or better in both Foods 1 and Foods 2. Foods 2 must be taken during junior or senior year and you must have a food-oriented job.
Prerequisite: Foods 1

In this course, we explore each area of the food guide pyramid while learning about the science that occurs during the cooking process and how to make healthy eating choices. You'll learn how to make soup, salsa, stir-fry, tortillas and noodles from scratch. You'll even learn how to make homemade whipped cream and bread pudding! We will also research and prepare foods from other countries around the world. This course is designed for students interested in taking their education in foods further and learning to prepare more difficult meals and recipes.

BAKING & PASTRY

Grades: 10, 11, 12
Credits: **SHS**: 1
College: College credit is available for this class upon completion of extra credit and earning an 80% or better in this course.
Prerequisite: Foods 1

This course will take the solid baking skills that you developed in Foods 1 to a whole new level. This course will introduce you to the art of confectionary crafting and edible creations. You will explore how to make artisan breads and learn techniques for making various kinds of pies, tarts and pastries. You will have the opportunity to learn how to make delicious food such as custards, mousse, homemade pretzels, and everyone's favorite – cookies! You will compete in an Ultimate Cake Boss competition against your classmates, demonstrating your newly developed cake decorating skills. For those whose hearts are set on creating the sweeter things in life, Baking and Pastry is the class for you. You don't want to miss it!

INTERIOR DESIGN 1

Grades: 9, 10, 11, 12
Credits: **SHS**: 1
College: Articulated with Dakota County Technical College—College credit is available if course is taken during junior or senior year.
Graduation Requirement: Fine Art

Housing and interior design is a course that will teach you the basics of exterior and interior home design. We will study the history of housing and the elements and principles of design, which will guide students to creatively and knowledgeably design rooms. Students will develop floor plans and presentation boards that reflect how color, texture, line, space, and proportion affect our mood and comfort level.

INTERIOR DESIGN 2

Grades: 10, 11, 12
Credits: **SHS**: 1
College: Articulated with Dakota County Technical College—College credit is available if course is taken during junior or senior year.
Prerequisite: Interior Design 1
Graduation Requirement: Fine Art

This class is for students who have taken Housing and Interior Design 1 and want to increase their knowledge of the principals and elements of design. There will be several hands on projects dealing with furniture design, color, traffic patterns and home maintenance. The class will also design kitchens, bathrooms, office spaces, and laundry rooms using a computer software program.

COURSE DESCRIPTIONS

HEALTH and PHYSICAL EDUCATION

Health & Physical education play a critical role in educating the whole student. Research supports the importance of movement in educating both mind and body. Physical education contributes directly to development of physical competence and fitness. It also helps students to make informed choices and understand the value of leading a physically active lifestyle. The benefits of physical education can affect both academic learning and physical activity patterns of students. The healthy, physically active student is more likely to be academically motivated, alert, and successful. As children grow and enter adolescence, physical activity enhances the development of a positive self-concept as well as the ability to pursue intellectual, social and emotional challenges. Throughout the school years, quality health & physical education can promote social, cooperative and problem solving competencies. Quality health & physical education programs in our nation's schools are essential in developing motor skills, physical fitness and understanding of concepts that foster lifelong healthy lifestyles.

~From the National Association for Sport and Physical Education – available online at
http://www.aahperd.org/naspe/standards/upload/Physical-Education-is-Critical-to-a-Complete-Education-2001.pdf

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GRADUATION REQUIREMENT FULFILLING HEALTH

HEALTHY LIFESTYLES

Grades: 10, 11, 12 (strongly encourage students to take Sophomore year)
Credits: 1
Prerequisite: None

Providing current, accurate information that students can use to make informed decisions regarding their personal health is what this class is all about. The class is designed around the 6 priority areas of health education as published by the Center for Disease Control. Prevention of Unintentional and Intentional Injuries (Motor Vehicle Accidents and Suicide are the top two killers of high school aged students), Excessive Consumption of Fats and Calories, Drug Use and Abuse, Tobacco Use, Sexual Activity that Results in Unwanted Pregnancy, Sexually Transmitted Infections and HIV/AIDS, Physical Inactivity are the 6 Priority Areas.

HEALTH ELECTIVE COURSE

TEEN ISSUES & STRESS MANAGEMENT

Grades: 11, 12
Credits: 1
Prerequisite: Healthy Lifestyles

This course will concentrate on the following four attributes of emotional intelligence and the associated skills.

1. **Self-awareness** – You recognize your own emotions and how they affect your thoughts and behavior, know your strengths and weaknesses, and have self-confidence.
2. **Self-management** – You're able to control impulsive feelings and behaviors, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.
3. **Social awareness** – You can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.
4. **Relationship management** – You know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.
    - Emotional intelligence skill 1: The ability to quickly reduce stress.
    - Emotional intelligence skill 2: The ability to recognize and manage your emotions.
    - Emotional intelligence skill 3: The ability to connect with others using nonverbal communication.

- Emotional intelligence skill 4: The ability to use humor and play to deal with challenges.
- Emotional intelligence skill 5: The ability to resolve conflicts positively and with confidence.

All students will create and present a comprehensive emotional development project. The project consists of exploring life experiences and how those experiences have shaped the student, an expression of the real person void of the pressures to conform and fit into the environment, and also the creation of a plan on how to meet personal goals and aspirations as they move forward in life.

GRADUATION REQUIREMENT FULFILLING PHYSICAL EDUCATION COURSES (GRADE 9-12)

PHYSICAL EDUCATION 9

Grades: 9
Credits: 1
Prerequisite: None

Students in Physical Education 9 will explore personal fitness through their understanding of the rules and skills of team and individual sports. Activities may include, but not be limited to archery, volleyball, fitness testing, dance, cross country skiing, rollerblading, broomball, soccer, badminton, lacrosse and ultimate Frisbee.

LIFETIME SPORTS & FITNESS

Grades: 10, 11, 12 (typically a sophomore course)
Credits: 1
Prerequisite: None

This course offers each student an assessment of their personal fitness level and the way to develop an individual fitness program through weight training, aerobic exercise, metrics movement, and calisthenics. Students will study and participate in a variety of individual, dual and team sports according to the season of the school year. This course may best suit the student who likes to compete in a variety of activities, as well as learn a variety of methods of fitness to live a healthy life style.

INTRODUCTION TO PERSONAL FITNESS & NUTRITION

Grades: 10, 11, 12
Credits: 1
Graduation Requirement: Physical Education

Students will participate in all types of aerobic activities. The activities will include aerobics, weight training, and non-competitive lifetime sport activities. Students will learn and develop personal fitness and nutrition programs. This course may best suit the student who does not enjoy a competitive class and is interested in learning how to live a healthy lifestyle.

INDIVIDUAL & OUTDOOR ACTIVITIES

Grade: 10, 11, 12
Credits: 1
Prerequisite: None
Graduation Requirement: Physical Education

Students will understand the rules and skills of racquetball, rec. games, cross-country skiing, snow shoeing, archery, rock climbing, disc golf, tennis and golf. They will know and apply safety procedures related to self and others, as well as understand principles of training necessary to improve fitness. This course may best suit the student who is interested in learning a variety of lifetime activities, and likes to be outdoors.

PHYSICAL EDUCATION ELECTIVE COURSES

BODY SHAPING

Grades: 10, 11, 12
Credits: 1
Prerequisite: None

This class is not for students who want to power lift — if power lifting is what you desire, sign up for BFS Strength Training. It covers different types of programs for lifting, stretching exercises, the kinesthetic and physiological effects of weight training on the muscular system, the main muscles of the body — their function and exercises to strengthen them, problems with steroids, and good nutrition.

Students may take this class as many times as they would like; however, they may only earn one credit for Body Shaping. Students who have taken BFS are not eligible to enroll in Body Shaping.

INTRO TO BFS WEIGHT-TRAINING 9

Grade: 9
Credits: 1
Prerequisite: None

Students will take part in Bigger Faster Stronger activities that will enhance their cardiovascular fitness, speed/agility, flexibility, muscular strength and endurance.

Objectives:

- You will learn how to use proper lifting techniques.
- You will learn how to follow safety guidelines and all weight room rules.
- You will maintain a daily weight-training log.
- You will recognize the benefits of physical activity and see the effects through class participation.

Assessment: Daily participation points, daily fitness and weight training log, skills test, written tests and teacher observation.

ALTERNATING DAY: INTRO TO BFS 9A & 9B

Grade: 9
Credits: 1 per semester
Prerequisite: None

Same course as above, but scheduled on alternating days for the entire school year. Students need to register for choir, band, or an alternating day study hall with this course.

BFS STRENGTH TRAINING 1

Grades: 10, 11, 12
Credits: 1
Prerequisite: None

This class is an extension of the Bigger Faster Stronger training program that all our athletic teams follow. This class is for the student who is interested in Power Lifting.

Students may take this class as many times as they would like; however, they may only receive 1 credit.

BFS STRENGTH TRAINING 2

Grades: 10, 11, 12
Credits: 1
Prerequisite: BFS 1

This class is an extension of the Bigger Faster Stronger training program that all our athletic teams follow. This class is for the student who is interested in Power Lifting.

Students may take this class as many times as they would like; however, they may only receive 1 credit.

TEAM & INDIVIDUAL SPORTS 1

Grades: 9, 10, 11, 12
Credits: 1
Prerequisite: Must have Physical Education Graduation Requirements Completed.

Students will learn to play and compete in many team and some individual sports. 80% of the course will be participation in the various sports and 20% devoted to fitness. This course is for those who like to participate.

TEAM & INDIVIDUAL SPORTS 2

Grades: 10, 11, 12
Credits: 1
Prerequisite: Must have Physical Education Graduation Requirements Completed.

This course is for those who like to participate and compete in sports. Competitive spirit is a must. Students will compete daily in various team and individual sports and are graded on the results of the competition. 20% of the course is devoted to fitness.

COURSE DESCRIPTIONS

MATHEMATICS

Mathematics is a discipline whose basic ingredients are numbers, shapes, and algebraic relationships. Logical reasoning is used to study the properties of these objects and to develop connections between them. The results can then be used to understand and analyze a vast array of phenomena arising in all of the sciences, in engineering, and in everyday life. For this reason, mathematics is often called the "language of science."

The Minnesota K-12 Academic Standards in Mathematics are grounded in the belief that all students can and should be mathematically proficient. All students need to learn important mathematical concepts, skills, and relationships with understanding. The standards describe a connected body of mathematical knowledge students learn through the processes of problem solving, reasoning and proof, communication, connections, and representation. The standards are grouped by strands: 1) Number and Operation; 2) Algebra; 3) Geometry and Measurement; 4) Data Analysis and Probability.

~ From the Minnesota Department of Education – available online at
http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/Math/index.html

Students must complete a minimum of 3 years of high school-level mathematics, including Algebra, Geometry, Statistics and Probability sufficient to satisfy the standards. Students in the graduating class of 2015 and beyond must complete an Algebra II credit or its equivalent as part of the 3-year requirement. In addition to the high school credits, students in the graduating class of 2015 and beyond must also complete a year of Algebra I by the end of eighth grade.

~ From the Minnesota Department of Education – available online at
http://education.state.mn.us/MDE/StuSuc/GradReq/index.html

The Minnesota Graduation Rule and Shakopee School Board's Graduation Requirements policy require three years' equivalent of Mathematics courses are taken by students during their high school career (6 total credits). The chart below represents the Mathematics options available to students throughout their high school careers.

STUDENT PATHWAYS THROUGH SHAKOPEE HIGH SCHOOL'S MATHEMATICS CURRICULUM

GRADE	REGULAR	PARTIAL ACCELERATION	ACCELERATED	TWICE-ACCELERATED
9	Geometry		Accelerated Algebra 2	Pre-Calculus
10	Algebra 2	Accelerated Algebra 2	Pre-Calculus	**CIS** CSE Calculus I
11	Algebra 3	Pre-Calculus	**CIS** CSE Calculus I	**AP** Calculus BC
12	Pre-Calculus	**CIS** CSE Calculus I	**AP** Statistics **AP** Calculus BC	**AP** Statistics

**Each of these four pathways will prepare students to meet admission requirements for two and/or four year colleges.

A more detailed and colorized diagram reflecting the Advanced Course options in Mathematics is available on the Shakopee High Potential Services website: http://shakopee.schoolwires.net/Page/493

All math classes require a notebook and a writing utensil, preferably a pencil! When a calculator is noted in the course description, the TI-83 (any model) or TI-84 (any model) are the calculators that the instructors use in their classrooms.

ALGEBRA 1A & 1B

Grade:	10, 11, 12
Credit:	1 per semester
	*(**Elective Credit – Does not meet high school Math credit requirement per the state of MN)*
Prerequisite:	Pre-Algebra
Required Materials:	scientific calculator

The course will introduce relationships of the following types: linear, quadratic, exponential, and rational. Other topics included are radicals, coordinate geometry, proportions, beginning probability and statistics. This class will prepare the student to take Algebra 2.

GEOMETRY A & B

Grades:	9, 10, 11, 12
Credit:	1 per semester
Prerequisite:	Algebra 1A & 1B
Required Materials:	scientific calculator, compass and protractor

NCAA Core Course

This is a two-semester sequential geometry course for students who plan to continue into other courses of mathematics and science. It may be taken by itself or at the same time as any math course after Algebra 1. The study of geometry will develop the student's ability to think logically and to realize the importance of geometry in the world around us-

ALGEBRA 2A & 2B

Grades:	9, 10, 11, 12
Credit:	1 per semester
Prerequisite:	Geometry A & B
Required Materials:	Graphing calculator

NCAA Core Course

This is a two-semester sequential second-year algebra course that strengthens and extends the basic skills and principles already learned in Algebra 1. The course will explore relationships and functions of the following types: linear, quadratic, exponential, polynomial and trigonometric. Other topics included are sequences and series, probability and statistics. It is designed to meet the needs of students who plan to attend a four year college.

ACCELERATED ALGEBRA 2A & 2B

Grades:	9, 10, 11, 12
Credit:	1 per semester
Prerequisite:	Algebra 1A & 1B and Geometry A & B or placement by identification criteria

NCAA Core Course

Accelerated Algebra 2 is a one-year Algebra 2 course to prepare students for Pre-Calculus. Topics covered may include various functions (linear, quadratic, polynomial, exponential, logarithmic, and rational), probability and statistics, sequences and series, and trigonometry.

ALGEBRA 3A & 3B

Grades:	10, 11, 12
Credit:	1 per semester
Prerequisite:	Algebra 2A & 2B

NCAA Core Course

This is a two-semester sequential third-year algebra course that completes the algebra curriculum. Topics include; probability, statistics, logarithmic and exponential functions, trigonometric functions, graphs and basic identities, rational and radical functions, as well as MCAIII and ACT review.

INTERMEDIATE PRE-CALCULUS A & B

Grade:	11, 12
Credit:	1 per semester
Prerequisite:	Algebra 3A & 3B and Geometry A & B
Required Materials:	Graphing calculator

This two-semester class is designed for students with grades of C+ or lower in Algebra 3. The topics that will be taught include logarithms, polynomial functions, radical and rational equations, conic sections, statistics and trigonometry. This is an excellent class for seniors who will be attending a 2 or 4 year college.

PRE-CALCULUS A & B

Grades:	10, 11, 12
Credit:	1 per semester
Prerequisite:	A grade of B- or higher in Algebra 3 or Accelerated Algebra 2 and Geometry
Required Materials:	Graphing calculator

NCAA Core Course

This is a two-semester sequential pre-calculus course. It is designed for the student who will need a good math background for college and technical study. This class will prepare students to take college algebra, pre-calculus, or calculus courses in college. Topics covered include polynomial, rational, radical, exponential and logarithmic functions. Additional topics include circular and triangle trigonometry, conic sections, limits, series & sequences, and vectors.

CIS CSE CALCULUS I (MATH 1371)

Grades:	10, 11, 12
Credits:	**SHS**: 2 credits per semester **College**: 4 semester credits from the University of Minnesota/Twin Cities
Prerequisites:	Pre-calculus A & B
Eligibility:	Must meet the University of Minnesota's course admission requirements: Must be a junior or senior and have earned a grade of at least a B- in a rigorous Pre-calculus course.

NCAA Core Course

This course is articulated with the University Of Minnesota Department of Mathematics. Students who successfully complete both semesters will receive four semester credits from University of Minnesota in Mathematics. This class is for the serious student who desires college credit. Topics include functions and limits, differentiation, and integration. Graphing calculators are used daily and are required for the course. A field trip may be part of this course

AP CALCULUS AB - A & B

Grades:	11, 12
Credit:	1 per semester
Prerequisite:	Pre-Calculus A & B

NCAA Core Course

This course is for the student who wants to take calculus but does not qualify for the CIS class. The class is taught concurrently with the CIS calculus class. Students will be taking all of the same tests, quizzes and do the same homework as the CIS class. The student may take the AP Calculus AB exam in May to make their grade a weighted grade at the end of the year. Topics include functions and limits, differentiation, and integration. Graphing calculators are used daily and are required for the course.

Part of students' experiences in an AP course, and what makes them eligible for college credit, is preparing for and taking the AP National Exam for this course. The state of Minnesota pays for about half of the cost of the exam and students are responsible the remainder - approximately $50. Need based financial assistance is available.

AP CALCULUS BC - A & B

Grades:	10, 11, 12
Credits:	**SHS**: 1 credits per semester
	College: Possible College credit with a score of 3 or better on the National AP Exam
Prerequisite:	None
College Credit:	Scores 3, 4 or 5 on the AP Examination will yield college credit
Required Materials:	TI-83+ or TI-84+ calculator

NCAA Core Course

This course will review topics in AP Calculus AB 1 and 2 such as limit theory, differentiation, applications of the derivative, integration, applications of integrals, and numerical approximations of definite integral. The course covers parametric, polar, and vector functions, their derivatives, slopes fields, Euler's method, and convergence of improper integrals and series. Emphasis will be placed on preparing for the Advanced Placement Exam. It is expected that students electing this course will take the AP Calculus BC Exam or its equivalent. A graphing calculator is required.

Part of students' experiences in an AP course, and what makes them eligible for college credit, is preparing for and taking the AP National Exam for this course. The state of Minnesota pays for about half of the cost of the exam and students are responsible the remainder - approximately $50. Need based financial assistance is available.

AP STATISTICS A & B

Grades:	10, 11, 12
Credits:	**SHS**: 1 credits per semester
	College: Possible College credit with a score of 3 or better on the National AP Exam
Prerequisite:	Algebra 2A and 2B
College Credit:	Scores 3, 4 or 5 on the AP Examination will yield college credit
Required Materials:	TI-83+ or TI-84+ calculator

NCAA Core Course

Statistics is the most widely applicable branch of mathematics and is used by people in more areas than any other kind of mathematics. This college-level statistics course will introduce students to concepts and tools for collecting, displaying, analyzing, and drawing conclusions from data. Computers and calculators will aid in exploring the data and displaying it, while the Internet will be utilized to discover existing sets of data and studies. Certain distributions of data will be examined and characteristics identified. Generally, successful students in this course have a track record of completing Algebra 2A & 2B with a B- or higher both semesters. Students must take the AP exam in the Spring in order to receive a weighted grade for the entire academic year. The class may be taken concurrently with Pre-Calculus or AP/CIS Calculus.

Part of students' experiences in an AP course, and what makes them eligible for college credit, is preparing for and taking the AP National Exam for this course. The state of Minnesota pays for about half of the cost of the exam and students are responsible the remainder - approximately $50. Need based financial assistance is available.

COURSE DESCRIPTIONS

MUSIC

"Music speaks when words cannot" – Hugo

Children who are fortunate enough to be exposed to weekly music lessons, choir rehearsals, creative movement, or general music classes reap many benefits. Music, for example, develops self-discipline. The child who allots time for practicing each day is known to develop similar habits in conjunction with other subjects as well. Organizational skills increase and the child learns what it takes to be "good" at something.

Ensemble experience also builds teamwork. Band members or choristers learn the importance of being a reliable member of a group and are educated as to the importance of being a team player and not necessarily always "the star." Participation in music ensembles also promotes responsibility. For example, if you're the only tenor in the middle school chorus, you need to be sure that you show up for rehearsals!

Scientists have also discovered that learning to read music or play a musical instrument develops higher thinking skills. The child who is skilled at music excels at problem solving, evaluation, and analysis. Music reading uses the same portion of the brain that's used in mathematical thinking. That's why so many adept musicians are also quite good in math.

For those who don't excel academically, however, music can serve to build self-esteem. For some children, music is their one chance to shine in the middle of a day that's filled with academic subjects that fry their brain. Singing the solo at the annual holiday concert may provide one particular child with the only kudos they receive all year long. That's why school music programs are so important.

Studies also show that "music kids" are less likely to become involved with inappropriate habits, like drinking or drug use. A child that spends his after school time in the band room with others who enjoy similar interests rarely gets entangled in destructive habits.

~ From "The Importance of Music Education" by Patricia Guth – available online at http://education.more4kids.info/23/

COURSE	GRADES	SEMESTER	PREREQUISITE
9th Grade Choir	9	Full Year	Open to All
AP Music Theory 1	11, 12	Fall	Music Experience, Instructor Approval
AP Music Theory 2	11, 12	Spring	Instructor Approval
Bel Canto Choir	11, 12	Full Year	Instructor Approval
Concert Band	9, 10, 11, 12	Full Year	Open to All
Concert Choir	11, 12	Full Year	Instructor Approval
Saber Choir	10, 11, 12	Full Year	Open to All
Symphonic Band	10, 11, 12	Full Year	Open to All
Wind Ensemble	11 12	Full Year	Instructor Approval

REGISTRATION NOTE FOR BANDS AND CHOIRS:
When registering for bands and choirs, we ask that you sign up for any band or choir. You will be placed into a specific ensemble by the music department faculty after the spring placement hearings.

9TH GRADE BAND A & B

Grades:	9
Credits:	1 per semester – Fine Art
Prerequisite:	Previous band experience

This class is open to all students who have previous band experience. Band placement will be determined in the fall based on enrollment, instrumentation, ability, and program development. Band meets every other day and is scheduled as a class. Small group lessons are scheduled for each student, usually occurring on the alternate days. Occasional assignments and assessments are given to fulfill the national arts standards. Course requirements and grading procedures can be found in the the band syllabus. Bands Perform at least three concerts each year: winter concert, mid-winter concert, and the spring concert. Standard and new band literature is used for these performances.

SYMPHONIC BAND A & B

Grades:	10
Credits:	1 per semester – Fine Art
Prerequisite:	None
Activity Fee:	$40
Required Materials:	1) Must purchase shirt/sweatshirt for Pep Band performances (new members only) 2) Up to $60 rental fee for students using school-owned instruments 3) Each member must have a black dress shirt and pants or a non-casual black dress

Each band student is required to take seven private lessons each semester. Mandatory performances include scheduled band concerts each semester, large group contest, and a variety of pep bands. These major performances and events are planned well in advance so that students and families can plan accordingly. Band members have the opportunity to take one major trip and several smaller trips throughout their high school career. This trip is optional and the student/family must raise funds to finance the trip. Fund raising opportunities will be organized by the Band Boosters.

Music performed in each ensemble represents compositions in a variety of styles. All facets of the high school band program are designed to develop instrumental playing ability and foster greater appreciation and understanding of all music. Band students acquire technical skill on their instrument, achieve excellence through performance, and have fun through musical learning and group activities. There is no enrollment limit for Symphonic Band. Students can start an instrument in high school but must consult the director for further information in the spring before enrolling in band.

Students enrolling in Symphonic Band must attend summer rehearsals, which will start the 3rd week in August.

CONCERT BAND A & B

Grades:	11, 12
Credits:	1 per semester – Fine Art
Prerequisite:	None
Activity Fee:	$40
Required Materials:	1) Must purchase shirt/sweatshirt for Pep Band performances (new members only) 2) Up to $60 rental fee for students using school-owned instruments 3) Each member must have a black dress shirt and pants or a non-casual black dress

Each band student is required to take seven private lessons each semester. Mandatory performances include scheduled band concerts each semester, large group contest, and a variety of pep bands. These major performances and events are planned well in advance so that students and families can plan accordingly. Band members have the opportunity to take one major trip and several smaller trips throughout their high school career. This trip is optional and the student/family must raise funds to finance the trip. Fund raising opportunities will be organized by the Band Boosters.

Music performed in each ensemble represents compositions in a variety of styles. All facets of the high school band program are designed to develop instrumental playing ability and foster greater appreciation and understanding of all music. Band students acquire technical skill on their instrument, achieve excellence through performance, and have fun through musical learning and group activities. There is no enrollment limit for Concert Band. Students can start an instrument in high school but must consult the director for further information in the spring before enrolling in band.

Students enrolling in Concert Band must attend summer rehearsals, which will start the 3rd week in August.

WIND ENSEMBLE A & B

Grades:	11, 12
Credits:	1 per semester – Fine Art
Prerequisite:	Concert Band A & B or Symphonic Band A & B
Activity Fee:	$40
Required Materials:	1) Must purchase shirt/sweatshirt for Pep Band performances (new members only) 2) Up to $60 rental fee for students using school-owned instruments 3) Black dress shoes 4) Tuxedo shirt (men only)

Wind Ensemble is made up of primarily juniors and seniors, although advanced sophomores may have the chance audition based on instrumentation needs. Each band student is required to take seven private lessons each semester. Mandatory performances include scheduled band concerts each semester and a variety of pep band events. These major performances and events are scheduled well in advance so that students and families can plan accordingly. Band members have the opportunity to take one major trip and several smaller trips throughout their high school career. This trip is optional and the student/family must raise funds to finance the trip. Fund raising opportunities will be organized by the Band Boosters.

Music performed in each ensemble represents compositions in a variety of styles. All facets of the high school band program are designed to develop instrumental playing ability and foster greater appreciation and understanding of all music. Band students acquire technical skill on their instrument, achieve excellence through performance and have fun through musical learning and group activities. The Wind Ensemble is an auditioned group. All students must audition the previous spring to be considered for the Wind Ensemble.

Students enrolling in Wind Ensemble must attend summer rehearsals, which will start the 3rd week in August.

AP MUSIC THEORY 1 & 2

Grades:	11, 12
Credits:	**SHS**: 1 credit per semester – Fine Art **College**: Possible College credit with a score of 3 or better on the National AP Exam
Prerequisite:	None
Required Materials:	Staff paper, 3-ring binder

This course is for the serious minded music student who is interested in a challenging college-level music-theory course. All technical aspects of musical composition will be studied. They include major and minor key relationships, transposition, composition and music analysis, arranging, and computer/music technology. The textbook for this class is Tonal Harmony by Stephen Kostka. Students need to purchase the workbook that accompanies the textbook.

Part of students' experiences in an AP course, and what makes them eligible for college credit, is preparing for and taking the AP National Exam for this course. The state of Minnesota pays for about half of the cost of the exam and students are responsible the remainder - approximately $50. Need based financial assistance is available.

9TH GRADE CHOIR A & B

Grades:	9
Credits:	1 per semester – Fine Art
Prerequisite:	Open to all students

Choir is open to any student who wishes to sing. Individual voices are heard each fall for range and choir/ part placement. Eighth and ninth grade choirs may/may not be scheduled separately by gender depending on registration and conflicts. Course requirements, grading and discipline procedure can be found in the Choir Syllabus on our website. Assignments and assessments will be given in this class to insure students fulfill the National Arts Standards. Each choir performs 2 concerts per year and sings standard SATB, SSA and TB literature.

Students may also participate in Chamber Choir, which meets before/after school and is offered as co-curricular activity. Students must try out for this activity in the fall

SABER CHOIR A & B

Grades:	10, 11, 12
Credits:	1 per semester - Fine Art
Prerequisite:	Open to all students
Required Materials:	Black shoes, socks, and pants/skirt

Saber Chorale emphasizes musical and vocal development and the enjoyment of singing. Students will perform a broad range of literature from many musical style periods that include pop, Broadway theater, and classical. The Saber Chorale represents our school at MSHSL contests as well as community and school performances. Attendance at all performances is required.

Course work includes sight-reading, ear training, proper voice care, bi-monthly private lessons, and working cooperatively with others through the development of tone quality and blend.

Note: Students must participate in Saber Choir for the entire year to receive credit.

BEL CANTO CHOIR A & B

Grades:	11, 12
Credits:	1 per semester - Fine Art
Prerequisite:	Approval from instructor
Activity Fee:	$30
Required Materials:	Black shoes, socks, and pants/skirt

The Bel Canto Singers is a women's choral group selected through a non-threatening audition process. It is designed for the more experienced singer who demonstrates a high degree of self-motivation to achieve the top performance level possible. The Bel Canto Singers represent the school in state/conference contests and festivals and community/school events and concerts. Attendance at all performances is required.

Students will explore a broad range of literature from many musical style periods that include pop, Broadway theater, and classical. Course work includes sight-reading, ear training, proper voice care, bi-monthly private lessons, and working cooperatively with others through the development of tone quality and blend.

There are two audition times: 1) the previous Spring for all registered students and returning choir members; and 2) the first week of school for students who have transferred or registered late. See the instructor if you are interested in membership.

Note: Students must participate in Bel Canto for the entire year to receive credit

CONCERT CHOIR A & B

Grades:	11, 12
Credits:	1 per semester - Fine Art
Prerequisite:	Approval from instructor
Activity Fee:	$30
Required Materials:	Black shoes, socks, and pants/skirt

This mixed voice choral group is selected through a non-threatening audition process. It is designed for the more experienced singer who demonstrates a high degree of self-motivation to achieve the top performance level possible. Concert Choir represents the school on national/state tours, state/conference contests and festivals, community/school events and concerts. Attendance at all performances is required.

Students will explore a broad range of literature from all musical style periods that include pop, Broadway theater, and classical. Course work includes sight-reading, ear training, proper voice care, bi-monthly private lessons, and working cooperatively with others through the development of tone quality and blend.

There are two audition times: 1) the previous Spring for all registered students and returning choir members; and 2) the first week of school for students who have transferred or registered late. See the instructor if you are interested in membership.

Note: Students must participate in Concert Choir for the entire year to receive credit.

COURSE DESCRIPTIONS

SCIENCE

Science is the active study of the natural and man-made world, including processes, structures, designs, and systems. Science students use their senses and tools to observe, record and analyze data about the world and to make conclusions based on evidence. Scientifically literate young people can understand basic science concepts, use skills for doing scientific investigations, solve technical problems, and design technologies for today's world.

~ MDE - http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/Science/index.htm)

The Minnesota Graduation Rule requires 3 years of science, including a year of biology. In addition, students in the graduating class of 2015 and beyond must complete a year of chemistry, physics, or Career and Technical Education (CTE) as part of the 3-year requirement. (The CTE credit must meet the standards underlying the chemistry or physics credit.) The chart below represents the Science options available to students throughout their high school careers.

STUDENT PATHWAYS THROUGH SHAKOPEE HIGH SCHOOL'S SCIENCE CURRICULUM

GRADE	REGULAR	HONORS	ACCELERATED*
9	Physical Science	Honors Physical Science	Physics
10	Biology	Honors Biology	Honors Chemistry
11	Chemistry or Physics	Honors Chemistry or CIS Physics	**AP** Biology
12	Science Elective	*Students in the Honors track are encouraged to take an **AP/CIS** science course as a senior.*	**CIS** Human Anat. & Physiology **CIS** Intro to College Physics

**There are no Twice-Accelerated courses available in the Science curriculum.*

Full Year Science Elective
--Human Anatomy & Physiology
--CIS: Human Anat. & Physiology
--Physics
--CIS: Intro to College Physics
--AP Biology

One Semester Science Electives
--Health Care Core (HCC 1000-1070)
--Nursing Assistant (Nurs 1075)
--Microbiology & Immunology
--Ecology
--Natural History of MN

A more detailed and colorized diagram reflecting the Advanced Course options in Science is available on the Shakopee High Potential Services website: http://shakopee.schoolwires.net/Page/493

FULL YEAR COURSES

PHYSICAL SCIENCE 9A & 9B

Grades: 9
Credits: 1 per semester
Prerequisite: None

Physical Science is a standards-based course designed to introduce students to chemistry, physics, and engineering. Throughout the year students will conduct experiments, write lab reports, read science related articles, observe demonstrations, and utilize the scientific method and the engineering design process in order to solve problems.

HONORS PHYSICAL SCIENCE 9A & 9B

Grades: 9
Credits: 1 per semester
Prerequisite: Successful completion of Honors Earth Science 8A & 8B or placement made by identification criteria

In addition to the Physical Science requirements, the honors-level course expands on the concepts covered in chemistry, physics and engineering. Students signing up for this course should be self-motivated, and excel in mathematics and reading. Honors physical science students will be expanding their knowledge on the required standards by reading advanced science text, completing higher-level and more rigorous projects/labs, and writing additional formal lab reports.
The course profile includes:

- Emphasis on in-depth projects and meaningful assignments that require dedication to learning
- Incorporates activities designed to stimulate a passion in the scientific process

Requires advanced inquiry skills, including the organization of data.

BIOLOGY A & B

Grade: 10
Credits: 1 per semester - Life Science Requirement
Prerequisite: None
NCAA Core Course

Biology is a two semester (full year) class that explores the diverse world of living things. Topics covered include cell biology, genetics, classification, human body systems, microbiology and ecology. A variety of lab and group activities allow students to become accustomed to utilizing the scientific method. This is a course for average to above average students and is appropriate for college-bound students.

HONORS BIOLOGY A & B

Grades: 10
Credits: 1 per semester - Life Science Requirement
Prerequisite: Honors Physical Science 9A & 9B or placement made by identification criteria.
Required Materials: Composition notebook
NCAA Core Course

Honors Biology is a full year course, which provides a rigorous introduction to the themes and processes of modern biology. The faster pace will prepare students for more advanced science classes. This course is geared toward highly motivated students who wish to develop higher-level thinking skills and gain an understanding that will allow them to become successful in future high school and college science courses. Students will develop skills and apply biological concepts and theories including: material cycles, cell biology, genetics, classification, human body systems, microbiology and ecology. Students best suited for this class should have excelled in previous science classes, maintaining grades of B+ or better and have generally completed Geometry previously.

CHEMISTRY A & B

Grades: 11, 12
Credits: 1 per semester - Chemistry/Physics Requirement
Prerequisite: Successful completion of Biology A & B
Required Materials: Calculator
NCAA Core Course

Chemistry is the science that deals with the makeup of the "things around us," what they are composed of, and how they react with each other under certain conditions. By careful study and experimentation, students will learn the basic principles that describe matter. Chemistry is a good course for students looking to go to a two or four year college. This is a full-year course consisting of two semesters that must be taken in sequence.

HONORS CHEMISTRY A & B

Grades: 10, 11, 12
Credits: 1 per semester - Chemistry/Physics Requirement
Prerequisite: Honors Biology A & B or Physics or placement made by identification criteria
Required Materials: Calculator
NCAA Core Course

This chemistry class is offered for the most highly motivated science student interested in a faster-paced class. The academically timid should not enroll.

Chemistry is the science that deals with the makeup of the "things around us," what they are composed of, and how they react with each other under certain conditions. By careful study and experimentation, students will learn the basic principles that describe matter. Chemistry is a good course for students looking to go to a two or four year college. This is a full-year course consisting of two semesters that must be taken in sequence.

AP BIOLOGY A & B

Grades: 11, 12
Credits: 1 per semester
Prerequisite: Biology and Chemistry or Accelerated Science Track
NCAA Core Course

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. This course is recommended for students currently on an accelerated track and/or students who have been highly successful in a previous biology course.

Part of students' experiences in an AP course, and what makes them eligible for college credit, is preparing for and taking the AP National Exam for this course. The state of Minnesota pays for about half of the cost of the exam and students are responsible the remainder - approximately $50. Need based financial assistance is available.

HUMAN ANATOMY AND PHYSIOLOGY A & B

Grades: 11, 12
Credits: 1 per semester - Science Elective
Prerequisite: Successful completion of Biology A & B, successful completion or concurrent enrollment in Chemistry or Physics
NCAA Core Course

Human Anatomy and Physiology is a detailed study of the structure and function of the human body. Topics are covered using a combination of group activities, labs and computer activities. Two major dissections will be performed on comparable lab organisms to gain a further understanding of human anatomy. This is an excellent course for students considering careers in dental hygiene, medical technology, nursing, physical therapy, medicine, etc.

CIS: ESSENTIALS OF HUMAN ANATOMY AND PHYSIOLOGY (PSTL 1135)

Grades:	11, 12
Credits:	**SHS**: 2 credits - Science Elective
	College: 4 semester credits from the University of Minnesota/Twin Cities
Prerequisites:	Honors Chemistry A & B
Eligibility:	Must meet the University of Minnesota's course admission requirements: Must be a junior or senior who earned at least a B or better in a rigorous high school chemistry course.
Fee:	Recommended field trip fee

NCAA Core Course

This course is articulated with the University of Minnesota and students successfully completing this course will earn 4 University of Minnesota semester credits. CIS Human Anatomy and Physiology is a freshman-level, introduction to Human Anatomy and Physiology. While this course will satisfy U of M requirements for "biological science with a lab," it is not a substitute for higher level (3000 level) anatomy and physiology courses required for health care careers such as nursing.

This course covers the main organ systems of the human body, placing emphasis on their relationships to normal and abnormal health. Students will learn to identify and locate many anatomical structures and understand how each works individually and in cooperation with other parts to maintain homeostasis (balance) in the body. The course will include group work, discussion, writing, lab work and out of class projects.

PHYSICS A & B / PHYSICS 9A & 9B

Grades:	9, 11, 12
Credits:	1 per semester - Chemistry/Physics Requirement
Prerequisite:	**Grades 11, 12** - C or better in Algebra 2 / **9th Grade –** placement based on identification criteria)
Required Materials:	Graphing calculator

NCAA Core Course

Physics is a full year course consisting of two semesters. The course is designed for students looking to increase their reasoning skills though the study of why our physical environment behaves as it does. Physics is a good course for students looking to go to a two or four year college. Physics is much more than equations and numbers. Labs and activities investigating real world phenomena will be a regular focus of the class. Students will be expected to use Algebra, Geometry, and critical thinking skills regularly to solve problems and analyze situations. Students taking Physics should be willing to work in groups on labs and projects and have a desire to learn by doing.

Physics 9 is designed for students who intend to major in science in college and pursue a science based career. *Students who skip Physical Science to take Physics in the 9th grade must take BOTH Chemistry and Biology to meet high school graduation requirements*. Criteria for taking Physics are significantly higher than for taking Honors Physical Science including a strong science score on the 8th grade Explore test, very strong reading scores, and teacher recommendation.
The course profile includes:

- Emphasis on in-depth projects and meaningful assignments that require dedication to learning
- Incorporates activities designed to stimulate a passion in the scientific process

Requires advanced inquiry skills, including the organization of data.

FOUNDATIONS OF PHYSICS

Grades:	11, 12
Credits:	1 per semester - Chemistry/Physics Requirement
Prerequisite:	Foundations of Biology

Foundation of Physics is a student-centered, activity-based, issues-oriented physics curriculum that encourages small group learning. This course includes a study of motion, common forces, momentum, mechanical energy, light, electricity and thermodynamics. Emphasis is placed on laboratory work and applying principles of physics to practical and common situations. This course is not recommended for 4-year college-bound students. This course will fulfill a two semester credit in the sciences. Successful completion of Foundations of Biology is required for enrollment.

CIS: INTRODUCTORY COLLEGE PHYSICS (PHYS 1101W)

Grades:	11, 12
Credits:	**SHS**: 1 credit per semester - Chemistry/Physics Requirement **College**: 4 semester credits from the University of Minnesota/Twin Cities
Prerequisites:	Algebra, Geometry, and Algebra 2
Eligibility:	Must meet the University of Minnesota's course admission requirements: Must be a junior or senior in the top 20% of the class who earned at least a B or better in a rigorous high school Algebra 2 or Trigonometry course.
Required Materials:	Scientific calculator

NCAA Core Course

CIS Physics is a demanding course that moves at a very fast pace. Students taking CIS Physics should be self-motivated individuals who have a desire to challenge themselves. CIS Physics is a full year course that covers one semester of college level, algebra-based physics with lab. CIS Physics is a good course for students who are interested pursuing studies in science or engineering and who are good at mathematics. CIS Physics is a required course at the U of M for students with majors in fields such as architecture, pre-vet, pre-med and kinesiology, and will provide the basis for students who are required to take College Physics with Calculus. In addition, the course meets a U of M liberal education requirement in the Physical Science with Laboratory Core and as a Writing Intensive course. The course will provide you with the opportunity to learn fundamental physics principles and complex problem solving skills needed for more advanced study. CIS Physics will focus on concepts such as forces, motion, energy, electricity, and magnetism. Students successfully completing CIS Physics will receive four University of Minnesota semester credits.

SEMESTER COURSES

ECOLOGY

Grades:	11, 12
Credits:	1 credit - Science Elective
Prerequisite:	Successful completion of Biology A & B
Note:	Students taking this class must also sign up for Environmental Ethics 3740 offered by the Social Studies Department

This class is designed to attract the student who has a passion for the environment and to provide that student with a system of thought, through the application of the scientific method, service learning, ethics and classical logic, to evaluate human interaction with the environment. In a real-world approach, this course will include partnerships with the Minnesota Department of Natural Resources and Trout Unlimited. The classroom environment will include the Eagle Creek River System. The mission of this course is to assist students in developing an understanding of the direct footprint humans leave on the natural world and to explore methods for diminishing the impact of humans on the environment.

MICROBIOLOGY AND IMMUNOLOGY

Grades:	11, 12
Credits:	1 credit - Science Elective
Prerequisite:	"B-" or better in Biology.

NCAA Core Course

This one semester course focuses on the roles of microorganisms in association with disease, wellness, industry, and ecosystems. It also presents current theories in immunology. This fast-paced course is intended for the college-bound student. It is particularly beneficial for students considering health-related careers such as dentistry, medical technology, nursing, medicine, physical or occupational therapy, etc.

NATURAL HISTORY OF MINNESOTA

Grades:	11, 12
Credits:	1 credit – Science Elective
Prerequisite:	None

Whether you are interested in a career in Wildlife Management, Environmental Protection, Forestry, or simply love being outdoors learning to understand and appreciate our unique state's natural environment is essential. The course will be a hands-on introduction to the natural history of our state. Students will become familiar with identification of birds, trees, insects and other wildlife found in our region. As well as examine the geology of the state as a result of glaciers, observe and explain the effects seasonal changes, and learn about techniques for measuring plant and animal populations.

HEALTHCARE AND NURSING CAREER COURSES

HEALTH CARE CORE (HCC 1000-1070)

Credits:	**SHS**: 2 credits - Science Elective
	College: 4 semester credits from the Normandale Community College
Prerequisites:	Juniors in the top 30% of their class
	Seniors in the top 50% of their class

Students who successfully complete this course will receive 4 Normandale Community College (NCC) credits in the Health Care Core Curriculum. This course is designed for students who are seriously interested in exploring and preparing for further training and education in the health care field. This course is based on the Health Care Core Curriculum provided by the MN Department of Health. Some of the topics include: behaviors for success in health care settings, communications in health care settings, awareness and sensitivity to client needs, respecting client and staff diversity, health care safety and standard precautions, legal issues in health care, and health care ethics.

NURSING ASSISTANT (NURS 1075)

Credits:	**SHS**: 2 credits (two hour block) - Science Elective
	College: 4 semester credits from the Normandale Community College
Prerequisites:	Juniors in the top 30% of their class
	Seniors in the top 50% of their class
	A grade of B or better on the Health Care core course is required and preference is given to seniors.

Students who successfully complete this course will receive 4 Normandale Community College credits (NCC) in the Nursing Department. The course includes orientation and basic skills assessment tests. For students wishing to obtain certification, classroom/lab training and hands-on clinical training will be completed at St. Gertrude's Health and Rehabilitation Center in Shakopee. The 24-hour, outside school hours clinical experience must be completed for students to receive NCC credits and/or SHS credits. Emphasis is placed on the development of the knowledge, attitudes, and skills required of the nursing assistant. Students who complete all class hours and clinical experience will be eligible to take the state exam offered at Hennepin Technical College and upon passing, will be recognized by the state of Minnesota in its registry. Class size will be limited to 20 students with priority given to seniors who have successfully completed Health Care Core.

COURSE DESCRIPTIONS

SOCIAL STUDIES

"Know Thyself." ~ Socrates

The National Council for the Social Studies describes the purpose of social studies education is to develop civic competence and help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Civic competence rests on this commitment to democratic values, and requires that citizens have the ability to use their knowledge about their community, nation, and world; to apply inquiry processes; and to employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life, and participating as members of a global community.

~ From MDE *http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/SocialStudies/index.html*

A proper education in the Social Studies and Social Sciences helps students become responsible citizens in a culturally diverse, democratic society within an interdependent world. Through the exploration of civics, economics, geography, history, philosophy, psychology, and sociology, students learn about not only themselves and the many factors that have influenced their development but also the people, places, issues, eras, and events that shape our larger world.

The Minnesota Graduation Rule requires 3½ years of social studies, including U.S. History, Geography, Government and Citizenship, World History and Economics. Shakopee School Board's Graduation Requirements policy requires four years' equivalent of Social Studies courses are taken by students during their high school career (8 total credits). The chart below represents the Social Studies and Social Sciences options available to students throughout their high school careers.

STUDENT PATHWAYS THROUGH SHAKOPEE HIGH SCHOOL'S SOCIAL STUDIES CURRICULUM

GRADE	SEMESTER	REGULAR	ACCELERATED
9	Both Semester 1 & 2	Human Geography	**AP** Human Geography
10	Both Semester 1 & 2	Modern US History	**AP** US History
11	Both Semester 1 & 2	Modern World History	**AP** World History
12	REQUIRED Semester	U.S. Political & Economic Systems	**CIS** Microeconomics
	ELECTIVE Semester	Environmental Ethics Humanities Psychology Sociology	**CIS** American Democracy **CIS** Psychology

NOTE | There are no Twice-Accelerated courses available in the Social Studies curriculum.

A more detailed and colorized diagram reflecting the Advanced Course options in Social Studies is available on the Shakopee High Potential Services website: http://shakopee.schoolwires.net/Page/493

GRADE 9 REQUIREMENT OPTIONS

HUMAN GEOGRAPHY A & B

Grade: 9
Credits: 1 per semester - Geography Requirement
Prerequisite: None
NCAA Core Course

This yearlong human geography course investigates current problems associated with an unequal world. Each topic will encourage students to dig deep into causes and potential for solutions to several of the world's most pressing concerns. Some of the problems to be investigated include population shifts, limited and depleting resources, contribution of stateless nations to civil wars, and humans' interactions and damage to the physical environment.

ADVANCED PLACEMENT HUMAN GEOGRAPHY A & B

Grade: 9
Credits: **SHS**: 1 credit per semester – Geography Requirement
College: Possible College credit with a score of 3 or better on the National AP Exam
NCAA Core Course – Upon Approval

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

Part of students' experiences in an AP course, and what makes them eligible for college credit, is preparing for and taking the AP National Exam for this course. The state of Minnesota pays for about half of the cost of the exam and students are responsible the remainder - approximately $50. Need based financial assistance is available.

GRADE 10 REQUIREMENT OPTIONS

MODERN U.S. HISTORY A & B

Grade: 10
Credits: 1 per semester - U.S. History Requirement
Prerequisite: None
NCAA Core Course – Upon Approval

This yearlong course examines the quintessential people, ideas and events in twentieth and twenty-first century America. Fall semester will start with our country's emergence onto the global stage studying topics such as imperialism and the two world wars. Spring semester will focus on our country's most recent history with emphasis on the major movements and trends at the turn of the 21st century and beyond. Special attention will be placed on the development of cultural and critical literacy as well as connecting our country's past to our present.

ADVANCED PLACEMENT U. S. HISTORY A & B

Grade: 10
Credits: **SHS**: 1 credit per semester - U.S. History Requirement
College: Possible college credit with a score of 3 or better on the National AP Exam
Prerequisite: None.
NCAA Core Course

The AP US History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in US history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials - their relevance to a given interpretive problem, reliability, and importance - and to weigh the evidence and interpretations presented in historical scholarship. An AP US History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

Summer reading is required prior to taking this class. The first three chapters will be due the first day of class with a test on that unit given the first week of school.

Part of students' experiences in an AP course, and what makes them eligible for college credit, is preparing for and taking the AP National Exam for this course. The state of Minnesota pays for about half of the cost of the exam and students are responsible the remainder - approximately $50. Need based financial assistance is available.

GRADE 11 REQUIREMENT OPTIONS

MODERN WORLD HISTORY A & B

Grades: 11, 12
Credits: 1 per semester - World History Requirement
Prerequisite: None
NCAA Core Course – Upon Approval

This yearlong course explores the defining watershed moments and events of modern world history. Each topic will explore the roots and origins of the historical event via our skills-based approach using research, inquiry, relevance, and cultural literacy. The first semester will concentrate on the major themes of the era of Revolution and the War on Terror. The second semester will focus on the impact of Globalization and Technology in the students' lives to the larger global environment. The main focus will be to use primary sources to connect the students to a greater understanding of current topics and give clarity to their ever changing lives.

ADVANCED PLACEMENT WORLD HISTORY A & B

Grades: 11, 12
Credits: **SHS**: 1 credits per semester - World History Requirement
College: Possible college credit with a score of 3 or better on the National AP Exam
Prerequisite: None
NCAA Core Course

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study. Generally, successful students in this class demonstrate strong reading and writing skills as well as a strong work ethic to manage the workload.

Part of students' experiences in an AP course, and what makes them eligible for college credit, is preparing for and taking the AP National Exam for this course. The state of Minnesota pays for about half of the cost of the exam and students are responsible the remainder - approximately $50. Need based financial assistance is available.

GRADE 12 REQUIREMENT OPTIONS

U.S. POLITICAL & ECONOMIC SYSTEMS

Grades: 12
Credits: 1 credit - Economics, Government & Citizenship Requirement
Prerequisite: None
NCAA Core Course

This course is designed to give students an overview of U.S. political and economic systems. Students will understand basic economic concepts, analyze micro and macroeconomic principles in real life situation, understand the interactions of government and economy, and develop an active citizenship. The course will include analysis of historical development of economic and political philosophy; the interaction of global, domestic, and local economies; monetary and fiscal policy; and the organization of the federal government system.

CIS: PRINCIPLES OF MICROECONOMICS (APEC 1101)

Grade: 12
Credits: **SHS**: 2 credits - Economics, Government & Citizenship Requirement
College: 4 semester credits from the University of Minnesota/Twin Cities
Prerequisites: None
Eligibility: Must meet the University of Minnesota's course admission requirements: Must be a junior or senior (recommended) in the top 20% of the class.
Fee: Recommended field trip fee
NCAA Core Course

Students who meet the requirements of qualification for the College in the Schools program will receive four semester credits in Economics from the University of Minnesota upon successful completion of this course. The main goal and focus of this course will be the issue of scarcity (the battle between unlimited wants versus limited resources). This beginning exploration of economic issues will consider the impact and role of government on current economic issues. Students will be required to write two major papers that explores the individual role in the overall global community.

SOCIAL STUDIES ELECTIVE OPTIONS

ENVIRONMENTAL ETHICS

Grades: 11, 12
Credits: 1 credit - Elective
Prerequisite: None
Required Materials: Parent permission to drive to off-campus locations.

This class is designed to attract the student who has a passion for the environment and to provide that student with a system of thought, through the application of the scientific method, service learning, ethics and classical logic, to evaluate human interaction with the environment. In a real-world approach, this course will include partnerships with the Minnesota Department of Natural Resources and Trout Unlimited. The classroom environment will include the Eagle Creek River System. The mission of this course is to assist students in developing an understanding of the direct footprint humans leave on the natural world and to explore methods for diminishing the impact of humans on the environment.

Students taking this class must also register for Ecology offered by the Science Department.

HUMANITIES

Grades: 11, 12
Credits: **2 credits** - 1 English and 1 Social Studies—This is a two-hour block course
Prerequisite: None
NCAA Core Course

Humanities is designed to use a holistic approach to education. Humanities fosters understanding of how subjects parallel, using history, art, literature, religion, music, politics, and society to make connections between the past and the present, between the diverse world cultures and you. As a team-taught course between the Social Studies and English Departments, Humanities is intended to prepare juniors and seniors with knowledge and skills necessary to succeed in rigorous academic environments. Students will be expected to write four to five compositions, work on grammatical concepts, expand their knowledge base, think analytically, prepare presentations, and excel in class discussions. This course will be taught as a two-hour block, and each student who successfully completes the course will receive both a social studies and an English credit. Students must sign up for the English

PSYCHOLOGY

Grades: 11, 12
Credits: 1 credit - Elective
Prerequisite: None
NCAA Core Course

Psychology is "the scientific study of human behavior and mental processes." This course focuses on answering the question: "In which ways are human characteristics universal and in what ways are they unique?" Through exploration of personality, memory, learning, problem-solving, stress, the brain, and social psychology, we will see the roots of human behavior. Emphasis is placed on relating psychological theories to individual experiences and real-world examples. Active participation, group discussion, and writing are significant components of the course.

SOCIOLOGY

Grades: 11, 12
Credits: 1 credit - Elective
Prerequisite: None
NCAA Core Course

Sociology is defined "the scientific study of human relationships and group interaction." This class will include an overview of basic concepts, principles and practices of sociology. The course will survey the major areas of sociology including culture and social structure, socialization of the individual, social institutions, social inequality and social change. This course emphasizes placed on active participation in discussions, research writing, answers and individual presentations.

COLLEGE IN THE SCHOOLS (CIS) ELECTIVE OPTIONS

CIS: AMERICAN DEMOCRACY IN A CHANGING WORLD (POL 1001)

Grade: 12
Credits: **SHS**: 2 credits - Government & Citizenship Requirement
College: 4 semester credits from the University of Minnesota/Twin Cities
Prerequisites: None
Eligibility: Must meet the University of Minnesota's course admission requirements: Must be a junior or senior (recommended) in the top 20% of the class or instructor approval
Fee: Recommended field trip fee
NCAA Core Course

This course is articulated with the University of Minnesota Department of Political Science. Students who successfully complete it will receive four semester credits from the University of Minnesota in Political Science. The areas of emphasis will include principles, organization, processes, and functions of government; the interplay of political forces in the United States; and American budgetary and economic systems.

CIS: INTRODUCTION TO PSYCHOLOGY (PSY 1001)

Grades:	11, 12
Credits:	**SHS**: 2 credits - Elective **College**: 4 semester credits from the University of Minnesota/Twin Cities
Prerequisites:	Biology and/or Psychology recommended
Eligibility:	Must meet the University of Minnesota's course admission requirements: Must be a junior or senior in the top 20% of the class or instructor approval
Fee:	Recommended field trip fee

NCAA Core Course

This course is articulated with the University of Minnesota Department of Psychology and students who successfully complete it will earn four semester credits from the University of Minnesota in Psychology. This rigorous hybrid course, intended for college-bound students, includes online lectures by U of M professors who specialize in each subfield of psychology (personality, learning, social and biological psychology, etc.). Course content will introduce students to the scientific study of human behavior and mental processes and emphasis will be placed on research methods used in psychology. Students will investigate and evaluate how research is applied to solve practical, "real-world" problems. Critical thinking and independent reading of challenging material will be emphasized throughout the course. Internet access (at home or at school) is required throughout the semester to view online lectures, complete online quizzes, and access class activities and handouts.

COURSE DESCRIPTIONS

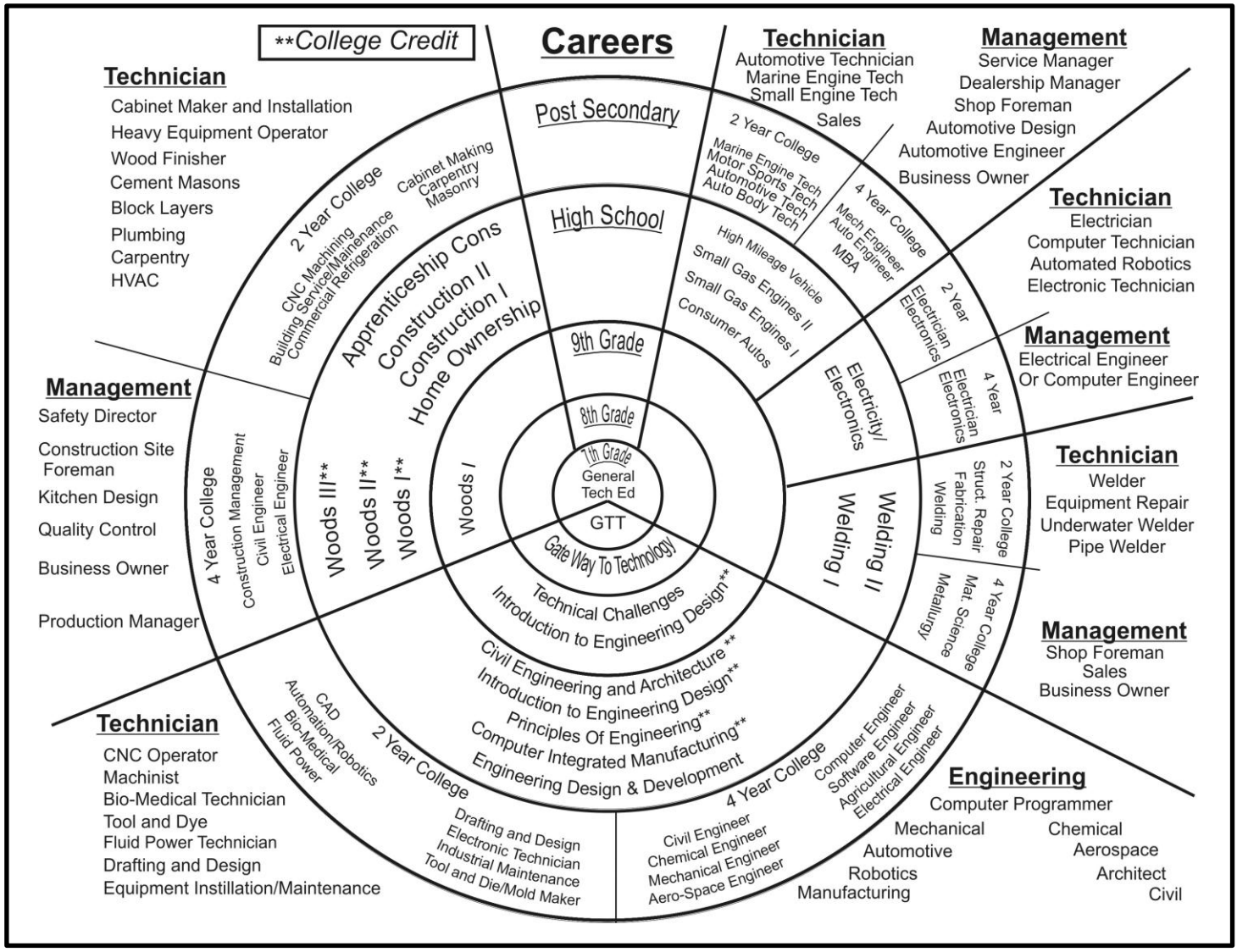
TECHNOLOGY EDUCATION

"OPPORTUNITY IS KNOCKING"

Technology Education course offerings listed below are quite extensive and allows many opportunities for students to sample technology at various levels. These courses offer the student the opportunity to pursue careers that are both personally and financially rewarding. Advanced courses have prerequisites and these should be considered when choosing course offerings. An opportunity to be considered for an apprenticeship exists in any of our subject areas but only after the student has taken the more advanced courses.

Please note that most of our courses are semester offerings except for those listed as full year below.

The map depicted below designs a path leading a student from Technology Education courses directly into specified post-secondary and career areas.



BASIC COURSES

Construction 1 (full year)
Civil Engineering and Architecture
Home Maintenance and Ownership
Consumer Auto
Electricity
Intro to Engineering Design (full year)
Principles of Engineering (full year)
Small Gas Engines 1
Trades & Industries
Welding 1
Woodworking 1

TECHNOLOGY COURSES

Computer Integrated Manufacturing (full year)
Construction 2 (full year)
Engineering Design and Development (full year)
Small Gas Engines 2
Super High Mileage Vehicles
Welding 2
Woodworking 2
Woodworking 3

TECHNICAL CHALLENGES 9

Grades:	9
Credits:	1
Prerequisite:	None
Fees:	A lab fee may be assessed to cover the cost of extra materials

Myth busters explored and explained. This course is based on problem solving challenges where the students will be challenged to use problem solving skills throughout the course. Various questions will be asked and solved about Hovercrafts, Co2 car impact tests, Monster trucks, egg drops and robotics. Students will be challenged to apply physics, simple machines and the laws of motion to not only make the projects work but to understand the working of how it works.
*This is a lab class and there are fees involved to cover the costs of materials that the student will bring home as completed projects. If the student drops the class after 3 weeks the materials fee is **NOT** refundable.*

- *Required materials: 1 3" 3 ring binder, paper, mechanical pencil*
- *Optional material: 4 GB Jump Drive*

CONSTRUCTION 1A & 1B

Grades:	10, 11, 12
Credits:	2 Each Semester (4 Total Yearly)
Prerequisite:	None
Fees:	A lab fee may be assessed to cover the cost of extra materials
Note:	**This is a 2 period class**

Students will understand how carpenters and other trades people skillfully construct, install, erect, and repair structures to comply with existing codes and craftsmanship. Students will also read blueprints and specifications pertaining to standards and materials used in construction. Students must be willing to work with a variety of hand tools, power tools and construction equipment in a variety of conditions involving weather, heights, enclosed areas and physically demanding situations. Hard hats and safety glasses, pencil and a notebook are required!

Students, both men and women, will have the opportunity to apply the techniques learned in the classroom on actual construction projects such as wall modules, storage sheds, decks and possibly a house. Local construction contractors will provide the opportunity for placement of advanced students in apprenticeship programs and jobs in a variety of related construction careers.

CONSTRUCTION 2A & 2B

Grades	11, 12
Credits:	2 per Semester (4 total per year)
Prerequisite:	Construction 1A & 1B & Instructor Approval
Fees:	A lab fee may be assessed to cover the cost of extra materials
Note:	**This is a 2 period class**

This course is designed to provide the opportunity for students to apply learning from Construction I to solving new problems in many construction areas. Students with advanced skills and using advanced techniques and materials will understand how carpenters and other trades-people skillfully construct, install, erect and repair structures to comply with existing codes and craftsmanship. Students will also read blueprints and specifications pertaining to standards and materials used in construction. As in Construction I, students must be willing to work with a variety of hand tools, power tools, and construction equipment in a variety of conditions involving weather, heights, enclosed areas and physically demanding situations. Hard hats and safety glasses are required!

Advanced students, both men and women, will have the opportunity to apply the techniques learned in the classroom on actual construction projects such as wall modules, storage sheds, decks, and possibly a house. Local construction contractors will provide opportunity for placement of advanced students in apprenticeship programs and jobs in a variety of related construction careers.

HOME MAINTENANCE AND OWNERSHIP

Grades:	10, 11, 12
Credits:	1
Prerequisites:	None

This class will offer students a unique approach to understanding home improvements, maintenance and repairs using easy-to-understand, drawings, illustrations, pictures and hands on activities. The class will also give simple check lists and problem solving skills to help solve problems quickly and inexpensively without calling a repairman or contactor! If you would like the confidence of knowing more about how a home works and what to do if something breaks down this class will help you.

CONSUMER AUTO

Grades:	10, 11, 12
Credits:	1
Prerequisites:	None
Fees:	A lab fee may be assessed to cover the cost of extra materials

Do you only know enough about your car to turn it on? Afraid to take your car in for repairs because you think might get ripped off? Improve your relationship with your vehicle and protect your investment. Learn how the car works, what commonly goes wrong, how to deal with car dealers and acquire a variety of other important skills. This class is intended for students who have had limited automotive experience.

SUPER HIGH MILEAGE VEHICLE

Grades:	10, 11, 12
Credits:	1
Prerequisites:	IED, Welding, Small Gas Engines 1, or Consumer Auto (only need 1 prerequisite)
Lab Fee:	A lab fee may be assessed to cover the cost of extra materials

Would you like to design, build, test, and race a single person vehicle? In this course students will work in teams to produce a vehicle with the highest gas mileage possible. Our class will then use these vehicles to compete with other schools throughout the state and the nation. If you are interested in engineering and the automotive field, or perhaps just the feeling of freedom, the open road, and the wind blowing through your hair, this class is for you!

ELECTRICITY

Grades:	10, 11, 12
Credits:	1
Prerequisite:	None
Fees:	A lab fee may be assessed to cover the cost of extra materials

Electricity is a class full of high energy where you will apply what you have learned through hands on projects. You gamble with death every time you step into this class. Learn how not to get yourself electrocuted when wiring a house, building an electric motor, and testing a multi-meter you build. If you find yourself taking apart electronics and trying to figure out how they work, electricity is the class for you!

SMALL GAS ENGINES 1

Grades:	10, 11, 12
Credits:	1
Fees:	A lab fee may be assessed to cover the cost of extra materials

Have you ever wondered how an engine works? Small Gas Engines is a great way to find out! In this class you will learn about the principles of small gas engines, the tools that are used to work on them, and how to disassemble and reassemble a working engine. A Briggs and Stratton engine will be provided for you. This class is required for admission into Small Gas Engines 2 or High Mileage Vehicle.

SMALL GAS ENGINES 2

Grades:	10, 11, 12
Credits:	1
Prerequisite:	Small Gas Engines 1 and Instructor Approval

Recreation translates into dollars in today's society. Be an educated consumer in the purchase, maintenance, and resale of ATV's, boats, trailers, snowmobiles, motorcycles, outboard motors and bicycles.

WELDING 1

Grades:	10, 11, 12
Credits:	1
Prerequisite:	None
Fees:	A lab fee may be assessed to cover the cost of extra materials

If you would like to learn a new skill and have fun while doing so Welding 1 is the course for you. Students will be introduced to OAW (Oxy-acetylene welding) and SMAW (Shielded metal arc welding). This course combines hands-on experience with classroom theory. Students will be challenged with several fun and creative projects like "Crazy Critters" and "Garden Guards." Welding 1 is required for admission into Welding 2.

WELDING 2 - DESIGN AND FABRICATION

Grades:	10, 11, 12
Credits:	1
Prerequisite:	Welding 1 and Instructor Approval
Fees:	A lab fee may be assessed to cover the cost of extra materials

Did you like welding 1? Welding 2 is an advanced course where students will expand upon the skills and concepts acquired in Welding 1; and explore other areas of metalworking such as casting, forging, and machining. In this course students will be asked to design and manufacture a project of their choice.

WOODWORKING 1

Grades:	9, 10, 11, 12
Credits:	1 credit - Fine Art
Prerequisite:	None
Fees:	A lab fee may be assessed to cover the cost of extra materials
Required Materials:	Wood, tape measure

Woodworking 1 qualifies as a fine arts credit! This course is an introduction to the art of woodworking. Students taking this class will acquire the basic knowledge needed to design and build a piece of furniture or cabinetry. The course combines hands-on experience using a variety of hand and power tools, with classroom theory. Students in this class will be exposed to the CNC router while building a piece of furniture for their own room or home. Students will also use the lathe and a laser engraver to turn and engrave a goblet of their own design. This course is required for admission to Woodworking 2.

WOODWORKING 2

Grades:	10, 11, 12
Credits:	1 credit - Fine Art
Prerequisite:	Woodworking 1 and Instructor Approval
Fees:	A lab fee may be assessed to cover the cost of extra materials
Required Materials:	Wood, tape measure

You have successfully complete Woodworking 1. Now is the time to use those skills to design and manufacture your own piece of furniture. Woodworking 2 is an advanced course where students will expand upon the skills and concepts acquired in Woodworking 1, while exploring other facets of woodworking such as laminating, faceplate turning and advanced joinery. In this course students will be asked to design and manufacture a project of their choice.

WOODWORKING 3

Grades:	10, 11, 12
Credits:	1 credit - Fine Art
Prerequisite:	Woodworking I & II and Instructor Approval
Fees:	A lab fee may be assessed to cover the cost of extra materials
Required Materials:	tape measure

Students can only register with Instructor approval. This is a VERY advanced course in the art of Woodworking and cabinetmaking. In this course students will learn cabinetmaking skills along with the use of CNC equipment, which uses computers to control a router. This class is one that will challenge your skills!

PROJECT LEAD THE WAY COURSES

Project Lead The Way (PLTW) is the leading provider of rigorous and innovative Science, Technology, Engineering, and Mathematics (STEM) education curricular programs used in elementary, middle, and high schools across the U.S. The PLTW curriculum is founded in the fundamental problem-solving and critical-thinking skills taught in traditional career and technical education (CTE), but at the same time integrates national academic and technical learning standards and STEM principles

INTRO TO ENGINEERING DESIGN (IED) A & B / INTRO TO ENGINEERING DESIGN (IED) 9A & 9B

Grades:	9, 10, 11, 12
Credits:	**SHS**: 1 per semester (2 total yearly)
	College: Possible to earn 3 credits towards and engineering degree at over 70 colleges
Prerequisite:	None
Fees:	A lab fee may be assessed to cover the cost of extra materials
Required Materials:	Jump drive (more than 520mb)

Introduction to Engineering Design (IED) A & B is the starting point for students who are interested in becoming an engineer. See if you have what it takes to create the next great invention. In this class you will learn how to efficiently design solutions to problems, create the solution on the computer and compete against other groups to see whose solution is the best. If you are looking at getting ahead start on an engineering degree this class is a great opportunity, not only do you learn valuable skills you can also receive 3 credits to the University of Minnesota.

Introduction to Engineering Design (IED) 9A & 9B is a full year college level course giving students an overview of drafting principles and techniques used in industry today. Using AutoCAD, Inventor and other industry software, students will complete various mechanical drawings as well as three-dimensional objects. This course teaches problem solving skills using a design development process. Models of production solutions are created, analyzed, and communicated using a solid modeling three dimensional computer design software. If you are interested in becoming an engineer, this is a great opportunity.

If students pass the course at 85% for the year and the college final at 70% they are eligible for 3 college credits.

*This is a lab class and there are fees involved to cover the costs of materials that the student will bring home as completed projects. If the student drops the class after 3 weeks the materials fee is **NOT** refundable.*

- *Required materials: 1 3" 3 ring binder, paper, mechanical pencil*
- *Optional material: 4 GB Jump Drive*

PRINCIPLES OF ENGINEERING (POE) A & B

Grades:	10, 11, 12
Credits:	**SHS**: 1 per semester (2 total yearly)
	College: Possible to earn 3 credits towards and engineering degree at over 70 colleges
Prerequisite:	Introduction to Engineering Design recommended
Fees:	A lab fee may be assessed to cover the cost of extra materials
Required Materials:	Jump drive (more than 520mb)

Principles of Engineering (POE) is a course designed to take you further into the world of engineering by challenging your mind and building skills. Although not required, it is recommended that Introduction to Engineering (IED) is taken prior to this class, it will help a lot in understanding functions of Autodesk Inventor and the many types of engineering terms and design process. Engineering is NOT boring; in this class we will be using CNC machines and Fischer Techniques kits (Lego's on steroids). We will also learn how to program machines, build gliders, and build catapults, as well as complete many other projects. This is yet another PLTW course that allows you to earn 3 credits from the University of Minnesota.

COMPUTER INTEGRATED MANUFACTURING (CIM) A & B

Grades:	10, 11, 12
Credits:	**SHS**: 1 per semester (2 total yearly)
	College: Possible to earn 3 credits towards and engineering degree at over 70 colleges
Prerequisite:	Introduction to Engineering Design
Fees:	A lab fee may be assessed to cover the cost of extra materials
Required Materials:	Jump drive (more than 520mb)

Computer Integrated Manufacturing (CIM), prepare yourself to take your engineering and Inventor skills to the next level. CIM builds off the Introduction To Engineering course and shows students how to build the models they have designed on the computer using cutting edge technology such as laser engravers and CNC equipment. In this course you will learn four major skills: how to build models virtually in Autodesk Inventor, how to machine models designed on the computer, how to program a robotic arm and how to imitate a manufacturing plant using VEX Robotics (Lego's on steroids). This is yet another PLTW course that allows you to earn 3 credits from the University of Minnesota.

ENGINEERING DESIGN AND DEVELOPMENT (EDD) A & B

Grades:	11, 12
Credits:	**SHS**: 1 per semester (2 total yearly)
	College: Possible to earn 3 credits towards and engineering degree at over 70 colleges
Prerequisite:	Need to have taken a minimum of two other PLTW courses
Required Materials:	Jump drive (more than 520mb)
Fees:	A lab fee may be assessed to cover the cost of extra materials

"Don't you hate it when…" is a common statement made by people who are constantly thinking of ways to improve products or situations. Engineering Design and Development (EDD) is the course that allows you to design a solution to a technical problem of your choosing. Now is your chance to eliminate one of the "Don't you hate it when…" statements of the world.

This course is an engineering course in which you will work in teams to research, design, and construct a solution to an open-ended engineering problem. You and your team will present and defend your solution to a panel of outside reviewers at the end of the school year.

Engineering Design and Development serves as the capstone course within the Project Lead The Way course sequence and allows you to apply all the skills and knowledge learned in the previous Project Lead the Way courses that you have taken, a minimum of two, during your high school career. Inventor, which is a state of the art 3-D design software package from AutoDesk, will help you design solutions to the problem you and your team have chosen. This course will also test your time management and team-working skills, which are a valuable asset to you in the future.

CIVIL ENGINEERING AND ARCHITECTURE (CEA) A & B

Grades:	10, 11, 12
Credits:	**SHS**: 1 per semester (2 total yearly)
	College: Possible to earn 3 credits towards and engineering degree at over 70 colleges
Prerequisite:	None
Fees:	A lab fee may be assessed to cover the cost of extra materials
Required Materials:	Jump drive (more than 520mb)

Civil Engineering and Architecture is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building design and construction including building components and systems, structural design, storm water management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry. This PLTW course allows you to earn 3 credits from the University of Minnesota.

COURSE DESCRIPTIONS

WORLD LANGUAGES

Why study a world language? More and more in today's world, knowledge of a second language is considered essential; with the world becoming "smaller," many businesses are seeking employees who are able to speak other languages. World language courses at the High school level provide excellent opportunities not only to increase communicative skills but also to get an extensive look at life outside our borders, an introduction to other cultures, and exposure to different perspectives and priorities. World language study increases English vocabulary and improves a student's total reading ability; ACT and SAT verbal test scores are also higher for those students studying a world language. A student with three or four years of high school language experience will acquire the fundamental skills necessary to communicate in that language and gain a more global view of the world and greater understanding for people of all kinds.

Many liberal arts colleges recommend two to three years of a high school world language for entrance or college graduation requirements. Because college language courses are faster paced and more writing oriented, one semester of a world language at the college level is generally equated with one to two years of a high school language course, depending on the effort of the high school student. Before or upon entering college, the student will take a language placement test, which determines how many semesters of the language s/he must still complete before graduating from college. By fulfilling this requirement in high school, the student can save time and money later.

The German exchange program with Höhr-Grenzhausen, Germany and the trip to Spanish speaking countries are excellent opportunities for our language students to pursue their world language study programs. A variety of field trip opportunities throughout the year is also offered: plays, restaurants, dances, etc.

GERMAN

Willkommen! German is spoken by 120 million people in Europe and is the most widely spoken second language in Minnesota. Germany is the third largest economy in the world (after the US and Japan), and its influential role in the European Community makes it an invaluable link between the West and the emerging economies of the former East Bloc. German is the language of choice for students considering careers in science, engineering, medicine, psychology, philosophy, politics, history, music and business. Thousands of corporations in the US and in German-speaking countries hire applicants with knowledge of German.

ACHTUNG GERMAN STUDENTS!
Following a pattern of 2 years on, 1 year off, about 20 students will have the opportunity to take part in our German exchange program. Students will host a German student for approx. three weeks, and then travel to Germany with their teacher, stay with host families, do a lot of sightseeing, and learn first-hand about European culture and way of life. Students who have completed Level 2 may be involved in this exchange program.

GERMAN 1A & 1B

Grades:	9, 10, 11, 12
Credits:	1 per semester
Prerequisite:	None

NCAA Core Course

This course introduces students to the German language, its structure, pronunciation, and the cultures of Germany, Switzerland, and Austria. We will learn lots of new words and phrases and carry on simple conversations talking about ourselves and our world: family, friends, school, hobbies and activities. The emphasis of German 1 is gaining basic speaking and listening comprehension skills, but we will also read and write short dialogs, create skits, and complete other hands-on projects using our new language skills. German will be spoken whenever possible. This class requires a high degree of motivation and memory skills, along with good study habits. Good English grammar skills are a plus. German I is a demanding course and will prepare the student to take German II. This is an excellent course for the college bound student.

GERMAN 2A & 2B

Grades:	9, 10, 11, 12
Credits:	1 per semester
Prerequisite:	German 1 (C or better in German 1 is recommended)
Fee:	A fee may be assessed for consumable supplies

NCAA Core Course

This course continues the development of the student's conversational skills in German. We will improve our communicative abilities by learning all the basic "building blocks" of grammar, and increase our vocabulary through reading, listening and writing. We will also learn more about the geography and culture of the German-speaking world, and learn how to express our own ideas, feelings and reactions. Dialogs, skits, videos and hands-on projects continue to be a major focus.

For students looking ahead to college, the MINIMUM ENTRANCE REQUIREMENT is usually two years of the same language. If your post-secondary institution conducts placement testing or has an EXIT REQUIREMENT for graduation, the usual recommendation is a minimum of THREE years of high school language.

GERMAN 3A & 3B

Grades:	10, 11, 12
Credits:	1 per semester
Prerequisite:	German 2 (C or better in German 2 is recommended)
Fee:	A fee may be assessed for consumable supplies
Required materials:	German/English dictionary

NCAA Core Course

German 3 is the course where it all "comes together." Students will learn new ways to combine the basic "building blocks" of grammar that they've already learned, which will enable them to build toward creative self-expression. We will further expand our speaking, listening, reading and writing skills through role-playing, cooking, fairy tales, poetry, videos, short fiction readings, and current topics of interest for German youth. By the end of German 3, we will have developed our language skills to the extent that we will be able to travel as tourists through German-speaking countries!

GERMAN 4A & 4B

Grades:	11, 12
Credits:	1 per semester
Prerequisite:	German 3 (C or better in German 3 is recommended)
Fee:	A fee may be assessed for consumable supplies
Required materials:	German/English dictionary

NCAA Core Course

Wollt ihr einmal in Deutschland wohnen? In diesem Kurs lernen wir viel über die deutsche Kulturgeschichte, wir verbessern unser Deutsch, und wir sehen das moderne Leben in Deutschland durch die Augen eines neuen Charakters .

Students will learn to apply advanced grammar and develop the ability to "fine-tune" their self-expression in German to the point that they could live or study in Germany. We will also take a closer look at Germany's rich cultural history: art, literature, music, politics, and everyday lifestyles from the early beginnings of civilization to the present day, including current events on the Internet.

JAPANESE

Japanese is spoken by one of our country's major trading partners. Instructors are either native speakers or have many years experience as translators or interpreters.

JAPANESE 1A & 1B

Grades: 10, 11, 12
Credits: 1 per semester
Prerequisite: None
NCAA Core Course

The first year Japanese course includes the four basic skills of speaking, listening, writing, and reading. It focuses on modern colloquial Japanese, but some commonly used formal expressions used only in written Japanese are also included. This course leads students to identify the differences and similarities between English and Japanese so that they can communicate appropriately with Japanese through the four skills mentioned above. This course also helps students to understand different ways of thinking and behaviors from their own. Such experience will help them to become international or open-minded to different peoples and cultures, in their perspective.

JAPANESE 2A & 2B

Grades: 10, 11, 12
Credits: 1 per semester
Prerequisite: Japanese 1
NCAA Core Course

The second year Japanese course is the continuation of Japanese I with new and useful words and expressions (which are often more complicated structures than the ones introduced in Japanese I), used in daily life in Japan. This course also includes the four basic skills of speaking, listening, writing, and reading. As in Japanese I, the course focuses on modern colloquial Japanese, but some commonly used formal expressions used only in written Japanese are also included. This course also helps students to understand broader cultural aspects of Japan through various readings in English.

JAPANESE 3A & 3B

Grades: 10, 11, 12
Credits: 1 per semester
Prerequisite: Japanese 2
NCAA Core Course

The third year Japanese is the continuation of Japanese II with higher level structures than the ones introduced in Japanese II, including honorific, humble and informal expressions, and also with some materials in Japanese literature. This course includes the four basic skills - speaking, listening, writing, and reading. This course also helps students to understand broader cultural aspects of Japan through various readings in English.

SPANISH

¡Bienvenidos! Approximately 500,000,000 people in the world speak Spanish. Twenty-five countries in the world speak Spanish either as an official language or as a primary language. Spanish is also widely spoken in the United States. The U.S. is the third largest Spanish-speaking country in the world.

SPANISH 1A & 1B

Grades: 9, 10, 11, 12
Credits: 1 per semester
Prerequisite: None
NCAA Core Course

Spanish I focuses on the four basic skills: listening, speaking, reading, and writing. Students will be immediately involved in vocabulary and expressions that can be used in everyday conversation. In addition to the text, students watch movies, listen to Spanish music, and play language games that will add to the learning experience. Geography and relevant aspects of Hispanic culture are introduced. This class requires a high degree of motivation, memorization skills, and good study habits. This is an excellent course for the college bound student.

SPANISH 2A & 2B

Grades: 9, 10, 11, 12
Credits: 1 per semester
Prerequisite: Spanish 1 (C or better in Spanish 1 is recommended)
NCAA Core Course

Spanish II enables the student to progress in the conversational skills acquired in Spanish I through learning more grammar and increasing their vocabulary. In addition to the text, students watch movies, listen to Spanish music, and play language games that will add to the learning experience. Geography and relevant aspects of Hispanic culture are further explored.

For students looking ahead to college, the MINIMUM ENTRANCE REQUIREMENT is usually two years of the same language. If your post-secondary institution conducts placement testing or has an EXIT REQUIREMENT for graduation, the usual recommendation is a minimum of THREE years of high school language.

SPANISH 3A & 3B

Grades: 10, 11, 12
Credits: 1 per semester (C or better in Spanish 2 is recommended)
Prerequisite: Spanish 2
NCAA Core Course

Spanish III curriculum is a faster-paced expansion of the four skills acquired in Spanish I and II. Communication is heavily stressed; students will be expected to learn new verb tenses, more vocabulary, the focus will be to develop more fluency in self-expression and comprehension. We will study Hispanic culture and geography to point out cultural differences, possible cultural misunderstandings, stereotypes, and the importance of language in our multicultural society. 90% of the class is conducted in Spanish.

SPANISH 4A & 4B

Grades: 10, 11, 12
Credits: 1 per semester (C or better in Spanish 3 is recommended)
Prerequisite: Spanish 3
Required materials: Spanish/English Dictionary
NCAA Core Course

This course is intended for those students who are interested in continuing the development of their proficiency skills in Spanish. All four language skills (reading, writing, listening, and speaking) will be emphasized in greater depth. Activities to improve these skills will include: studying Hispanic literature, history, cultural and social issues.

CIS 1003 INTERMEDIATE SPANISH

Grades	10, 11, 12
Credits:	**SHS**: 1 credit per semester **College**: 5 semester credits for the year from the U-MN
Prerequisites:	Multiple years of high school Spanish
Eligibility:	Must meet the University of Minnesota's course admission requirements: Must be a junior or senior ranked in the top 30% of the class.
Required materials:	At least 40,000-word Spanish/English dictionary

NCAA Core Course

This College In the Schools course is designed and articulated with the University of Minnesota. Students who successfully complete this course will receive five U of MN credits. The course is intended for students who are looking for additional challenges in the fourth year of Spanish. Emphasis is on proficiency in reading, writing, speaking, and listening based on the intermediate level of the national standards. Students will utilize their Spanish skills through the study of history, art, culture, and literature of Spanish-speaking countries.

CIS 1004 INTERMEDIATE SPANISH

Grades:	10, 11, 12
Credits:	**SHS**: 1 credit per semester **College**: 5 semester credits for the year from the U-MN
Prerequisites:	CIS Intermediate Spanish 1003
Eligibility:	Must meet the University of Minnesota's course admission requirements: Must be a junior or senior ranked in the top 30% of the class.
Required materials:	At least 40,000-word Spanish/English dictionary

NCAA Core Course

This College In the Schools course is designed and articulated with the University of Minnesota. Students who successfully complete this course will receive five U of MN credits. The course is intended for students who have successfully completed C.I.S. 1003 and are looking for additional challenges in the fifth year of Spanish. Emphasis is on proficiency in reading, writing, speaking, and listening based on the intermediate level of the national standards. Students will utilize their Spanish skills through the study of history, art, culture, and literature of Spanish-speaking countries.
Required materials: folder, notebook to be used only for Spanish CIS, and a pen/pencil

SPANISH FOR NATIVE SPEAKERS 9A & 9B

Grades:	9
Credits:	1 per semester
Prerequisite:	This class is for students whose primary language is Spanish.

NCAA Core Course

Este curso, diseñado por el estudiante que habla español con fluidez, y quieren aprender o mejorar sus habilidades lecturas. La clase será impartida estrictamente en español. El énfasis será puesto en el mejoramiento de las destrezas en la lectura, la redacción, y la gramática, y presentará literatura más compleja. El objetivo es el de apoyar al estudiante en sus estudios lingüísticos, y proveerle con las habilidades académicas necesarias para manejar el lenguaje más sofisticadamente en el discurso escrito y oral. La clase también incluirá estudio de la cultura hispana, con análisis de las fuerzas históricas que han desarrollado la cultura hispana y las implicaciones en la cultura de hoy.

ADVANCED SPANISH READING AND WRITING A & B

Grades: 10, 11, 12
Credits: 1 per semester
Prerequisite: Native Spanish language skills, or instructor's approval

This class is intended for students who wish to improve their Spanish reading and writing skills through the interpretation of authentic Spanish literature. The class will be taught exclusively in Spanish; modifications will be made for students with non-native Spanish skills. In this class students will read authentic literature and use it as the springboard for learning language, building communication skills, developing literary analysis and critical thinking skills, and connecting students with their rich and diverse cultural heritage.

CURSO AVANZADO DE LITERATURA Y COMPOSICIÓN DE ESPAÑOL A & B

Grades: 10, 11, 12
Credits: 1 per semester
Prerrequisito: Tener habilidades nativos en español, o tener permiso del/de la maestro(a).

Esta clase está diseñada para estudiantes que desean mejorar la lectura y la composición en español leyendo e interpretando obras de la literatura auténtica de España y los países Hispano-americanos. Los estudiantes tendrán que interpretar literatura escribiéndola. Esta clase será enseñada totalmente en español; se harán modificaciones para estudiantes de español cuyo primer idioma no es español. En esta clase los estudiantes leerán literatura auténtica y usarán estas lecturas para aprender su idioma mejor, así como para desarrollar sus habilidades de comunicación, desarrollar sus habilidades en el análisis literario y el pensamiento crítico, y conectar a los estudiantes con su diverso patrimonio cultural.

SPECIAL PERMISSION COURSES

Each of these courses requires special permission for enrollment. Teachers, Counselors, or Case Managers will assign students to the appropriate courses as needed.

ENGLISH LANGUAGE ARTS

BASIC ENGLISH

Grades: 11, 12
Credits: 1

Basic English is designed for students in grades 11 and 12 who are experiencing difficulties in school, due, in part, to reading difficulties. Class work includes: reading novels and short stories, vocabulary, writing, grammar, punctuation, reading strategies, and reading comprehension.

COMPREHENSION SKILLS

Grade: 10
Credits: 1

Comprehension Skills is designed for students who have difficulties with reading. Class work focuses on the development of reading strategies through reading short stories, novels, and articles. Vocabulary, spelling, and writing improvement are part of the curriculum.

ENGLISH LEARNERS (EL)

These courses are designed exclusively for English Language Learners -
Students who speak English as a second language / not their primary language

The EL program is designed for students with a home language that is something other than (or in addition to) English. Students in the EL program learn English through listening, speaking, reading, and writing for social and academic purposes. Students move through EL levels as determined by their rate of language development and language proficiency scores. The amount and type of EL service is determined by EL level, ranging from self-contained English Language classes (listed below) to language services provided in co-taught content areas.

EL 100 – LEVEL 1

Grades: 9, 10, 11, 12
Credits 2 elective – 2 hours per day
Prerequisite: Instructor approval required
Required Materials: None

Listening, reading, speaking, writing, vocabulary, and grammar components

These courses are for students who are new to the country and have beginning formal English language experiences. Students will learn academic vocabulary and grammar, read texts, write sentences, and engage in conversations at a beginning English language development level.

EL 200 – LEVEL 2

Grades:	9, 10, 11, 12
Credits:	1 English, 1 elective – 2 hours per day
Prerequisite:	Instructor approval required
Required Materials:	None

Listening, reading, speaking, writing, vocabulary, and grammar components

These courses are for students who have completed EL 100 or score a proficiency level 2 on a language assessment. The courses will expand the student's knowledge of basic listening, reading, speaking, and writing skills. The focus of the courses will be on having sustained conversations, using reading and writing strategies, learning grammar, and appreciating literature. The courses will cover the standards for English 9.

EL 300 – LEVEL 3

Grades:	9, 10, 11, 12
Credits:	1 elective
Prerequisite:	Instructor approval required
Required Materials:	None

Listening, reading, speaking, writing, vocabulary, and grammar components

This course will be taken along with English 9 or English 10. The course will focus on academic language and literacy. Students will learn research and essay writing, literature and textbook reading and comprehension, and essential vocabulary. Course objectives will be accomplished through various genres and media.

MATHEMATICS

TECH MATH

Grades:	11, 12
Credit:	1 per semester
Prerequisite:	Teacher placement based on prior performance in math coursework and MAP scores
Graduation Requirement:	Math

This two-semester course is designed to prepare students for technical school placement exams and for MCA review/ remediation. The course uses computer-led instruction and individual instruction to guide students as they learn new concepts and practice various concepts. Students are expected to work independently throughout the course. Topics covered include: Pre-Algebra, Algebra 1, Geometry and Algebra 2.

SPECIAL EDUCATION

Shakopee High offers classes for students identified as learning disabled, having emotional and/or behavioral problems, mild to severe mental impairment, language impaired and other health impairments. Various testing criteria must be met to qualify for these programs. All students in any of these classes have gone through the SST process and are currently on an active IEP.

The Special Education Department offers a variety of classes designed to meet the individualized needs (reading, writing, math, communication/behavior, as well as life and work skills development) of students receiving services through their Individual Education Plans (IEP). Students will be registered for these classes based on the documented services in their IEPs by their IEP case managers.

SOUTHWEST METRO EDUCATIONAL COOPERATIVE

Introduction
The Southwest Metro Educational Cooperative will offer the following courses during the 2014-2015 school year. Each course at the center gives you job training which may be used to get a job after graduation or to help you decide what career you should study after high school graduation. The courses also provide for application of skills learned in other high school classes.

Time Schedule
All classes offered at the center will be one hundred minutes in length and will offer two credits per semester toward graduation.

Post-Secondary Accreditation
Students may be eligible to receive post-secondary credits for Career and Technical course work they complete at Southwest Metro Educational Cooperative. Students must have enrolled in one of the following SWMEC career and technical courses and maintain a B or better: Students can receive post-secondary credit at various two- or four-year colleges.

Transportation
Students are required to use transportation provided by Shakopee High School to the Southwest Metro Cooperative Center. Students who drive risk losing the opportunity to attend courses and will be placed in 2 study halls for the semester.

AGRICULTURAL SCIENCES PROGRAM

Agricultural Education courses teach skills that can be applied to a career immediately after high school or it is an excellent springboard for a college education. Agricultural course cover basic biology and chemistry in an applied curriculum, to allow students the opportunity to understand the concepts. Agricultural occupations are an ongoing topic in each course.

AGRICULTURAL SCIENCE – YEAR 1 A & B

Grades: 11, 12
Credits: **SHS:** 2 per semester
College: Students may be eligible to receive post-secondary credits for career and technical courses completed
Prerequisite: None

There are four course options for year 1 of this program. The students and professor of the course will decide together which two of these four options will be the focus of the program for year 1:

FARM BUSINESS MANAGEMENT — This course covers the principles of managing a farm business. Students will be introduced to basic posting and record keeping concepts. Financial planning and analysis will be investigated, helping the student identify profitable and unprofitable businesses and practices. Marketing, investments, taxes and Ag law may also be introduced depending on the time frame and interests of the class.

PLANT AND SOIL SCIENCE — This course covers the principles of plant science. The course includes taxonomy, anatomy, fertility and selection of plants for different purposes. Plants will be studied as they relate to crop production, horticultural and landscaping uses. Soils and soil fertility will also be a key component of the course.

NATURAL RESOURCES AND WILDLIFE — This course covers information related to management of our natural resources and wildlife. Identification and stewardship of local natural resources will be emphasized. A major portion of the course is the investigation of energy sources and production. The wildlife portion of the course will emphasize Minnesota wildlife and will meet the requirements for the MN Advanced Hunter Education program.

FOOD SCIENCE AND SAFETY — This course explains how water, carbohydrates, lipids, proteins, vitamins, and minerals react in foods; biochemical and functional properties, enzymes, food additives (emulsifiers, pigments, colors, flavors, preservatives, and sweeteners) and texture as related to properties in food systems and during processing. Students will also be introduced to food science through product development.

AGRICULTURAL SCIENCE – YEAR 2 A & B

Grades: 11, 12
Credits: **SHS:** 2 per semester
College: Students may be eligible to receive post-secondary credits for career and technical courses completed
Prerequisite: None

There are three course options for year 2 of this program. The students and professor of the course will decide together which two of these three options will be the focus of the program for year 2:

EXPLORING AGRICULTURAL SCIENCE — This course introduces students to the components of the Agricultural Science program. The history, membership and events available through the FFA program will be discussed. Students will investigate the basics of running effective meetings through parliamentary procedure and will practice the process. Leadership is a key component of the FFA program and other student organizations and students will discover the tenets of successful leadership. The balance of the semester, will overview different aspects of the industry of agriculture and its contribution to the global society.

ANIMAL SCIENCE — This course covers the production of animals for food. Agricultural animal production, is the focus of this class. The course includes taxonomy, anatomy, feeding and nutrition, reproduction and uses of production animals. Animals and animal products are discussed, including milk, eggs, wool and meat.

VETERINARY TECHNICIAN — This course covers companion animals (pets). The course includes taxonomy, anatomy, feeding and nutrition and reproduction. Basic biological principles will be discussed as they relate to the topic areas. Identification of common breeds and their sources for standards will be investigated. Proper clinical skills will be practiced.

SOUTHWEST METRO FUTURE FARMERS OF AMERICA (FFA) *— All students enrolled in an agricultural course have the opportunity for membership in the National FFA Organization. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.*

AUTOMOTIVE SERVICES PROGRAM

AUTOMOTIVE TECHNOLOGY A & B

Grades: 11, 12
Credits: **SHS:** 2 per semester
College: Students may be eligible to receive post-secondary credits for career and technical courses completed
Prerequisite: None
Fees: $20 per semester

The automotive technology program teaches students the necessary skills and knowledge to work on today's vehicles. This course is designed to prepare students for an automotive future either as an automotive technician or as an automotive consumer. Students will spend 60 percent of their time working with industry standard equipment in the lab. Our curriculum meets NATEF standards and also helps reinforce core subjects through hands-on projects. This two-year program is divided into four independent semesters to allow students to take individual semesters if they are unable to attend the entire program. A driver's license is not required. **Students can enroll any semester.** In addition to the course work, students will apply their new skills toward the production of a Mini-Stock class race car. The completed car will compete at a local racetrack.

Automotive Technology Curriculum

The duration of the course is two years. Semesters one and two will be covered in school years beginning with odd numbers (e.g. 2015/2016). Semesters three and four will be covered during school years beginning with even numbers (e.g. 2014/2015).

Semester One (2015/2016)
- ❑ Auto Shop Safety
- ❑ Trade Knowledge
- ❑ Brakes (ASE 5)
- ❑ Introduction to Engine Performance
- ❑ Precision Measurement

Semester Two (2015/2016)
- ❑ Auto Shop Safety
- ❑ Engine Performance (ASE 8)
- ❑ Fuel Injection
- ❑ Ignition Systems
- ❑ Emission Systems

Semester Three (2014/2015)
- ❑ Auto Shop Safety
- ❑ Steering & Suspension Systems (ASE 8)
- ❑ Wheel Alignment
- ❑ Introduction to Electrical/ Electronics Systems

Semester Four (2014/2015)
- ❑ Auto Shop Safety
- ❑ Electrical/ Electronics Systems (ASE 6)
- ❑ Automotive Batteries
- ❑ Starting Systems
- ❑ Charging Systems

COMPUTER SCIENCES PROGRAM

COMPUTER REPAIR A & B

Grades: 11, 12
Credits: **SHS:** 2 per semester
College: Students may be eligible to receive post-secondary credits for career and technical courses completed
Prerequisite: None

Computer Repair is a CompTIA A+/TestOut PC Pro certification course. Certification is achieved by passing industry standard certification exams. The material presented during class is representative of what is on the exams. This course includes an A+ practice exam and one official TestOut PC Pro exam. Both are given at the end of the course. To actually pass either exam (to be certified in computer repair) requires significant independent work and study outside of class time.

Semester 1

- Being a PC technician
- Peripheral Devices: USB, display, firewire, etc.
- Storage: optical drives – ATA, Serial ATA, SCSI, File System, RAID
- Networking: hardware, ethernet, network addressing – IP v4, IP v6, utilities, HomeGroup
- System Components: power supply, motherboard, processor, memory, power management, maintenance
- Mobile Devices: notebook computers, apps, maintaining

Semester 2

- Installing and Troubleshooting:
- Windows System Management: preferences, performance, users and groups, applications, updates
- System Implementation: components, pre/post considerations
- File Management: locations, managing, NTFS, sharing, offline
- Security: best practices, physical, social, BIOS, malware, authentication, encryption, firewalls, proxy
- Troubleshooting: motherboard, storage, video, etc.

Students can enroll either semester, but are expected to complete both semesters prior to taking any networking class.

*Upon completion of the course, students will have the option of paying a fee to take the A+ certification exam to become a certified technician.

COMPUTER NETWORKING A & B

Grades: 11, 12
Credits: **SHS:** 2 per semester
College: Students may be eligible to receive post-secondary credits for career and technical courses completed
Prerequisite: None

Computer Networking is a TestOut Network Pro certification course. This course presents you with material relevant to many standard computer networking courses, for example: CompTIA Network+ and Cisco CCNA. Specifically, this course prepares you for the TestOut Network Pro certification exam. To be in this course, you need to be working toward certification. The exam is offered near the end of the program.

Semester 1

- Networking Basics
- Cables and Connections
- Networking Devices
- Ethernet
- Network Implementation
- Wireless Networking
- Wide Area Networks

Semester 2

- Network Security
- Network Management
- Troubleshooting

Successful completion of the Computer Repair course is required.

COSMETOLOGY PROGRAM

Our mission is to provide students with the opportunity to discover the Cosmetology industry through learning, leadership, marketing, and artistic skills. Cosmetology is an exciting and ever-changing career. We offer students the opportunity to explore and practice the art and science of beauty care. The course consists of all aspects of this industry including, Minnesota State Laws and Rules, professional development, design decision in hairstyling, chemical texturizing, hair coloring, salon environment, nail care, skin care, waxing, retailing and salon business.

This program is offered in a licensed Cosmetology School setting, thus giving the student both the training and hands on aspects of the profession. Electing this program will allow students to explore diversified career possibilities as well as earn hours that are transferable to post-secondary Cosmetology schools.

COSMETOLOGY 1A & 1B

Grades: 11, 12
Credits: **SHS:** 2 per semester
College: Students may be eligible to receive post-secondary credits for career and technical courses completed
Prerequisite: None
Fees: $80 (Lab fee includes mannequin head, nail care pack and other required supplies–cost is subject to change if supply costs increase)

1st Semester

- Intro to MN State Laws & Rules
- Safety & Infection Control
- Intro to Hair
- Intro to Hair styling
- Intro to Hair Extensions
- Intro to Hair Design
- Haircutting
- Hair Styling
- Practical Application

2nd Semester

- MN Laws & Rules
- Intro to Manicuring
- Natural & Artificial Nails
- Intro to Pedicuring
- Intro to Massage
- Intro To Skin Care
- Waxing
- Facials
- Make-Up
- Practical Application

COSMETOLOGY 2A & 2B

Grades: 12
Credits: **SHS:** 2 per semester
College: Students may be eligible to receive post-secondary credits for career and technical courses completed
Prerequisite: Cosmetology I
Lab Fee: $80 (Fee includes equipment kit, product supplies and mannequin head)

1st Semester

- Review – Basic Haircutting
- Laws & Rules
- Short/clipper Haircutting: Men's Haircutting
- Practical Application
- Women's haircutting
- Hairstyling/Finger Waves/Pin Curls
- Intro to Hair Relaxing
- Practical Application

2nd Semester

- Intro to Perming
- Theory & Technique
- Laws & Rules
- Practical Application
- Intro to Hair Color/Foiling
- Salon Business/ Management
- Practical Application

CRIMINAL JUSTICE PROGRAM

The security needs of today's world have created a new career demand. Preparation of the various professionals dealing with these concerns will be the subjects addressed in the Criminal Justice Program. The program is designed for students interested in becoming police officers, federal agents, probation/parole officers, lawyers/judges, juvenile justice workers, and crime scene investigators. The institutions of police, courts, and corrections will be studied as to how they protect people and their rights, apprehend law violators, prevent crime and provide social services. Students will have the chance to become CPR/First-Aid Certified. Writing and critical thinking skills will be developed throughout the course by class discussion, student presentations and small group activities. Related college programs are available at two and four year state colleges. The course is a two-year program with a different class offered each semester. Students applying for and meeting PSEO eligibility could earn 3 credits per semester from Normandale Community College.

Crime Scene Investigation, communications, physical fitness and criminal justice ethics will be a part of each semester's study plan.

CRIMINAL JUSTICE

2 year program begins in Fall of odd years, but the 2 years can be taken in either order

Grades: 11, 12

Credits: **SHS:** 2 per semester

College: Students may be eligible to receive post-secondary credits for career and technical courses completed

Prerequisite: None

YEAR 2 – 1st Semester: Police & Community (Fall 2014)

- Origins/History of U.S. Policing
- Police Discretion
- Traditional Policing
- Community Policing
- Police and Crime Fighting
- Calls for Police Services
- Social Organization of Arrest
- Use of Force
- Police Shootings
- Use of Deadly Force
- Police Attitudes and Behaviors
- Racial Profiling
- Police and Domestic Violence
- Special Police Units
- Police Conduct and Ethics
- Terrorism and Law Enforcement
- Police Deviance and Corruption
- Police Organization
- Police Patrol Styles
- Police and Legal Issues
- Hazards of Police Work
- Police Socialization and Subculture
- Police Recruitment
- Purposes of Policing

YEAR 2 – 2nd Semester: Introduction to Corrections (Spring 2015)

- Origins of Corrections
- Philosophy of Corrections and Changes
- Social Interventions and Juvenile Diversion
- Understanding Recidivism
- Jails and Prisons
- Probation and Parole
- Community Corrections
- Boot Camps
- Discretion; Judges, Lawyers, Parole Boards
- Plea Bargaining
- Drug Courts
- Juvenile Courts
- The War on Drugs and Prison
- Minorities and Incarceration
- Life Sentences
- The Death Penalty
- Three Strikes and You're Out Policies
- Mandatory Minimum Sentences/Truth in Sentencing Policies
- Treatment vs. Punishment
- Restorative Justice Model
- Chemical Dependency and the Law
- Federal Drug Sentences
- State Drug Sentences
- Crack v. Powder Cocaine Sentencing

YEAR 1 – 1st Semester: Introduction to Criminal Justice (Fall 2015)

- Evolution of Law Enforcement & Criminal Justice
- Three Eras of Policing
- Crime and Social Control
- Discretion in the Criminal Justice System
- Bill of Rights
- Criminal Law
- Crime Trends and Crime Mythology
- Crime and the News
- Crime in the U.S.
- Official Sources of Crime Data
- Traditional Policing
- Community Policing
- Purposes of Policing
- Police and Legal Issues
- Police Challenges
- Recruitment Process & MN Post Requirements
- Minorities and the Criminal Justice System
- Criminal Trial Process
- Courts
- Individual Rights v. Public Order
- Sentencing
- Death Penalty
- Corrections (Overview)

YEAR 2 – 2nd Semester: Juvenile Justice and Delinquency (Spring 2016)

- Society's Changing View/Status of Children
- Discretion and the Juvenile Justice System
- Juvenile Crime Trends
- Status Offenses
- Delinquency and Youth Crime
- Measuring Delinquency
- Violent Youth Crime
- Illegal Drug Use and Delinquency
- Theories of Juvenile Crime and Delinquency
- Family and Delinquency
- Schools and Delinquency
- Gender and Delinquency
- Gang Delinquency
- Police and Delinquency
- Juvenile Court
- Juvenile Corrections
- A review of significant cases in Juvenile Justice will be a primary focus of this semester

GRAPHIC DESIGN AND PRINT PROGRAM

GRAPHIC DESIGN AND PRINT 1 A & B

Grades:	11, 12
Credits:	**SHS:** 2 per semester **College:** Students may be eligible to receive post-secondary credits for career and technical courses completed
Prerequisite:	None
Required Materials:	4MB or larger flash drive

In the Graphic Design and Print Program, students will receive applied knowledge of the graphic communications industry through hands-on, real-world experience. Students have the option of taking the program for one or two years, or by the semester. Each semester focuses on a different aspect of the industry, giving students advanced college credit and marketable skills for the workforce.

Students are presented with college-level knowledge and practical applications, using industry standard software and equipment. Theory of color and design, typography, layout and production, offset and screen printing, bindery, job costing and safety are covered, along with personal employability skills. Field trips to colleges and industry sites are included in the program.

The Graphic Design and Print Program is home to several state and national design and print related award winners. Credits from this class are transferable to a number of post-secondary colleges.

1st Semester

- Theory of design
- Color theory
- Typography
- Adobe InDesign
- Adobe Illustrator
- Safety
- Introduction to Offset Press

2nd Semester

- Safety
- Graphic Measuring
- Adobe Photoshop
- Professional Portfolio
- Advanced Printing
- Screen Printing

GRAPHIC DESIGN AND PRINTING 2 A & B

Grades:	11, 12
Credits:	**SHS:** 2 per semester **College:** Students may be eligible to receive post-secondary credits for career and technical courses completed
Prerequisite:	Graphic Communications I maintaining a B or above average

The second year program expands on skills learned in the first year course and adds skills in advertising design, production and multi-media. Students will have the ability to customize their own curriculum each quarter, to their own personal interest. In addition, students will construct a professional portfolio of their work and may participate in job shadows and/or internships at local printing companies. Credits from this class are transferable to a number of post-secondary colleges.

Students who drive risk losing the opportunity to attended courses and will be placed in two study halls for the duration of the semester.

PHOTOGRAPHY PROGRAM

The Photography Program covers nearly every aspect of photographic skills one would need to pursue photography as a lifelong hobby or career. These courses, which are taught by practicing professionals and teach everything from nature, landscape, photojournalism, commercial to wedding and portrait photography. This course utilizes both historical and current photographic processes, everything from film to digital, simple point and shoot cameras to the tools real professionals use, and small to large format cameras. Adobe Photoshop is used for photo editing is taught with all of the digital projects. The labs consist of a Mac computer lab, a full portrait studio, commercial product station, two darkrooms, and a film development station.

PHOTOGRAPHY 3, 4 & 5

Grades:	11, 12
Credits:	**SHS:** 2 per semester **College:** Students may be eligible to receive post-secondary credits for career and technical courses completed
Prerequisite:	Successful completion of Photography 1 and Photography 2 at Shakopee High School
Course Fee:	$40 per semester
Lab/Lecture Time:	80/20
Notes:	Students are also encouraged to provide their own camera.

Photo 3, 4, & 5 students will create a professional portfolio and work on longer term independent projects in pursuit of a personal style. Job shadow experiences with real working professionals will also be available. Each level of photography will include a short research paper or project.

SHAKOPEE PUBLIC SCHOOLS

PEARSON 6th GRADE CENTER
EAST JUNIOR HIGH SCHOOL
WEST JUNIOR HIGH SCHOOL

Registration Guide
2015 – 2016

PEARSON	917 Dakota Street South , Shakopee, MN 55379	(952) 496-5862
EAST JH	1137 Marschall Road , Shakopee, MN 55379	(952) 496-5702
WEST JH	200 – 10th Avenue West, Shakopee, MN 55379	(952) 496-5752

COMPLIANCE STATEMENT

The following are brief descriptions of Shakopee School District policies relating to behavior standards and expectations. A complete copy of any district policy may be obtained by contacting the junior high school or the Superintendent's office.

Harassment and Violence:

Policy #413: It is the policy of the Shakopee Public Schools to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The School District prohibits any form of religious, racial or sexual harassment and violence.

Consequences: The School District will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

HARASSMENT IS when someone does or says something to you of a sexual, racial, religious, or violent nature that makes you feel uncomfortable. IF THIS HAPPENS, tell an adult you trust.

Notice of Directory Information

Policy #515 – PROTECTION AND PRIVACY OF PUPIL RECORDS: The Shakopee School District declares the following to be directory information: student name and date and place of birth; photograph; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent educational agency or institution attended. By law, designated directory information may be made public unless a parent notifies their child's school that they do not want it to be released without their consent. Notification must be given to the principal of the child's school by October 1st of each school year.

Student Sex Nondiscrimination

Policy #522: The school district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in any educational program or activity, including any class or extracurricular activity operated by the school district on the basis of sex.

Consequences: The School District Human Rights Officer(s), upon receipt of a report, complaint or grievance alleging unlawful sex discrimination toward a student shall promptly undertake or authorize an investigation. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge.

Pearson 6GC, East Junior High, & West Junior High

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2015-2016 Registration Guide

MESSAGE TO STUDENTS & PARENTS

To Students and Parents of Pearson Sixth Grade Center and East and West Junior High Schools:

This course registration guide is one tool for you to use as you plan for the 2015-2016 school year. In addition to the course descriptions offered here, your counselors, teachers and parents will have much guidance for you during this important process.

As you begin this process, you should be focusing on two questions:

- What are the courses that I need to take in order to assure that I continue to make progress toward fulfilling the school district's graduation requirements?
- What are the courses that I should take in order to best prepare for my future?

In grades 6-8, student begin their transition from the elementary model of education, where the student has a primary teacher they meet with most of the day, to the secondary model, where students generally have a different teacher each of their classes.

At Pearson Sixth Grade Center, students have a safe and caring environment to begin this transition. Students' schedules are mostly set, but there are opportunities to join band and/or choir, music production, and (for those who meet the qualifying criteria) Honors Reading/Language Arts and/or Pre-Algebra (accelerated math) or Algebra (twice accelerated math).

The Junior High years offer students greater choice to begin exploring other areas of interest through elective classes. These opportunities place great responsibilities on both parents and students to plan wisely. Carefully read the information in the next few pages and browse through the course offerings. Before registration, decide on a schedule of courses for your junior high and high school years. Serious thought about an overall plan will provide a sense of purpose and direction. Therefore, 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.***

If you have questions regarding registration processes or a specific class, please contact your (or your student's) advisor. Thank you for planning wisely for your future!

Our goal is to have the registration process completed by the end of February for the majority of students. Course requests will determine our staffing needs for next year, so it is essential that you take every opportunity to make an informed decision.

We are here to assist you; please contact us with any questions.

PEARSON 6th GRADE CENTER	**EAST JUNIOR HIGH SCHOOL**	**WEST JUNIOR HIGH SCHOOL**
Principal | *Angela Turry* Ass't Principal | *Adam Dittberner*	Principal | *Jim Miklausich* Ass't Principals | *Matt Headrick* *Mandy Hainline* Counselor | *Kelsey Andreen*	Principal | *Lori Link* Ass't Principals | *Kevin Bjerken* *Joel Young* Counselor | *Erin Richter*
Phone | *(952) 496-5702*	**Phone** | *(952) 496-5702*	**Phone** | *(952) 496-5752*

CREDIT REQUIREMENTS

SUMMARY OF PEARSON 6th GRADE & JUNIOR HIGH CREDIT REQUIREMENTS

The school year is divided into two semesters, each with 2 quarters.

In sixth grade students are required to take year-long courses in Language Arts, Reading, Mathematics, Science, and Social Studies. Students will also take a year-long Physical Education course that alternates with either Band, Choir, or Music Production. In addition to these year-long courses, students will take a one quarter Health class and three one-quarter "Gateway to the Areas of Interest" courses.

<table>
<tr><th colspan="5">GRADE 6</th></tr>
<tr><td>1</td><td colspan="4">Language Arts (full year)</td></tr>
<tr><td>2</td><td colspan="4">Social Studies (full year)</td></tr>
<tr><td>3</td><td colspan="4">Mathematics (full year)</td></tr>
<tr><td>4</td><td colspan="4">Science (full year)</td></tr>
<tr><td>5</td><td colspan="4">Reading (full year)</td></tr>
<tr><td rowspan="2">6</td><td colspan="3">Area of Interest Gateway Courses
(one quarter each)</td><td rowspan="2">Health (quarter)</td></tr>
<tr><td>Arts & Communication</td><td>Human Services</td><td>Science & Technology</td></tr>
<tr><td rowspan="2">7</td><td colspan="4">Band, Choir, or Music Production (every other day)</td></tr>
<tr><td colspan="4">Physical Education or second Music course (every other day)</td></tr>
</table>

NOTE | Students taking Band **AND** Choir will be required to participate in one quarter of physical education which will replace one of their one quarter gateway courses.

Students may take:

- *Band every-other-day opposite of PE.*
- *Choir every-other-day opposite of PE.*
- *Band and Choir every-other-day (Students will take a one quarter PE class in replacement of a Gateway course).*
- *Music Production every-other-day opposite of PE.*

NOTE | In some situations, based on academic need, a student may be limited to one music course and other academic support class.

In seventh grade students are required to take year-long courses in English, Mathematics, Science, and Social Studies. Students will take one quarter of Health and three one-quarter "Gateway to the Areas of Interest" courses. Student NOT in Band or Choir will take a one-semester Physical Education class and have their choice of three one-semester elective classes. Students electing to take band or choir will take a year-long physical education course that will alternate with Band or Choir.

Students **NOT** in Band or Choir **OR** Students **IN** Band or Choir

GRADE 7				
1	**English** (full year)			
2	**Social Studies** (full year)			
3	**Mathematics** (full year)			
4	**Life Science** (full year)			
5	**Area of Interest Gateway Courses** (one quarter each)			**Health** (quarter)
	Business & Entrepreneurship	**Engineering & Manufacturing**	**Health Sciences**	
6	**Elective** (semester)		**Elective** (semester)	
7	**Physical Ed.** (semester)		**Elective** (semester)	

GRADE 7				
1	**English** (full year)			
2	**Social Studies** (full year)			
3	**Mathematics** (full year)			
4	**Life Science** (full year)			
5	**Area of Interest Gateway Courses** (one quarter each)			**Health** (quarter)
	Business & Entrepreneurship	**Engineering & Manufacturing**	**Health Sciences**	
6	**Elective** (semester)		**Elective** (semester)	
7	**Band or Choir** (every other day)			
	Physical Ed. or second Music (every other day)			

NOTE | Students taking Band **AND** Choir will have physical education during an elective period.

In eighth grade students are required to take year-long courses in English, Mathematics, Science, and Social Studies, semester-long courses in Physical Education and several electives courses. Students electing to take Band or Choir will have a year-long alternating Physical Education and Band/Choir class.

Students **NOT** in Band or Choir **OR** Students **IN** Band or Choir

GRADE 8		
1	**English** (full year)	
2	**Social Studies** (full year)	
3	**Mathematics** (full year)	
4	**Earth Science** (full year)	
5	**Elective** (semester)	**Elective** (semester)
6	**Elective** (semester)	**Elective** (semester)
7	**Physical Ed.** (semester)	**Elective** (semester)

GRADE 8		
1	**English** (full year)	
2	**Social Studies** (full year)	
3	**Mathematics** (full year)	
4	**Earth Science** (full year)	
5	**Elective** (semester)	**Elective** (semester)
6	**Elective** (semester)	**Elective** (semester)
7	**Band or Choir** (every other day)	
	Physical Ed. or second Music (every other day)	

NOTE | Students taking Band **AND** Choir will have physical education during an elective period.

ADVANCED COURSES INFORMATION

Shakopee Public Schools offers a variety of advanced courses intended to provide appropriate challenge for students who demonstrate need for a more rigorous curriculum. Students are identified for these courses in the middle levels. Rigorous coursework in high school is the greatest predictor of college completion. Students who are high academic achievers (usually those who are in the top 20% of their class) will want to consider the most rigorous coursework available. Parents and students should be aware of some of the courses at our junior high schools that provide rigorous challenge:

GRADE	DISCIPLINE CATEGORY REQUIREMENTS	TYPICAL	HONORS	ACCELERATED	TWICE-ACCELERATED
6	**Reading Language Arts**	Reading Language Arts 6	Honors Reading LA 6		
	Mathematics	Math 6		Pre-Algebra	Algebra 1
7	**English Language Arts**	English 7	Honors English 7		
	Mathematics	Pre-Algebra		Algebra 1	Geometry
8	**English Language Arts**	English 8	Honors English 8		
	Science	Earth Science	Honors Earth Science		
	Mathematics	Algebra 1		Geometry	Accelerated Algebra 2

DEFINITIONS | Advanced Course Sequences Defined

There are three main advanced course sequences available to students who demonstrate appropriate levels of performance and/or ability:

HONORS Sequence | These courses are taught using grade level curricular standards, but with a greater level of rigor and complexity and are targeted to the top 20% of students in each class.

Honors course sequences by department include:

- **English/Language Arts** |Honors Sequence runs Grades 6-10 | College in the Schools (CIS) Grades 11-12
- **Science** | Honors Sequence runs Grades 8-11 | CIS Grade 12

ACCELERATED Sequence | These courses are taught using the grade level standards of the course one grade level ahead and are typically targeted to the top 10-15% of students.

Accelerated course sequences by department include:

- **Math** | Accelerated Sequence runs Grades 6-10 | Advanced Placement (AP)/CIS Grades 11-12
- **Science** | Accelerated Sequence runs Grades 9-10 | AP/CIS Grades 11-12
- **Social Studies** | Accelerated Sequence runs Grades 9-12 | All are AP or CIS

TWICE-ACCELERATED Sequence | These courses are taught using the grade level standards of the course two grade levels ahead and are typically targeted to the top 5% of students.

Twice-Accelerated course sequences by department include:

- **Math** | Twice-Accelerated Sequence runs Grades 6-9 | AP/CIS Grades 10-12

IDENTIFICATION | Common Identification Criteria (District-wide)

Identification criteria for each District Honors Sequence within a Discipline (LINK: specific MAP and MCA subtests by discipline)

- **Honors Sequence** | To be identified for Honors courses, students average scores on MAP and MCA data over the previous two years must be at or above the 85th percentile, or other comparable test data.

- **Acceleration Sequence** | To be identified for Accelerated courses, students average scores on MAP and MCA data over the previous two years must be at or above the Dep't Recommendation (greater than the 85th percentile).
- **Twice-Accelerated Sequence** | To be identified for Twice-Accelerated courses, students average scores on MAP and MCA data over the previous two years must be at or above the Dep't Recommendation (greater than the 90th percentile).

APPEALS PROCESS | Uniform process for Appeals across content areas, except Math

MATH Appeals | Students must test out of the pre-requisite course using an end of course assessment in order to advance.

Appeals in ALL Other Disciplines | If not initially invited into the course by initial identification, the student and parent(S) must...

1. Complete written Appeal Request Form (available from the building administration or counselors)
2. Building Administrator(s) reviews student's file (with the HP Coordinator, as needed), including…
   - Core Data (as described above in Identification)
   - Other Supplementary Data, such as…
     - Subject-specific EXPLORE and/or PLAN Scores
     - Subject-specific Grades and GPA (i.e. Math GPA, Science GPA, etc., NOT overall GPA)
     - Work samples
3. Building Administrator(s) reviews student's file and supplementary data with parents

- The Building Administrator will be the final authority on ALL appeals.

EXIT CRITERIA | Common District Exit Criteria

Methods of Exiting

1. **Request by student and/or parent** | When students and/or their parents request to be dropped from an advanced course, the following process must be followed:
   1. The student and/or parent(s) discuss ongoing concerns with teacher as the course progresses.
   2. Teacher makes sure that Parent(s) are included in on discussion of concerns about the student.
   3. In normal circumstances, if a parent requests his/her student be exited from the course, that request will be honored at the end of the current grading period (The student's grade for that grading period will count in the student's GPA.)
2. **Recommendation by Teacher** | Process for exit
   1. The teacher begins and maintains and ongoing discussion of concerns with student throughout the course.
   2. The teacher discusses the concerns with Parent/Guardians as soon as appropriate.
   3. The parties agree to a performance contract, signed by student & parent/guardian(s) and shared with the Building Administration.
   4. If the performance contract does not alleviate the concerns, the teacher shares the results with the student's counselor and Building Administration.
3. **Student Failure** | If a student fails the course, s/he will be removed from that discipline's advanced course sequence.

The Building Administrator will be the final authority on ALL student exits from advanced courses.

COURSE DESCRIPTIONS | REQUIRED COURSES

ENGLISH LANGUAGE ARTS

English language arts (ELA) are all of the communication and language skills and processes people use every day to receive and send information. We receive information through listening, viewing, and reading, and we send information through writing, speaking, facial expression, body language, and auditory and visual representations. We use language to learn, to question, to share feelings, to help others, to be part of civilization. The ability to use and understand language, both spoken and written, is critical to every aspect of students' lives.

Students learn and apply knowledge of the English language by gathering, comprehending, evaluating, synthesizing, and reporting information and ideas, by conducting original research in order to answer questions and solve problems, and by analyzing and creating a range of print and non-print texts in old and new media. They also explore the literature of several cultures and historical periods and create their own literature, learning how purpose, audience and cultural perspective impact one's use of language along the way.

~ From the Minnesota Department of Education – available online at
http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/LangArts/index.html

STUDENT PATHWAYS THROUGH THE ENGLISH CURRICULUM

GRADE	REGULAR	HONORS	ACCELERATED
6	Reading & Language Arts 6	Honors Reading & Language Arts 6	*There are no Accelerated courses available in the English Language Arts curriculum until College in the Schools courses in 11th Grade.*
7	English 7	Honors English 7	
8	English 8	Honors English 8	

A more detailed and colorized flowchart reflecting the Advanced Course options in English Language Arts is available on the Shakopee High Potential Services website: http://shakopee.schoolwires.net/Page/493

6TH GRADE ENGLISH LANGUAGE ARTS REQUIREMENT OPTIONS

LANGUAGE ARTS 6

Grade: 6
Credits: 2 REQUIRED
Schedule: Two semesters

The majority (approximately 80%) of incoming 6th Graders will be in this course.

The sixth grade language arts curriculum consists of word study, journal writing, essay composition, Six+1 Traits of writing, poetry, and grammar. Each language arts class focuses on all of the 6+1 Traits of writing in student journals, essays, poetry and reports. Major writing projects include persuasive, descriptive, and informative papers. The language arts class also provides a foundation for writing in other content areas. Grammar, spelling and writing conventions are taught in the context of students' own reading and writing.

READING 6

Grade: 6
Credits: 2 REQUIRED
Schedule: Two semesters

The majority (approximately 80%) of incoming 6th Graders will be in this course.

The sixth grade reading course places an emphasis on the development of reading comprehension skills, interaction with literature, and the development of rich vocabulary. To accomplish these goals, students are involved in literature circles, reading workshop, read-alouds and independent reading. Reading units are based on the 7 reading strategies: monitoring comprehension, making connections, inferring, visualizing, determining importance, synthesizing and questioning. Curriculum is aligned with the MN state standards and prepares students for the Minnesota Comprehensive Assessment. Differentiated instruction is provided through a leveled literature library and through student reading response journals. The goal is to provide students the necessary skills for success in the classroom and for a lifelong love of reading.

HONORS READING & LANGUAGE ARTS 6

Grade: 6
Credits: 2 REQUIRED
Schedule: Two semesters
Eligibility: To be eligible for Honors courses, student's score average must be at or above the 85th percentile on available MAP and MCA data, or other comparable test data. Students who do not meet the criteria outlined above will not be considered for placement in honors courses unless a parent completes the Appeals process (see "Appeals Process" on page 3). Continuation in the honors courses will be automatic for students who demonstrate success (see "Exit Criteria on Page 3).

Honors Reading & Language Arts are more rigorous options designed to challenge the high potential learner. To be considered for Honors Reading & Language Arts students must have a history of excellent performance in the following areas: MAP testing, MCA testing, classroom grades, and strong work habits.

The honors course student will dig deeper into books. Honors students will work with more complex novels in a variety of genres, including modern & classic poetry, biographies & autobiographies, a variety of fiction, and classic novels.

Examples of such texts are: *Treasure Island*, *The Hobbit*, *Call of the Wild*, *Swiss Family Robinson*

Honors students will be expected to read at least two texts at any given time. One text will be an independent reading book and the other will be a literature circle book.

The texts students read will also be used to fill in their genre wheel. Students will read 40 texts by the end of the year.

7TH GRADE ENGLISH LANGUAGE ARTS REQUIREMENT OPTIONS

ENGLISH 7

Grade: 7
Credits: 2 REQUIRED
Schedule: Two semesters

The English 7 course is a comprehensive study of literature, writing, and speaking/listening skills. The student will have the opportunity to learn through group activity as well as individual expression, thus providing experience in self-motivation, problem solving, cooperativeness, and group responsibility.

HONORS ENGLISH 7

Grade: 7
Credits: 2 REQUIRED
Eligibility: Honors Reading/Language Arts 6 or placement according to identification criteria
Schedule: Two semesters

The Honors English course is an expanded curriculum stressing an in-depth study of literature, prose and poetry writing, and speaking/listening skills. A high level of individual motivation (as well as cooperative group skills) is needed for success. Seventh grade Honors English students are required to read an assigned novel over the summer and will need to be prepared to discuss its content during the first week of school. *Activities and assessments related to the summer reading assignment will affect 1st quarter grades*. If new to the district, please check out the novel from either of the Shakopee Junior High Offices. Students will also be required to read novels outside the regular class content and will present an Independent Research Project in March. Students may be removed from the class for academic reasons and continued participation in the class will be determined by a student's effort and academic success.

8TH GRADE ENGLISH LANGUAGE ARTS REQUIREMENT OPTIONS

ENGLISH 8

Grade: 8
Credits: 2 REQUIRED
Schedule: Two semesters

The English 8 course is designed to include the Language Arts core requirement for 8th grade. Literature, grammar, punctuation, writing, and speaking/listening skills will be studied throughout this course.

HONORS ENGLISH 8

Grade: 8
Credits: 2 REQUIRED
Eligibility: Honors English 7 or placement according to identification criteria
Schedule: Two semesters

The Honors English 8 course is designed for highly motivated students eager for a challenging curriculum of literature, writing, grammar, punctuation, and speaking/listening skills. A literature-based research project requiring critical thinking skills will be assigned. All 8th grade Honors English students are required to read an assigned novel over the summer and complete assigned activities. Discussions, additional activities, and assessments will be included in 1st quarter grades.

The course profile includes:

- Thematic organization of curriculum
- Emphasis on inquiry, analysis and interpretation of literature
- Emphasis on in-depth projects and challenging homework
- Faster paced deadlines

COURSE DESCRIPTIONS | REQUIRED COURSES

HEALTH & PHYSICAL EDUCATION

Health & Physical education play a critical role in educating the whole student. Research supports the importance of movement in educating both mind and body. Physical education contributes directly to development of physical competence and fitness. It also helps students to make informed choices and understand the value of leading a physically active lifestyle. The benefits of physical education can affect both academic learning and physical activity patterns of students. The healthy, physically active student is more likely to be academically motivated, alert, and successful. As children grow and enter adolescence, physical activity enhances the development of a positive self-concept as well as the ability to pursue intellectual, social and emotional challenges. Throughout the school years, quality health & physical education can promote social, cooperative and problem solving competencies. Quality health & physical education programs in our nation's schools are essential in developing motor skills, physical fitness and understanding of concepts that foster lifelong healthy lifestyles.

~From the National Association for Sport and Physical Education – available online at http://www.aahperd.org/naspe/standards/upload/Physical-Education-is-Critical-to-a-Complete-Education-2001.pdf

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6TH GRADE HEALTH & PHYSICAL EDUCATION REQUIREMENT OPTIONS

HEALTH 6

Grade: 6
Credits: .5 REQUIRED
Schedule: One quarter

Topics covered in the sixth grade health curriculum include units of Steps to Respect Anti-Bullying, Communicable and Non-communicable Diseases, Taking Responsibility for your Health, and Human Growth and Development.

PHYSICAL EDUCATION (1 Semester)

Grade: 6
Credits: 1 REQUIRED
Schedule: One semester

Sixth grade physical education includes fitness concepts for life, plus opportunities to participate in individual and team sports.

7TH GRADE HEALTH & PHYSICAL EDUCATION REQUIREMENT OPTIONS

HEALTH 7

Grade: 7
Credits: .5 REQUIRED
Schedule: One quarter

Health 7 is the study of various current health issues. Students will study decision making/refusal skills that help them make good decisions when faced with peer pressure. Personal Body Care will help students address the many issues that face teenagers during adolescent years. Drugs and medicines will be discussed along with inhalants, anabolic steroid and prescription drug abuse. Good nutrition practices will be discussed at it relates to overall body wellness and how it relates to self-image.

PHYSICAL EDUCATION 7

Grade: 7
Credits: 1 REQUIRED
Schedule: One semester

Students in Physical Education 7 will explore personal fitness through their understanding of the rules and skills of team and individual sports. Pedometers and heart rate monitors are used to assist students in assessing their own fitness levels. Activities may include, but not be limited to football, fitness testing, soccer, softball, swimming, basketball, Frisbee, golf, badminton, and the fitness center.

8TH GRADE HEALTH & PHYSICAL EDUCATION REQUIREMENT OPTIONS

PHYSICAL EDUCATION 8

Grade: 8
Credits: 1 REQUIRED
Schedule: One semester

Students in Physical Education 8 will explore personal fitness through their understanding of the rules and skills of team and individual sports. Pedometers and heart rate monitors are used to assist students in assessing their own fitness levels. Activities may include, but not be limited to track & field, swimming, lacrosse, tennis, dance, golf, basketball, flag football, and fitness testing. Students will also evaluate the risks and consequences associated with age appropriate sexuality, including factual information regarding abstinence, adolescent pregnancy, sexually transmitted infections, and HIV/AIDS.

COURSE DESCRIPTIONS | REQUIRED COURSES

MATHEMATICS

Mathematics is a discipline whose basic ingredients are numbers, shapes, and algebraic relationships. Logical reasoning is used to study the properties of these objects and to develop connections between them. The results can then be used to understand and analyze a vast array of phenomena arising in all of the sciences, in engineering, and in everyday life. For this reason, mathematics is often called the "language of science."

The Minnesota K-12 Academic Standards in Mathematics are grounded in the belief that all students can and should be mathematically proficient. All students need to learn important mathematical concepts, skills, and relationships with understanding. The standards describe a connected body of mathematical knowledge students learn through the processes of problem solving, reasoning and proof, communication, connections, and representation. The standards are grouped by strands: 1) Number and Operation; 2) Algebra; 3) Geometry and Measurement; 4) Data Analysis and Probability.

~ From the Minnesota Department of Education – available online at
http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/Math/index.html

STUDENT PATHWAYS THROUGH THE MATHEMATICS CURRICULUM

GRADE	REGULAR	ACCELERATED	TWICE-ACCELERATED
6	Math 6	Pre-Algebra	Algebra 1
7	Pre-Algebra	Algebra 1	Geometry
8	Algebra 1	Geometry	Accelerated Algebra 2

A more detailed and colorized flowchart reflecting the Advanced Course options in Mathematics is available on the Shakopee High Potential Services website: http://shakopee.schoolwires.net/Page/493

6TH GRADE MATHEMATICS REQUIREMENT OPTIONS

MATH 6

Grade: 6
Credits: 2 REQUIRED
Pre-requisite: Successful completion of 5th grade Math
Schedule: Two semesters

Math 6 is the math course taken by most students. The Math 6 curriculum includes key mathematical concepts such as exploring problem solving, decimals, fractions, percents, measurement, probability, ratios, proportions, equations, algebra, integers, coordinating graphs and geometry in two and three dimensions.

PRE-ALGEBRA (ACCELERATED)

Grade: 6
Credits: 2 REQUIRED
Eligibility: To be eligible for Accelerated courses, student's score average must be at or above the 87th percentile on available MAP and MCA data, or other comparable test data. Students who do not meet the criteria outlined above will not be considered for placement in honors courses unless a parent completes the Appeals process (see "Appeals Process" on page 3). Continuation in the honors courses will be automatic for students who demonstrate success (see "Exit Criteria on Page 3).
Pre-requisite: Successful completion of 5th grade HP Math
Schedule: Two semesters

Pre-Algebra builds on the skills and knowledge taught in Math 6. Students who register for this course will be expected to have above average mathematical knowledge and skill as well as greater motivation, as it is more rigorous and moves at a faster pace.

The Pre-Algebra curriculum includes key mathematical concepts such as exploring problem solving, decimals, statistics, integers, coordinate graphs, factors, fractions, rational numbers, ratios, proportions, percent, polynomials, equations, and geometry in two-and three-dimensions.

ALGEBRA 1 (TWICE ACCELERATED)

Grade: 6
Credits: 2 REQUIRED
Eligibility: To be eligible for Accelerated courses, student's score average must be at or above the 97th percentile on available MAP and MCA data, or other comparable test data. *In addition, each student must pass the end of course assessment for Pre-Algebra.* Students who do not meet the criteria outlined above will not be considered for placement in honors courses unless a parent completes the Appeals process (see "Appeals Process" on page 3). Continuation in the honors courses will be automatic for students who demonstrate success (see "Exit Criteria on Page 3).
Pre-requisite: Testing out of 6th Grade Pre-Algebra
Schedule: Two semesters

Algebra I continues to build on the skills and knowledge taught in Pre-Algebra. Students who register for this course will be expected to have even greater mathematical knowledge, skill and motivation, since it is even more rigorous and moves at a faster pace than Pre-Algebra.

Algebra I students will be starting a sequential series of math courses. Algebra I is followed by Geometry, Accelerated Algebra II, Pre-Calculus and Calculus. Algebra I students learn the traditional topics of an Algebra course along with real-world application, meaningful projects and integration of technology.

7TH GRADE MATHEMATICS REQUIREMENT OPTIONS

PRE-ALGEBRA

Grade: 7
Credits: 2 REQUIRED
Pre-requisite: Successful completion of Math 6
Schedule: Two semesters

Successful completion of 6th grade Math Pre-Algebra provides the opportunity to explore problem solving, decimals, statistics, integers, coordinate graphs, factors, fractions, rational numbers, ratios, proportions, percent, polynomials, equations, and geometry in two-and three-dimensions.

ALGEBRA 1 (ACCELERATED)

Grade: 7
Credits: 2 REQUIRED
Pre-requisite: Successful completion of Pre-Algebra
Schedule: Two semesters

7th grade Algebra I students will begin a sequential series of math, followed by Geometry, Algebra II, Pre-Calculus and Calculus. Algebra I students learn the traditional topics of an Algebra course along with real-world application, meaningful projects and integration of technology. Students will be expected to have above average motivation and ability in the class as it is more rigorous and moves at a faster pace. Students may be removed from the class for academic reasons and continued participation in the class will be determined by a student's effort and academic success.

GEOMETRY (TWICE ACCELERATED)

Grade: 7 (these classes will have a mix of twice accelerated 7th graders and accelerated 8th graders)
Credits: 2 REQUIRED (Successful completion of this course will also result in 2 High School Math credits that will be considered a "Pass" and not impact a student's high school grade point average.)
Pre-requisite: Successful completion of Algebra I
Schedule: Two semesters

Geometry students will continue in a sequential series of math, followed by Algebra II, Pre-Calculus and Calculus. Students in Geometry learn the traditional topics of a Geometry course along with real-world applications, meaningful projects, and integration of technology. Students will be expected to have above average motivation and ability in the class as it is more rigorous and moves at a faster pace. Students may be removed from the class for academic reasons and continued participation in the class will be determined by a student's effort and academic success.

8TH GRADE MATHEMATICS REQUIREMENT OPTIONS

ALGEBRA I

Grade: 8
Credits: 2 REQUIRED
Pre-requisite: Successful completion of Pre-Algebra
Schedule: Two semesters
Fee: None

Students will learn the traditional topics of an Algebra course along with real-world application, meaningful projects and integration of technology.

GEOMETRY (ACCELERATED)

Grade: 8 (these classes will have a mix of twice accelerated 7th graders and accelerated 8th graders)
Credits: 2 REQUIRED (Successful completion of this course will also result in 2 High School Math credits that will be considered a "Pass" and not impact a student's high school grade point average.)
Pre-requisite: Successful completion of Algebra I
Schedule: Two semesters
Fee: None

8th grade Geometry students will continue in a sequential series of math, followed by Algebra II, Pre-Calculus and Calculus. Students in Geometry learn the traditional topics of a Geometry course along with real-world applications, meaningful projects, and integration of technology. Students will be expected to have above average motivation and ability in the class as it is more rigorous and moves at a faster pace. Students may be removed from the class for

academic reasons and continued participation in the class will be determined by a student's effort and academic success.

ACCELERATED ALGEBRA 2 (TWICE ACCELERATED)

Grades: 8 (Students will likely be bused to the high school for this course.)
Credits: 2 REQUIRED (Successful completion of this course will also result in 2 High School Math credits that will be considered a "Pass" and not impact a student's high school grade point average.)
Prerequisite: Successful completion Algebra 1 and Geometry or placement by identification criteria

Accelerated Algebra 2 is a one-year course incorporating the main concepts from Algebra 2 and Algebra 3 to prepare students for Pre-Calculus. Topics covered may include various functions (linear, quadratic, polynomial, exponential, logarithmic, and rational), probability and statistics, sequences and series, and trigonometry.

COURSE DESCRIPTIONS | REQUIRED COURSES

SCIENCE

Science is the active study of the natural and man-made world, including processes, structures, designs, and systems. Science students use their senses and tools to observe, record and analyze data about the world and to make conclusions based on evidence. Scientifically literate young people can understand basic science concepts, use skills for doing scientific investigations, solve technical problems, and design technologies for today's world.

~ From the Minnesota Department of Education – available online at http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/Science/index.htm)

STUDENT PATHWAYS THROUGH THE SCIENCE CURRICULUM

GRADE	REGULAR	HONORS	ACCELERATED
6	Physical Science 6	*There are no Honors courses available in Science until 8th Grade*	*There are no Accelerated courses available in Science until 9th Grade.*
7	Life Science		
8	Earth Science	Honors Earth Science	

A more detailed and colorized flowchart reflecting the Advanced Course options in Science is available on the Shakopee High Potential Services website: http://shakopee.schoolwires.net/Page/493

6TH GRADE SCIENCE REQUIREMENT OPTIONS

PHYSICAL SCIENCE 6

Grade: 6
Credits: 2 REQUIRED
Schedule: Two semesters

In Physical Science, students will develop scientific inquiry skills through problem solving. This is accomplished through the introduction to lab reports and the use of a Science Notebook. Students study chemistry, forces and motion, light and sound waves, and energy sources.

7TH GRADE SCIENCE REQUIREMENT OPTIONS

LIFE SCIENCE

Grade: 7
Credits: 2 REQUIRED
Schedule: Two semesters

In Life Science students practice using scientific inquiry skill to solve problems. This is demonstrated by several lab reports through the year. Students study the structure and function of life, how living organisms interact with each other and their environment, and the systems of the human body.

8TH GRADE SCIENCE REQUIREMENT OPTIONS

EARTH SCIENCE

Grade: 8
Credits: 2 REQUIRED
Schedule: Two semesters

Earth Science students will use scientific inquiry skills, engineering concepts and metric measurements to solve problems concerning the earth and its place in space. Topics that are studied include rocks and minerals, weathering and erosion, plate tectonics, earthquakes and volcanoes, oceanography, the solar system and stars, weather and geologic time.

HONORS EARTH SCIENCE

Grade: 8
Credit: 2 REQUIRED
Pre-requisite: Placement made by identification criteria
Schedule: Two semesters

This course is designed for students who enjoy studying science. The rigorous coursework will prepare students to successfully participate in Honors Physical Science 9, and other honors courses at the high school level. Students in this course will use scientific inquiry skills and metric measurements to solve problems concerning the earth and its place in space as well as advanced engineering applications. Topics that are studied include rocks and minerals, weathering and erosion, plate tectonics, earthquakes and volcanoes, oceanography, the solar system and stars, weather and geological time.

The course profile includes:

- Emphasis on in-depth projects and meaningful assignments that require dedication to learning
- Incorporates activities designed to stimulate a passion in the scientific process and
- Requires advanced inquiry skills, including the organization of data

COURSE DESCRIPTIONS | REQUIRED COURSES

SOCIAL STUDIES

The National Council for the Social Studies describes the purpose of social studies education is to develop civic competence and help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Civic competence rests on this commitment to democratic values, and requires that citizens have the ability to use their knowledge about their community, nation, and world; to apply inquiry processes; and to employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life, and participating as members of a global community.

~ From the Minnesota Department of Education – available online at
http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/SocialStudies/index.html

A proper education in the Social Studies and Social Sciences helps students become responsible citizens in a culturally diverse, democratic society within an interdependent world. Through the exploration of civics, economics, geography, history, philosophy, psychology, and sociology, students learn about not only themselves and the many factors that have influenced their development but also the people, places, issues, eras, and events that shape our larger world.

STUDENT PATHWAYS THROUGH THE SOCIAL STUDIES CURRICULUM

GRADE	REGULAR	HONORS	ACCELERATED
6	Minnesota Studies	*There are no Honors courses available in Social Studies curriculum*	*There are no Accelerated courses available in Social Studies until Advanced Placement courses begin in 9th Grade.*
7	U.S. Studies		
8	Global Studies		

A more detailed and colorized flowchart reflecting the Advanced Course options in Social Studies is available on the Shakopee High Potential Services website: http://shakopee.schoolwires.net/Page/493

6TH GRADE SCIENCE REQUIREMENT OPTIONS

MINNESOTA STUDIES

Grade: 6
Credit: 2 REQUIRED
Schedule: Two semesters

In this introductory history course, students will investigate how the state of Minnesota has been shaped throughout the last few centuries. We will explore how Minnesota was involved in critical moments throughout US History, study various groups of people who have lived here, discuss foundational elements of Minnesota government, and practice mapping skills with Minnesota geography. An emphasis will be placed on building informational reading comprehension and other literacy skills within the curriculum.

7TH GRADE SCIENCE REQUIREMENT OPTIONS

U.S. STUDIES

Grade: 7
Credit: 2 REQUIRED
Schedule: Two semesters

Students in U.S. Studies will explore American History from the American Revolution to the Industrial Revolution. We will take a closer look at the foundations of the U.S. Government through this time period. An emphasis will be placed on building informational reading comprehension and writing skills within the curriculum.

8TH GRADE SCIENCE REQUIREMENT OPTIONS

GLOBAL STUDIES

Grade: 8
Credit: 2 REQUIRED
Schedule: Two semesters

Students in Global Studies will explore the seven continents of the world through the lens of the eight traits of culture: history, religion, economics, daily life, social groups, government, art, and language. This course will act as a foundation for students' upcoming Human Geography, Modern U.S. History, and Modern World History courses.

Find Your Passion at Shakopee Schools

"*Exploring Areas of Interest*"

To Shakopee Students and Families:

Our mission is to prepare all students to be college and career ready. A critical aspect of this mission is providing an opportunity for you to explore and find your interest and passion areas. Our district has begun a five-year planning process to re-imagine our secondary programs to ensure your success as you transition into high school and beyond. One of those key initiatives is to organize all elective courses into six areas of interest; Arts & Communications, Business & Entrepreneurship, Engineering & Manufacturing, Health Science, Human Services, Science and Technology.

In order for you to learn about each of these Areas of Interest, all students will participate in a one quarter "Gateway" course for each area during his or her 6th and 7th grade years. Along with their required classes, students will then have choices during their 7th and 8th grade years to select from a variety of elective courses to further pursue their interests.

Are you interested in learning more about areas such as publishing, arts, business, healthcare, public service, science, technology, and engineering? The next pages in the guide outline the variety of courses you can select from. **This will begin your journey towards discovering the types of courses you might want to pursue at the high school and how they relate to future education and career paths.**

We hope you find the course titles and descriptions exciting and intriguing – the courses were designed to help you ***FIND YOUR PASSION!***

Nancy Thul
Director of Teaching and Learning
Shakopee Public Schools

Shakopee Public School's Areas of Interest and Programs of Study

Arts & Communication

- Performing Arts
- Visual Arts
- Design
- Mass Communication

Business & Entrepreneurship

- Marketing and Sales
- Finance
- Hospitality
- Business Management
- Entrepreneurship

Engineering & Manufacturing

- Manufacturing and Fabrication
- Robotics and Automation
- Transportation and Energy
- Electronic Technology
- Architecture and Construction
- Engineering

Health Sciences

- Biomedical Science
- Exercise Science
- Health and Wellness
- Nutrition and Food Science
- Healthcare

Human Services

- Human Development and Psychology
- Education and Training
- Legal and Law
- Public Service and Administration

Science & Technology

- Investigative Science and Mathematics
- Applied Science and Technology
- Computer Science and Digital Electronics
- Human and Natural Resource Management

COURSE DESCRIPTIONS | AREAS of INTEREST

ARTS & COMMUNICATION

"Art does not solve problems, but makes us aware of their existence," sculptor Magdalena Abakanowicz has said. Arts education, on the other hand, does solve problems. Years of research show that it's closely linked to almost everything that we as a nation say we want for our children and demand from our schools: academic achievement, social and emotional development, civic engagement, and equitable opportunity.

Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning can also improve motivation, concentration, confidence, and teamwork. A 2005 report by the Rand Corporation about the visual arts argues that the intrinsic pleasures and stimulation of the art experience do more than sweeten an individual's life -- according to the report, they "can connect people more deeply to the world and open them to new ways of seeing," creating the foundation to forge social bonds and community cohesion.

~ From the "Why Arts Education Is Crucial..."by Fran Smith – available online at http://www.edutopia.org/arts-music-curriculum-child-development

Recent research suggests that learning a new language, at any age, not only will enhance your next vacation or better prepare you for an upcoming business trip, it can also make you a better listener, boost your creativity, spur brain growth, and for some people, even delay Alzheimer's.

As a language learner, you'll not only become a more conscious thinker and listener who can communicate clearly and think creatively, but you'll also gain the most significant benefit of multilingualism: a broader, more global perspective. Learning another language really does reshape the way we think, helping us better empathize and communicate with customers, partners, and employees by adopting, through language, a new way to see the world.

~ From the "Why It Makes More Sense than You Know to Learn a Second Language" by Dan Roitman – available online at http://www.huffingtonpost.com/dan-roitman/why-it-makes-more-sense-t_b_3435076.html

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6TH GRADE REQUIRED GATEWAY COURSE

GATEWAY TO ARTS AND COMMUNICATION: HEROES

Grade: 6
Credits: .5 REQUIRED
Schedule: One semester

Here comes Arts and Communication to save the day! Who's your hero? This class provides students with an introduction to the Arts and Communication Area of Interest through a visual art design process. Throughout the experience, students will explore different culture's heroes and incorporate their findings into their final product. Draw, Paint, Sculpt, and App your way through this action-packed course.

6TH GRADE REQUIRED MUSIC COURSE

NOTE | *Only one of these courses must be taken as a required course. Students may choose to take both band and choir, but students taking band or choir will not be able to take Music Production (a similar course called "Drop a Beat" is available as an elective in 7th and 8th Grade).*

BAND

Grade: 6
Credits: 1 REQUIRED (or Music Production or Choir)
Pre-requisite: Previous band experience
Schedule: All year - every other day

This class is open to all 6th grade students who are interested in a band experience. 6th graders who wish to try band for the first time, or newcomers to the district, are asked to consult with the band instructor before registering for this course. 6th grade Band rehearses on opposite days from 6th grade Choir. Band students who are not in Choir or General Music have study hall on alternate non-Band days. Small group instrumental lessons are given during the day. Course requirements, grading and discipline procedures can be found in the Band Handbook online. Assignments and assessments will be given in this class to fulfill State and National Arts Standards. 6th grade Band performs three concerts per year: Fall, Winter, and Spring.

CHOIR

Grades: 6
Credits: 1 REQUIRED (or Music Production or Band)
Schedule: All year - every other day

Choir is open to any 6th grade student who wishes to sing. Voices are tested each fall for range and part placement. 6th grade Choir rehearses on opposite days from 6th grade Band. Group lessons are given during the day. Choir students who are not in Band or General Music have study hall on alternate, non-Choir days. Course requirements, grading and discipline procedures can be found in the Choir Handbook. Assignments and assessments will be given in this class to insure students fulfill the State and National Arts Standards. 6th Grade Choir performs three concerts per year: Fall, Winter, and Spring.

MUSIC PRODUCTION

Grade: 6
Credits: 1 REQUIRED (6th grade only, if not in Band or Choir)
Schedule: All year - every other day

In this class, students will analyze, examine and create all types of world music through the use of iPad technology and musical instruments. This class will also focus on applying a foundational understanding of music to the consumption and creation of 21st century music. Students will use apps such as GarageBand to experience digital music recording.

***This course is intended for students not choosing Band or Choir. Band or Choir students interested in a music production experience should register for the course "Drop a Beat" in 7th or 8th grade.*

7TH AND 8TH GRADE ELECTIVE OPTIONS

BAND

Grade: 7, 8
Credits: 1 ELECTIVE
Pre-requisite: Previous band experience
Schedule: All year - every other day

This class is open to all students who have previous band experience. Band placement will be determined in the fall based on enrollment, instrumentation, ability, and program development. Band meets every other day and is scheduled as a class. Small group lessons are scheduled for each student, usually occurring on the alternate days. Occasional assignments and assessments are given to fulfill the National Arts Standards. Course requirements and grading procedures can be found in the SJH Band Syllabus. Bands perform at least three concerts each year: Winter Concert, Mid-Winter concert, and the Spring Concert. Standard and new band literature is used for these performances.

CHOIR

Grade: 7, 8
Credits: 1 ELECTIVE
Schedule: All year - every other day

Choir is open to any student who wishes to sing. Individual voices are heard each fall for range and choir/ part placement. Eighth and ninth grade choirs may/may not be scheduled separately by gender depending on registration and conflicts. Course requirements, grading and discipline procedure can be found in the Choir Syllabus on our website. Assignments and assessments will be given in this class to insure students fulfill the National Arts Standards. Each choir performs 2 concerts per year and sings standard SATB, SSA and TB literature.

**Jazz Band and Chamber Choir groups meet before/after school and are offered as co-curricular extension activities. Students must try out for these activities in the fall*

DIGITAL ART!

Grade: 7, 8
Credits: 1 ELECTIVE
Schedule: One semester
Fee: Materials fee will apply

Do you like to play around on your computer? What about Manga, video games, animation and photography? In this class you will create a variety of digital media artworks; animation, illustration, graphic design & photography. After exploring various digital tools and creative techniques you will create a digital design piece to be shown in a student produced art exhibition.

DRAW, PAINT, AND PRINT IT!

Grade: 7, 8
Credits: 1 ELECTIVE
Schedule: One semester
Fee: Materials fee will apply

Hey you! Are you creative? Have you already figured out that you like to draw, paint or print? Draw, Paint and Print It! is the class for you! This is a studio centered class where you will create artwork using many types of art materials- including but not limited to; painting, drawing, collage and printmaking. After trying these out, you will choose your favorite material to create a piece that you will display in the end-of-semester art show.

DROP A BEAT

Grade: 7, 8
Credits: 1 ELECTIVE
Schedule: One semester
Fee: Materials fee will apply

In this class, students can expect to get "hands-on" experience with some of the latest technology, while learning how and why it operates. The class will also focus on learning how to plan and record a basic musical composition, while studying the components of most pieces of music. Students will also learn some basics of acoustics, and gain some knowledge of recording techniques. They will be able to share their creations on a live streaming radio cast at the end of the semester.

HOUSE OF STYLE

Grade: 7, 8
Credits: 1 ELECTIVE
Schedule: One semester
Fee: Materials fee will apply

Course Description as it will appear in the registration handbook (not applicable for elementary):
Is it your dream to be on Project Runway? Do you find yourself watching HGTV and wanting to design your own space? House of Style is the class for you! This class will introduce you to the world of fashion and interior design through hands-on projects from infinity scarves, up-cycling of clothing to designing your own space. Come explore your creative side.

MAKING HEADLINES

Grade: 7, 8
Credits: 1 ELECTIVE
Schedule: One semester
Fee: Materials fee will apply

This just in! Do you want to be heard? Do you enjoy being creative and collaborating with your peers? Do you like to share current events and trends? If so, Making Headlines is the class for you! In this course, students will learn how to create various forms of mass media. Making Headlines is geared toward students with an interest in journalism and video production. As part of this course, students will use their skills to create media products in print, digital, and video formats.

SCULPT IT!

Grade: 7, 8
Credits: 1 ELECTIVE
Schedule: One semester
Fee: Materials fee will apply

Do you like to work with clay? Have you ever thought of making art from wire, plaster, wood or recycled materials? Sculpt it! is the class for you! This is a studio-centered class where you will create artwork using many types of art materials. After trying these out, you will choose your favorite material to create a piece that you will display in the end-of-semester art show.

GERMAN I

Grade: 7, 8
Credits: 2 ELECTIVE (Successful completion of this course will also result in 2 High School Elective credits that will be considered a "Pass" and not impact a student's high school grade point average.)
Schedule: Two semesters

This course introduces students to the German language, its structure, pronunciation, and the cultures of Germany, Switzerland, and Austria. We will learn a lot of new words and phrases to be able to carry on simple conversations about ourselves and our world. Topics covered in level 1 include; family, friends, school, hobbies and clothing. The emphasis of German 1 is to gain a skill base of basic speaking and listening comprehension skills, and also read and write short dialogs, create skits, and complete other hands-on projects using our new language skills. German will be spoken whenever possible. This class requires a high degree of motivation and memory skills, along with good study habits. A good understanding of English grammar skills is a plus for this course. German I is a demanding course and will prepare the student to take German II. This course is recommended for students that are committed to multiple years of language study.

SPANISH I

Grade: 7, 8
Credits: 2 ELECTIVE (Successful completion of this course will also result in 2 High School Elective credits that will be considered a "Pass" and not impact a student's high school grade point average.)
Schedule: Two semesters

Spanish 1 focuses on the four basic skills: listening, speaking, reading, and writing. Students will be immediately involved in vocabulary and expressions that can be used in everyday conversation. In addition, students watch movies, listen to Spanish music, and play games that will add to the learning experience. Geography and relevant aspects of Hispanic culture are introduced. This class requires a high degree of motivation, memorization skills, and good study habits. This course is recommended for students that are committed to multiple years of language study.

SPANISH FOR NATIVE SPEAKERS

Grade: 7, 8
Credits: 2 ELECTIVE (Successful completion of this course will also result in 2 High School Elective credits that will be considered a "Pass" and not impact a student's high school grade point average.)
Pre-requisite: This class is for students whose primary language is Spanish
Schedule: Two semesters

This course is designed for students that speak Spanish fluently and want to learn or improve their Spanish skills. The class will be taught exclusively in Spanish. The emphasis will be placed on improving reading, spelling, and grammar and will present more complex literature. The objective is to support the student in their linguistic studies and provide them with the necessary academic skills to use written and spoken language in a more sophisticated way. The class will include study of historic events, their effects on Spanish culture, and the implications today.

Este curso ha sido diseñado para el estudiante que habla español con fluidez, y quieren aprender o mejorar sus habilidades lecturas. La clase será impartida estrictamente en español. El énfasis será puesto en el desarrollo de las destrezas en la lectura, la redacción, y la gramática. El objetivo es el de proveer al estudiante con las habilidades académicas necesarias para manejar el lenguaje en el discurso escrito y oral, y para transmitir las habilidades lingüísticas a otras clases y lecturas en inglés. La clase enfocará en literatura de culturas hispanas y ofrecerá al estudiante la oportunidad de aprender a apreciar la riqueza de la cultura hispana por medio de elementos históricos, culturales y lingüísticos.

COURSE DESCRIPTIONS | AREAS of INTEREST

BUSINESS & ENTREPRENEURSHIP

Entrepreneurship is a key driver of our economy. Wealth and a high majority of jobs are created by small businesses started by entrepreneurially minded individuals, many of whom go on to create big businesses. People exposed to entrepreneurship frequently express that they have more opportunity to exercise creative freedoms, higher self -esteem, and an overall greater sense of control over their own lives. As a result, many experienced business people, political leaders, economists, and educators believe that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on a local, national, and global scale.

~From the Consortium for Entrepreneurship Education – available online at http://www.entre-ed.org/Standards_Toolkit/importance.htm

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7TH GRADE REQUIRED GATEWAY COURSE

GATEWAY TO BUSINESS AND ENTREPRENEURSHIP: THINK TANK

Grade: 7
Credits: .5 REQUIRED
Schedule: One quarter

Think Tank is a course that will challenge your imagination and innovation. Students will work in group and individual challenges to create, develop, and market a product. Using technology, creativity, and design, students will explore the exciting world of entrepreneurship.

7TH AND 8TH GRADE ELECTIVE COURSES

INNOVATION LAB

Grade: 7, 8
Credits: 1 ELECTIVE
Schedule: One semester
Fee: Materials fee will apply

Team work! Collaboration! Creative challenges! In this class you will work in small groups with delegated roles to design a product and create a marketing plan using the design process. In addition to designing a product, groups will work on company branding through logo design, package design and advertisement of the product.

MONEY DOESN'T GROW ON TREES

Grade: 7,8
Credits: 1 ELECTIVE
Schedule: 1 semester

Life would be so much easier if money indeed did grow on trees, but don't worry! This class will teach you how to manage your money so that you can make good, sound financial decisions now and for the future through fun and interactive ways such as designing, baking and selling a product for Snack Shop, playing the Stock Market Game and other hands-on activities.

COURSE DESCRIPTIONS | AREAS of INTEREST

ENGINEERING & MANUFACTURING

Today's engineering students will spend most of their careers coping with challenges vastly different from those experienced by engineers of the last half-century. The intellectual skills of tomorrow's engineers will extend well beyond the traditional science-focused preparation that has characterized engineering education since World War II. The factors contributing to this new thrust include global commercial competition (a major driver for industrial organization and engineering employment); opportunities offered by "intelligent" technology; an eclectic, constantly changing work environment calling for astute interpersonal skills; and growing awareness of the need to place environment, health, and safety at the beginning of the design process.

Engineers know that scientific and mathematical skills are necessary for professional success. An engineering student nevertheless must also experience the "functional core of engineering"--the excitement of facing an open-ended challenge and creating something that has never been. Participating in the process of realizing a new product through the integration of seemingly disparate skills is an educational imperative. This is the ultimate added value that enables wealth creation. In this sense, the 21st-century engineer must have the capacity to:

- *Design, in order to meet safety, reliability, environmental, cost, operational, and maintenance objectives;*
- *Realize products;*
- *Create, operate, and sustain complex systems;*
- *Understand the physical constructs and the economic, industrial, social, political, and international context within which engineering is practiced;*
- *Understand and participate in the process of research; and*
- *Gain the intellectual skills needed for lifelong learning.*

~ From "Making Connections: The Role of Engineers and Engineeering Education" by Joseph Bordogna – available online at https://www.nae.edu/Publications/Bridge/EngineeringCulture/MakingConnectionsTheRoleofEngineersandEngineeringEducation.aspx

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7TH GRADE REQUIRED GATEWAY COURSE

GATEWAY TO ENGINEERING AND MANUFACTURING: TEEN ENGINEER

Grade: 7
Credits: .5 REQUIRED
Schedule: Quarter

Engineering and Manufacturing is a growing field that helps students understand how human made solutions can solve real-world problems. Through this gateway experience, students will engage in the engineering and design process to develop their dream bedroom and manufacture a small woodworking project, utilizing traditional and computer aided tools.

7TH AND 8TH GRADE ELECTIVE COURSES

GTT: ARCHITECTURE

Grades: 7, 8
Credits: 1 ELECTIVE
Schedule: Semester

Gateway To Technology (GTT): Architecture is a creative Project Lead the Way (PLTW) Engineering course that introduces students to the world of architecture and construction. Students take on the role of an architect as they design the floor plan and 3D model of their dream home. Students will learn about architectural design principles, 3-D drafting, and construction materials and techniques through building a scale model of their home.

GTT: DESIGN AND MANUFACTURING

Grades: 7, 8
Credits: 1 ELECTIVE
Schedule: Semester

Gateway To Technology (GTT): Design and Manufacturing is an engaging Project Lead the Way (PLTW) Engineering course that introduces students to the world of computer-aided design and manufacturing. Students will experience the world of engineering and manufacturing first hand while they design and model a variety of projects, such as a laser cut electronic docking station and a mechanical arm. Students will then manufacture their designs using high-tech (3D printers, laser cutters) and traditional manufacturing techniques.

GTT: ROBOTICS

Grades: 7, 8
Credits: 1 ELECTIVE
Schedule: Semester

Gateway To Technology (GTT): Robotics is a hands-on Project Lead the Way (PLTW) Engineering course that introduces students to the world of robotics and automation. Students will learn how to design and build robotic systems and write computer programs to control them. Students will complete exciting projects such as: maze-solving vehicles, drag racers, robotic arms, elevators, and many more.

HEALTH SCIENCES

Health Science Education prepares students for employment and/or continuing education opportunities in healthcare through technical instruction in the classroom, experiential education in the laboratory, work-based learning opportunities at clinical settings, and leadership skills through Health Occupations Students of America (HOSA).

Health Science Education Pathways are based on the national healthcare skills standards and national health science career cluster pathways. Through health science courses students can gain an important foundation of knowledge and skills necessary for continued education in health sciences.

Healthcare is one of the largest and fastest-growing industries in the United States, employing over 14 million workers in more than 200 careers. The explosion of technology in healthcare and an unprecedented aging population contribute to the national healthcare workforce shortage. The U.S. will need 5.6 million more health care workers by the year 2020.

~ From the State of Utah Office of Education – available online at http://schools.utah.gov/cte/hs/

7TH GRADE REQUIRED GATEWAY COURSE

GATEWAY TO HEALTH SCIENCES: SNACK ATTACK

Grade: 7
Credits: .5 REQUIRED
Schedule: One quarter

Are Hot Cheetos or Doritos your idea of a snack? Do you know that over ⅓ of your daily calories come from snacks? In this class you will explore the health sciences field through the lens of snacking by understanding nutritional concepts, preparing a variety of healthy snacks and analyzing nutritional needs.

7TH AND 8TH GRADE ELECTIVE COURSES

2 FIT 2 QUIT

Grade: 7, 8
Credits: 1 ELECTIVE
Schedule: One semester

Have you ever wondered how the contestants of the "Biggest Loser" get into better shape? How professional athletes like Serena Williams or Michael Jordan stay in the game? Whether or not you have stepped foot into the gym, open your eyes to the world of physical therapy, personal training, and athletic medicine. 2 Fit 2 Quit will teach you how to improve your health and performance, understand the human body, and help others stay in the game of life.

CODE RED
Grade: 7, 8
Credits: 1 ELECTIVE
Schedule: One semester

If not you, then who? The first few minutes after any emergency are the most important. In this course, you will learn how leadership and quick emergency response can help you manage life or death situations. Learn the skills needed for the exciting career fields in healthcare, leadership, and athletic training while earning First Aid, CPR and AED certification. It is time for YOU to be the Hero!

MEDICAL DETECTIVES
Grade: 7, 8
Credits: 1 ELECTIVE
Schedule: One semester

Students engage in the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a "crime scene." They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health. Learning about the human body muscular and skeletal system the students will create prototype prosthetics by using the design process.

TEEN CHEF
Grade: 7, 8
Credits: 1 ELECTIVE
Schedule: One semester

Have you ever watched the hit TV shows "Master Chef Junior", "Chopped", or "Top Chef"? Do you want to learn how to plan and prepare delicious meals just like the Pros? If you answered yes, this class is for you. Teen Chef will teach you the skills you need to be a "Top Chef" for the rest of your life, and explore the exciting field of culinary arts.

COURSE DESCRIPTIONS | AREAS of INTEREST

HUMAN SERVICES

The field of Human Services is broadly defined, uniquely approaching the objective of meeting human needs through an interdisciplinary knowledge base, focusing on prevention as well as remediation of problems, and maintaining a commitment to improving the overall quality of life of service populations. The Human Services profession is one which promotes improved service delivery systems by addressing not only the quality of direct services, but also by seeking to improve accessibility, accountability, and coordination among professionals and agencies in service delivery.

"Human services professional" is a generic term for people who hold professional and paraprofessional jobs in such diverse settings as group homes and halfway houses; correctional, intellectual disability, and community mental health centers; family, child, and youth service agencies, and programs concerned with alcoholism, drug abuse, family violence, and aging. Depending on the employment setting and the kinds of clients served there, job titles and duties vary a great deal.

The primary purpose of the human services professional is to assist individual and communities to function as effectively as possible in the major domains of living.

A strong desire to help others is an important consideration for a job as a human services worker. Individuals who show patience, understanding, and caring in their dealings with others are highly valued by employers. Other important personal traits include communication skills, a strong sense of responsibility, and the ability to manage time effectively.

~ From "What Is Human Services?" by the National Organization for Human Services – available online at http://www.nationalhumanservices.org/what-is-human-services

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6TH GRADE REQUIRED GATEWAY COURSE

GATEWAY TO HUMAN SERVICES: BE THE CHANGE

Grade: 6
Credit: .5 REQUIRED
Schedule: One quarter

Students will investigate the areas of human services through self-exploration and understanding how their unique skills set can create positive change. Students will participate in hands on learning to increase their ability to communicate and solve problems in various environments. At the end of this course students will implement skills learned to address and resolve a real issue in their school and or community.

7TH AND 8TH GRADE ELECTIVE COURSES

LAW AND ORDER:

Grades: 7, 8
Credit: 1 ELECTIVE
Schedule: One quarter

Have you ever thought about being a lawyer, crime scene investigator, or forensic specialist? Then this is the class for you. In this class we will explore the inner workings of the legal system through the eyes of judge, lawyer, jury, accused, victim, and society as a whole. After building foundational knowledge, students will actively take part in mock trials putting their skills to use in multiple roles.

STAND UP FOR SHAKO!

Grade: 7, 8
Credit: 1 ELECTIVE
Schedule: One quarter

Are you happy with your community? What would you like to see change? In this course you will create a community service project and learn what it takes to be an effective leader. By applying needs assessment strategies, you will determine a community issue, collaborate with your peers and utilize conflict resolution skills to lead your team to a potential trip to "We Day." It's time to take a stand!

COURSE DESCRIPTIONS | AREAS of INTEREST

SCIENCE & TECHNOLOGY

Our societies are dominated and even 'driven' by ideas and products from science and technology (S&T) and it is very likely that the influence of science and technology on our lives will continue to increase in the years to come. Scientific and technological knowledge, skills and artifacts 'invade' all realms of life in modern society: the workplace and the public sphere are increasingly dependent on new as well as upon more established technologies. So, too, are the private sphere and our leisure time. Scientific and technological knowledge and skills are crucial for most of our actions and decisions, as workers, as voters, as consumers, etc. Meaningful and independent participation in modern democracies assumes an ability to judge the evidence and arguments associated with the many socio-scientific issues that appear on the political agenda.

New as well as more traditional technologies often dominate the workplace, and those with skills in these areas may have a competitive advantage in securing employment or promotion. Many countries have also identified a need for people with scientific or technological skills to replace those retiring in the near future. Beyond this, the general need is for a workforce that is flexible, willing to learn new skills, and able to respond positively to ongoing change. A good grounding in science, technology and mathematics is important here since many innovations are likely to be derived from scientific and technological research and development.

~ From "Science & Technology Education: Current Challenges and Possible Solutions" by Svein Sjoberg, University of Oslo – available online at http://folk.uio.no/sveinsj/STE_paper_Sjoberg_UNESCO2.htm

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6TH GRADE REQUIRED GATEWAY COURSE

GATEWAY TO SCIENCE AND TECHNOLOGY: PROGRAMMING IS ELECTRIC

Grade: 6
Credit: .5 REQUIRED
Schedule: One quarter

We will explore the science of electricity, digital electronics and how they interact with computer programming. Students will develop electronic devices that will have to be programmed to solve a problem. We will acquire knowledge and skills in basic circuitry design and examine the logic behind computer programing.

7TH AND 8TH GRADE ELECTIVE COURSES

APP CREATIONS

Grades: 7, 8
Credit: 1 ELECTIVE
Schedule: One semester

Student will learn the basics of computer science through mobile app development. Students will start with basic concepts of programming in "Blockly," a simple drop-and-drag programming language using MIT's App Inventor. Students will then progress to "Python" in which they learn introductory elements of text-based programming and language syntax. Students will explore the impact of computing in society and the application of computing across career paths.

THE INVISIBLE WORLD OF SCIENCE AND TECHNOLOGY

Grade: 7, 8
Credit: 1 ELECTIVE
Schedule: One semester

Have you ever wondered how the unseen world affects your life? Scientists and engineers have unlocked the secrets of how science and technology can be used to identify and solve current real-world problems. Join us as we explore and discover the science and technology that encompasses the invisible components of the world we live in.

ALTERNATIVE PROGRAMMING

A variety of special programs are available to students who have special needs. Parents and students who are interested should contact their grade level dean or the school academic counselor for possible recommendation to any aspect of these programs. Each of these program options is located at the Junior High School. Placement is limited, so it is necessary that we prioritize students based on their needs. Placements in alternative programs are determined through program specific procedures.

SPECIAL EDUCATION

PROGRAMS

- Autism Spectrum Disorder
- Emotional or Behavioral Disorder
- Developmental Cognitive Delay
- Physical Impairment
- Specific Learning Disability
- Traumatic Brain Injury
- Deaf and Hard of Hearing
- Vision Impairment
- Other Health Disability
- Speech or Language Impairment
- Severe Multiple Impairment)

Students who move to Shakopee with an active IEP from another school district will be placed in Special Education programs in accordance with the law. A case manager will immediately be assigned, and s/he will contact the parent/guardian. *It is most helpful if parents of students moving to Shakopee with an IEP bring a copy of that IEP with them when they register the student.*

Students who do not receive special education services, but whose parents feel that an assessment is necessary, should contact an assistant principal, the academic counselor, or the school social worker. A referral will be made to the Evaluation Team. Specific procedural requirements must be met before a student can be taken through the assessment process. The academic counselor or dean will work with you and the Special Education team to determine if such an assessment is appropriate.

EL (ENGLISH LEARNER) SERVICES

EL courses are designed for students whose first language is one other than English. The focus is to assist students in listening, speaking, reading, and writing English in order to succeed in content area classes, and to improve social and academic language.

Students qualify for EL support according to their scores on the W-APT and/or ACCESS tests. The amount and type of EL services will vary depending on the English language development level of the student.

More information about English Learner (EL) Services is available at http://www.shakopee.k12.mn.us/domain/52.

HIGH POTENTIAL (HP) SERVICES

High Potential Services primarily support gifted learners and high-performing students by offering these kids of opportunities: grade acceleration, subject acceleration, advanced courses (including Honors, Accelerated, and Twice-Accelerated) and co-curricular activities.

Identification

Students are identified for gifted education and these advanced opportunities on the basis of nationally-normed achievement and aptitude tests. Students who do not meet these criteria but are interested in these types of opportunities are encouraged to use the appeals process (described on page 3 of this book).

Advanced Courses

HONORS Sequence | These courses are taught using grade level curricular standards, but with a greater level of rigor and complexity and are targeted to the top 20% of students in each class.

Honors course sequences by department include:

- **English/Language Arts** |Honors Sequence runs Grades 6-10 | College in the Schools (CIS) Grades 11-12
- **Science** | Honors Sequence runs Grades 8-11 | AP/CIS Grades 11- 12

ACCELERATED Sequence | These courses are taught using the grade level standards of the course one grade level ahead or are concurrent enrollment, college credit-earning courses and are typically targeted to the top 10-15% of students.

Accelerated course sequences by department include:

- **Math** | Accelerated Sequence runs Grades 6-10 | Advanced Placement (AP)/CIS Grades 11-12
- **Science** | Accelerated Sequence runs Grades 9-10 | AP/CIS Grades 11-12
- **Social Studies** | Accelerated Sequence runs Grades 9-12 | All are AP or CIS

TWICE-ACCELERATED Sequence | These courses are taught using the grade level standards of the course two grade levels ahead and are typically targeted to the top 5% of students.

Twice-Accelerated course sequences by department include:

- **Math** | Twice-Accelerated Sequence runs Grades 6-9 | AP/CIS Grades 10-12

Co-Curricular Activities

Knowledge Bowl

- Interdisciplinary academic competition
- Teams of students work cooperatively to solve oral and written round questions

Mock Trial

- Students participate in rehearsed trials to learn about the legal system in a competitive manner
- MN State Bar Association helps to adjudicate

Rube Goldberg Machine Contest (RGMC)

- An annual international competition challenging teams of students from middle school to college age to compete in building the most elaborate and hilarious Rube Goldberg Machine
- A Rube Goldberg Machine is an overly complex contraption, designed with humor and a narrative, to accomplish a simple task

Science Olympiads

- Academic “track” meets
- Consists of a series of 23 team events in genetics, earth science, chemistry, anatomy, physics, geology, astronomy, mechanical engineering and technology

More information about High Potential Services is available at http://www.shakopee.k12.mn.us/domain/50.

AVID PROGRAM

AVID (Advancement Via Individual Determination) is a college readiness program and elective class held five days a week during the school day. It is offered to students who would like to prepare to attend four-year colleges or universities. Students participate in AVID voluntarily.

The curriculum includes writing, inquiry, collaboration, organization, reading, note-taking, study skills, test preparation and test taking skills, college/career/team building activities and visits to colleges and universities.

AVID students must complete an application and participate in an interview. If selected, they must sign an AVID Student Agreement and commit for a year to complete all of the required AVID work, take notes in all subject-area classes daily, use the AVID binder for all classes and participate in twice weekly small group tutorial sessions during the AVID elective class with AVID tutors.

Other requirements include good citizenship, appropriate classroom behavior, good attendance and 2.0 to 3.5 GPA. AVID students are required to take at least one honors course. They must be able to complete honors-level work. Students must also demonstrate motivation, individual determination and take responsibility for their own learning and success.

More information about AVID is on the Shakopee AVID Web page at http://www.shakopee.k12.mn.us/domain/163.

Shakopee Community Education Advisory Council
Membership Application Form

Name: Patricia J. Hawley

Address: 103 E. 3rd Ave.

Phone Numbers: (H) 952.402.9397 (C) 612.750.6152 (W) _____

E-mail address: patrish.hawley@gmail.com

Select All Categories That Apply To You:

____ Church/Ministerial Rep
____ Township Rep
____ Private School Rep
____ City Rep
____ Adult with No School Age Children Rep
____ Senior Citizen Rep
____ Park & Recreation Rep
____ ECFE Rep
____ Public School Rep
____ Adult Basic Ed. Rep
____ Youth Rep
____ School Board Rep
____ Service Organization Rep
____ Mdewakanton Rep
____ Disabled Person Rep
X Arts & Theatre Rep
____ Other (please list): _____

Select Areas of Interest:

____ Course Planning/Teaching Comm. Ed. Classes
____ Evaluations & Need Assessment
____ Public Relations
____ ECFE
____ Adult Education
____ Disabled/Handicapped
____ Senior Citizen Activities
X Youth Activities
____ Volunteer Activities
____ Other (please list): _____

Why do you wish to serve on this advisory council?
I want to represent the Theatre (RVTC) and the Arts here in Shakopee – I will be on the Task Force for Renewal of W.J.H. Theatre

What experience and/or skills do you have that may be valuable to the Community Education Advisory council? 35 years in the Advertising Business. Active in RVTC since 2008. Currently Vice Chair.

Will you be able to attend scheduled meetings? (Click HERE to see scheduled meetings)
Yes

List any service organization(s) of which you are a member (Rotary, Lions, PTO, etc.):
Help at Library

Print and return to Community Education, 505 Holmes St. S., Shakopee, MN 55379
Thank you!

Questions? Contact Bob Greeley at 952-496-5025 or bgreeley@shakopee.k12.mn.us

Rev 9/13

AIA® Document G701™ – 2001

Change Order

PROJECT *(Name and address)*:
Shakopee 2014 Additions - BP 1
Sweeney Elementary
1001 Adams Street South
Shakopee, MN 55379

TO CONTRACTOR *(Name and address)*:
KUE Contractors, Inc.
130 Central Avenue South
Watkins, MN 55389

CHANGE ORDER NUMBER: 005
DATE: December 11, 2014

ARCHITECT'S PROJECT NUMBER: 132167
CONTRACT DATE: March 18, 2014
CONTRACT FOR: General Construction

OWNER: ☒
ARCHITECT: ☒
CONTRACTOR: ☒
FIELD: ☐
OTHER: ☐

THE CONTRACT IS CHANGED AS FOLLOWS:
(Include, where applicable, any undisputed amount attributable to previously executed Construction Change Directives)

1) RFP #39 / COP #12: Additional concrete work at Kitchen addition. VOID
2) RFP #41 / COP #15R: Add rock at retaining wall. ADD: $215.00
3) RFP #42 / Paulson & Clark Memo: Provide emergency lighting unit at new Kitchen area per Fire Marshal. ADD: $1,008.00
4) RFP #43 / PR #28: Provide credit for roof piping supports. VOID
5) RFP #44 / COP #16: Additional work performed by Gorham-Oien. ADD: $1,180.00
6) RFP #45 / COP #17: Add mulch and shrubs at new cooler addition. ADD: $473.00
7) RFP #46 / COP #18: Additional site work. ADD: $3,336.00
8) RFP #47 / COP #21: Disconnection of existing unit heaters at Kitchen addition. ADD: $204.00
9) RFP #48 / COP #22: Re-pull wire to devices at existing. ADD: $501.00
10) RFP #49 / COP #20: Additional electrical costs at Kitchen addition. ADD: $3,961.00
11) RFP #50 / COP #19: Additional material costs for RFP #26. ADD: $3,990.00

NOTE: The Substantial Completion date for the exterior of the building addition, kitchen addition, and sitework has been established as Friday, October 17, 2014.

TOTAL THIS CHANGE ORDER: ADD: $14,868.00

The original Contract Sum was	$	2,178,108.00
The net change by previously authorized Change Orders	$	521,154.00
The Contract Sum prior to this Change Order was	$	2,699,262.00
The Contract Sum will be increased by this Change Order in the amount of	$	14,868.00
The new Contract Sum including this Change Order will be	$	2,714,130.00

The Contract Time will be increased by Forty-seven (47) days.
The date of Substantial Completion as of the date of this Change Order therefore is October 17, 2014.

NOTE: This Change Order does not include changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

Shakopee Public Schools

Acknowledgement of Gifts and Donations

DATE OF BOARD MEETING: January 12, 2015

SUBJECT: Gifts and Donations

RECOMMENDATION: Approve

Therefore, the Director of Finance and Operations recommends the following resolution:

WHEREAS, School Board Policy 706 establishes guidelines for the acceptance of gifts and donations to the District; and

WHEREAS, Minnesota Statute 465.03 states the School Board may accept a gift, grant, or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members; and

BE IT RESOLVED that the School Board of Independent School District No. 720 accept with appreciation the following gifts/donations and permit their use as designated by the donor(s).

DETAIL OF GIFTS/DONATIONS:

Date	Donor	Item and Nature of Donation/Gift	Value or Amount
December 2014	Erin and Ryan Schmitz	Donation to the Early Childhood Special Education Program	$400.00
December 2014	Julie Menden	Musical instruments	Total value $600.00
December 2014	Lisa Emmert	Musical instrument	Value $300.00

School Board & CE Advisory Council Update
January 2015

Our next Community Education Advisory Council meeting takes place on Tuesday, January 13. This 6:00 p.m. meeting takes place at the District Office, 1200 Town Square. Meeting agenda items include: dinner, staff update, school board update, team building exercise, committee reports, review state annual report, tour facility, review August 2014 document, council membership applications, and February meeting planning. We continue to collect CAP Agency Food Shelf items.

Drivers Education **Point of Impact** parent classes will be beginning soon. We were one of the first pilot programs that began offering parent classes for driver's education.

Our Stepping Stones Preschool Younger 3's class began on January 6 at the Central Family Center. The class filed with 12 students in December. 8 early childhood special education students are also enrolled in this integrated preschool classroom that meets on Tuesday mornings from 9:00-11:30 a.m. the balance of this school year. The Central Family Center is in the process of their 5 year plan for expansion and enhancement. In January, they are seeking out community input from the community and district staff for new programming starting in the 2015-16 school year. Also, efforts are being made in reaching out to our greater community in developing partnerships

One of the things that our office does is schedule and manages facility use at all of our indoor facilities across the school district. We work closely with our buildings and grounds manager Kain Smith on this, along with our custodial staff and activities department. We do our very best to follow school board facility-use policy and provide top-notch customer service. For the past few months, our program has been a part of the West Junior High School Auditorium task force. This task force has been charged to review and recommend the updates and renovations that are needed at this location. We anticipate that the recommendations and cost estimates should be coming forward in the coming weeks.

Negotiations begin this month for our next Head Start and YMCA school age care contracts.

2015-16 budget work begins later this month and February at the staff level. The advisory council budget/finance/legislative committee will become active beginning in March.

We are tremendously fortunate in having the excellent program staff we have. They are an awesome group. Any and all success that we have is directly linked to their fine work!

Adult Programs
Traditionally January has been a work-intensive month. Activities include monitoring enrollments and keep instructors informed, preparing for one of Community Education's most signature events, the 10th Annual Daddy Daughter Dance, and recruiting and entering data for our summer catalog.

The registrations for the winter-spring catalog typically increase dramatically after winter break is over. However, this year registration was strong during winter break. For example, there were 54 adult enrichment registrations for the winter classes on December 19. On January 6, there were84 participants registered. This represents an increase of over 50%. Another similar example is digital photography. After a one-year absence, the instructor decided to offer the 4-week class in March. Just after we returned from winter break, it had filled and a waiting list will be created and monitored with the possibility of adding another section.

In keeping with the temperatures of January and February, this year's Daddy Daughter Dance will have a "Frozen" theme. In working with Deb Ross (district food service manager), we came up with a Frozen-inspired (still somewhat tentative) menu of chicken tenders, French fries, blue jello, Olaf noses (carrots an dip) and a dinner roll. Last year the stick horse tour of the high school hallway was a great it. The stick horses became door prizes at the end of the evening. This year I have found a vendor who makes custom made stick animals. So, we will have one Sven reindeer and one Anna Fjord horse as well as 5-6 unicorn (Toys R' Us) stick animals ready for the tour and exciting end-of-the-evening door prizes. Registration for the event is blazing. This year our registration rate is 13% ahead of last year's.

The traditional summer classes such as Kung Fu and David Theisen's *Do It Yourself* classes will be offered. We're continuing our dance partnership classes with Eden Prairie Community Education, including the basic wedding dance and line dances for parties and weddings. Also, included in our offerings along with several south metro districts are the annual Gina Henry's *Free Vacations and Make Money Doing It*. I'm also still actively recruiting instructors for both new and previously offered classes.

Class Suggestions and/or Questions
Feel free to email or call me with either. Here's my contact information:
DeeDee Currier
dcurrier@shakopee.k12.mn.us
952-496-5031

Youth Programs
Our youth orchestra will have a Family Information Night on January 12 at the Pearson 6th Grade Center. We have requested RSVP's from the community, and currently have 15 people signed-up to attend. We need at least 15 students to make the orchestra run, and have been very busy promoting the program through social media, the newspaper and flyers in the schools.

786 youth enrolled in our fall enrichment classes. The most popular classes included Run 'n Read, ACT Prep, Karate, Crazy Chemworks, One Way, Chess Club, River Valley Theatre's Youth Studio, Destination Imagination, 4-H, Snowmobile Safety, Fencing, Art-rageous, Art and Frozen Art Class.

Our partnership with the RVTC Youth Studio continues. December performances included Brief Interviews with Internet Cats and the Family Jewels. The current offering is The Princess and the Pauper, which filled and had a wait list within the first two weeks.

80 Shakopee High School SADD students attend our bi-weekly meetings. Last month our students raised funds and made "grief shawls" for The Mary Shawl Project, which benefits families who have been affected by impaired drivers. This month our students will begin a "Cereal Drive" and raise food for the Simpson Housing project as well as the new non-profit SCA (Shakopee Community Assistance) program.

Please contact Jenny Ames at james@shakopee.k12.mn.us or 952-496-5027 with any comments, suggestions or recommendations on offerings or questions.

Up and Coming

*Tuesday, January 13. 6:00 p.m. Community Education Advisory Council meeting @ DO
*Wednesday, January 14. 7:00 a.m. CE Strategic Plan Ad Hoc committee meeting
*Thursday, January 15. 8:00 a.m. Central Family Center early childhood planning meeting
*Thursday, January 15. 11:15 a.m. SouthWest Metro Educational Cooperative meeting @ Chaska
*Tuesday, January 20. 9:00 a.m. Joint staff meeting with Parks & Recreation staff
*Thursday, January 29. 6:30 p.m. Shakopee Diversity Alliance meeting @ Shakopee Public Library
*Friday, January 30. Metro CE Directors meeting @ White Bear Lake
*Tuesday, February 3. 10:00 a.m. Community Education staff meeting
*Tuesday, February 10. 6:00 p.m. Community Education Advisory Council meeting
*Friday, February 13. 11:45 a.m. CFC early childhood planning group meeting
*Tuesday, February 17. 6:00 p.m. ECFE Advisory committee meeting @ CFC
*Thursday & Friday, February 19 & 20. MCEA Leadership Days @ St. Cloud
*Saturday, February 21. 10th Annual Daddy Daughter Dance @ Shakopee High School
*Saturday, February 28. SADD sponsored Winter Carnival @ Jackson Elementary School

Sealed bids will be received by Shakopee Public School District - ISD 720 in the County of Scott, MN for furnishing all equipment, labor, and materials for the following: Roofing and mechanical repairs. This project is a Roofing Company prime contract and shall include all roofing and mechanical requirements.

Bids shall be submitted upon the proposal form provided at the mandatory pre-bid meeting, held Tuesday January 27th, 2015 at 10:00 AM. Bids and bid requirements must be submitted in duplicate and shall be addressed and delivered in an opaque envelope marked, "Sealed Bid 2014 Roofing and Mechanical Repairs" with the name of the bidder showing, no later than 10:00 AM., Thursday, February 5th, 2015. Bids received after this time will be returned unopened.

Bids shall be delivered to:

Director of Business Services
Shakopee Public School District ISD 720
1200 Town Square
Shakopee, MN 55379

Each bid must be accompanied by a bid bond or certified check from a solvent bank in the amount of not less than five percent (5%) of the bid, payable to the Owner, as security that if awarded the work, the bidder will sign a contract.

All Contractors shall attend the mandatory pre-bid conference to inspect the job site and to ensure comprehension of the specifications. Project Drawings and Specifications will be available the Pre-Bid Conference only. Contractors who do not attend the pre-bid conference shall be disqualified from bidding. Questions regarding this project can be directed to Brian Skoog at (612) 810.4336.

The Owner reserves the right to reject any and all bids and waive informalities or irregularities and enter into such contract or contracts as deemed in the best interests of the Shakopee Public School District.

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Content Area/Program: *High Potential Services* Grade Level(s): *K-12*

Primary Contact: *Dale J. Anderson* Location: *DO Room 110*

MULTI-YEAR PLANNING FORM NARRATIVE

A. Focus | The team should develop statements of belief that capture the essence of the group's purpose and overarching goals.

MISSION | The Shakopee High Potential Services program exists to ensure that our gifted and talented students are properly identified and appropriately challenged in order to maximize their potential.

BELIEFS | Gifted and talented students…

- Have significantly different educational and/or affective needs from their chronological peers and should be provided an environment that supports those needs
- Require educational differentiation as a regular part of their school day
- Have needs that should be met through shared responsibility within the educational community
- Need to be identified using multiple criteria
- Are found within all ages and genders, cultures, socioeconomic, racial and ethnic groups
- Require teachers who receive ongoing training in gifted education

B. Needs | Articulate the current issues and therefore what needs to exist in the program. What data supports these conclusions?

- Identification | be more representative of the student body—be more inclusive and identify students who aren't just high achieving.
  - Grade 4 HP Classes by Ethnicity
  - Grade 6 Advanced Math Courses by Ethnicity
- Be a comparable district to our neighbors: serving our highly gifted students (kids who are more than 2 standard deviations above like-aged peers)
- Measured needs against the NAGC National Standards

Areas for Improvement:	Possible Focus/Considerations:
• We need to pursue GT and their self-understanding (1.1) • Secondary needs more of this—more systematic • Mentoring—peer mentoring (Link, Renaissance, NHS, etc.) (1.4) • Thinking about future career goals (1.8) (5.7) • Secondary weaker with communication (1.5) • I.D. actual gifted, ability, PreK-3, Outside reading and math (2) (5.1) (5.5) • Evaluation of GT improvement (2.5) • Achievement Gaps (3.5) • Resources • Financial Support (3.6) (5.4) • Talent Development (3.2, 3.3, 3.4) • Risk-taking/curiosity (4.1) • Social Development (4.2) • Leadership Skills--varies (4.3) • Cultural Competence (4.4) • Technology (5.1.5) • Staff Development (6)	• Project month (May term)/Collaborative Wednesdays/ Genius Hour • ID—Local Norming data • Differentiation in courses based on student needs • Acceleration Model • Mentoring • Career Pathways (5.5) • Resources • Individual Learning Plans • Educational Support for GT Certification • Secondary Teacher P.D. on GT

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

C. Recommendations | Based on the team's history, concerns, and current research into best practices, what are the proposed changes being recommended for implementation over the next 3-5 years?

1. **Research, identify, develop, and implement programming for highly gifted learners**

2. **Reconfigure our identification processes to expand areas supported and pursue equitable access**
   a. Standard 2: Identification – Implement an assessment system that identifies HP students that represent the diverse backgrounds of the Shakopee community
   b. Standard 2: Implement appropriate assessments that identify gifts and talents in specific academic subjects, creativity, leadership and visual and performing arts.
   c. Standard 5: Identification PreK to 12 in multiple disciplines like leadership, art, music, reading, STEM, theater, environment

3. **Provide appropriate and on-going school-wide professional development for all teachers**
   a. Standard 5: Train school personnel to develop differentiated curriculum/materials
   b. Standard 6: proper staff development for all educators involved with gifted and talented students

4. **Implement Social-Emotional and Guidance support frameworks for students throughout the program**
   a. Standard 1: Time and resources will be allocated to help parents and teachers address social and emotional needs of students

5. **Establish opportunities for students to experience mentoring and community partnerships**
   a. Standard 1: Mentoring – Students in the HP program will have opportunities to mentor and be mentored on an ongoing basis
   b. Standard 3: Develop a mentorship program that pairs students to address needs and interests
   c. Standard 6: Create and foster mentor/mentee relationships and opportunities to further investigate career pathways
   d. Standard 4: Educators create environments that support trust and that encourage students to use their gifts and creativity to learn
   e. Standard 4: Provide environments and opportunities for mentoring and leadership with peers, younger students, and community members

6. **Preserve and expand programming for high performing students**

7. **Evaluate, modify, and create District policies as needed that remove the ceiling from student learning opportunities**

8. **Create an evidence-based program evaluation that proves value of the HP system within the district**

D. Rationale | How do these recommendations align with the District's Strategic Plan and/or the Secondary Academic Design Team design parameters?

1. **Research, identify, develop, and implement programming for highly gifted learners**
   Since we currently provide limited direct services to these students, we are not adequately fulfilling either their needs or our mission. Adding this programming allows us to mesh with the academic design teams parameters by personalizing students educational services.

2. **Reconfigure our identification processes to expand areas supported and pursue equitable access**
   District demographic percentages of ethnicity compared with examples from HP Services:

Ethnicity	Am Indian	Black	Hispanic	Asian	White
District Diversity	1.6%	8.3%	14.5%	11.0%	64.5%
G6 Adv Math	0.8%	2.4%	1.6%	19.0%	76.2%
HP G4	0.0%	0.0%	3.0%	16.0%	81.0%

3. **Provide appropriate and on-going school-wide professional development for all teachers**
   The District has not provided professional development to teachers regarding working with gifted learners. We can't expect teachers to provide adequate and needed services when they have not received appropriate training.

4. **Implement Social-Emotional and Guidance support frameworks for students throughout the program**
   We are not currently addressing this area specifically, especially at the secondary level where we have one HP support person spread among the four secondary buildings.

5. **Establish opportunities for students to experience talent development, mentoring, and community partnerships**
   While there may be some aspects of this here in there throughout the District, we currently do not systematically seek out these opportunities for students.

6. **Preserve and expand HP programming for high performing students**
   In moving to address the other recommendations, we do not want to lose sight of what parts of the current program that have been working well. In fact, we would like to expand those services beyond math and reading, if at all possible.

7. **Evaluate, modify, and create District policies as needed that remove the ceiling from student learning opportunities**
   While we have some policies and procedures in these areas, many of them are out of date or out of alignment with best practice, and in some cases we need to implement policies and procedures for areas previously not considered to assure fair and equitable services.

8. **Create an evidence-based program evaluation that proves value of the HP system within the district**
   The cost of any set of services must be justifiable. If High Potential Services are going to be viable in Shakopee Schools over time, the HP faculty and leadership must be able to demonstrate the value added by its programming.

E. Multi-year Planning | What action steps must be taken to meet the recommendation within the next 5 years?

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Recommendation #1: ***Research, identify, develop, and implement programming for highly gifted learners***

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Select and visit districts with diversity to study various models of gifted programming *Send representatives to Confratute at UCONN to research various programming models*	*Pilot programming model with one elementary school, beginning with K-2 levels* *Evaluate pilot for strengths and weaknesses, revise, and propose a model to expand for all elementaries*	*Implement K-2 programming model with appropriate modifications to other elementary schools*	*Begin rolling up culturally-sensitive programming that serves a more accurate cross section of our students to grades 3-5*	*Continue "rolling up," evaluating, and adjusting program as needed*

Recommendation #2: ***Reconfigure our identification processes to expand areas supported and pursue equitable access***

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Send representatives to Confratute at UCONN to research various identification models. *Select and visit districts with models of interest in how best to identify students* *Include parents and peers in the identification process* *Add a pre-K - 2 to identification system (e.g. Young Scholars)*	*Pilot for K-2 at an elementary school which represents the most diversity* *Evaluate pilot for effectiveness and revise as needed* *Pilot the new process for identification in all elementary schools*	*Implement the K-2 program at all elementaries* *Evaluate and align identification to new programming* *Evaluate and adjust as needed identification process in all elementary schools* *Pilot the new process for identification in middle level schools*	*Continue evaluating and adjusting all identification procedures as needed* *Continue to roll up identification process through high school levels*	*Continue evaluating and adjusting identification procedures as needed* *Identification represents the diversity of the district*

Recommendation #3: ***Provide appropriate and on-going school-wide professional development for all teachers***

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Select and visit districts with models of interest in teacher/admin professional development *Conduct a needs assessment to determine needs for professional development: What do teachers need to know in working with GT kids?*	*Align professional development with program changes* *Provide professional development to teachers piloting new highly gifted programming*	*Evaluate and adjust as needed professional development to teachers of highly gifted programming* *Expand professional development plan for teachers and administrators of high-potential and gifted students*	*Continue, evaluate, and adjust professional development plan as needed*	*Continue, evaluate, and adjust professional development plan as needed*

Recommendation #4: ***Implement Social-Emotional and Guidance support frameworks for students throughout the program***

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Select and visit districts with models of interest in helping teachers and parents support the social/emotional needs of students *Investigate the use of SENG and/or MCGT groups for parents* *Plan for / Identify needs for student support*	*Pilot affective support programming for teachers, counselors, and parents in working with students* *Add collaboration meeting (homeroom) for students in grades 11-12*	*Evaluate and adjust affective support programming* *Add collaboration meeting (homeroom) for students in grades 9-10*	*Evaluate and adjust affective support programming* *Add collaboration meeting (homeroom) for students in middle level schools*	*Evaluate and adjust affective support programming*

Recommendation #5: ***Establish opportunities for students to experience mentoring and community partnerships***

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Select and visit districts with models of interest using mentorship programs *Research current programs already in existence to see if another group could be converted to mentorship program* *Define the parameters of effective community partnerships*	*Pilot mentoring program at the high school on a small scale* *Seek initial community partnerships*	*Fine-tune the mentorship program based on pilot results and enlarge the mentorship program at the high schools* *Market the mentorship program to the community* *Seek to expand community partnership opportunities*	*Expand mentorship program into middle level schools* *Continue marketing mentorship program to the community* *Continue expanding community partnership opportunities*	*Evaluate and adjust mentoring program as needed*

Recommendation #6: ***Preserve and expand programming for high performing students***

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Select and Visit districts with models of interest for challenging advanced students outside of math and reading (e.g. leadership, arts, etc.) *Investigate options for expanding programming outside of the school day (particularly summer enrichment)* *Develop a system for promoting student successes in our schools (e.g. Nat'l Merit Scholars, high performance on nationally normed tests, etc.)* *Research opportunities for college interactions, especially more highly selective ones.*	*Teachers develop courses for enrichment* *Implement a system for promoting student successes in our schools (e.g. Nat'l Merit Scholars, high performance on nationally normed tests, etc.)* *Invite various (more highly selective) colleges to visit the campuses*	*Market and implement summer enrichment/ advancement opportunities E-12* *Pilot expanded programs for high performers in leadership and the arts* *Pilot enrichment courses* *Evaluate and adjust system for promoting student successes in our schools*	*Evaluate and adjust summer enrichment/ advancement opportunities E-12* *Evaluate and adjust expanded programs for high performers in leadership and the arts* *Evaluate and adjust enrichment courses as needed* *Evaluate and adjust system for promoting student successes in our schools*	*Evaluate and adjust summer enrichment/ advancement opportunities E-12* *Evaluate and adjust expanded programs for high performers in leadership and the arts as needed* *Evaluate and adjust enrichment courses as needed* *Evaluate and adjust system for promoting student successes in our schools*

Recommendation #7: ***Evaluate, modify, and create District policies as needed that remove the ceiling from student learning opportunities***

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Review and modify all existing policies regarding early entrance, subject and grade acceleration *Modify for best practice, policies for assessing prior knowledge for course credit* *Research, evaluate, and add other policies as needed*	*Implement modified policies regarding early entrance, subject and grade acceleration* *Implement policy for assessing prior knowledge for course credit.*	*Continue to review, modify, and add policies as needed*	*Continue to review and modify policies as needed*	*Continue to review and modify policies as needed*

Recommendation #8: ***Create an evidence-based program evaluation that proves value of High Potential Services within the district***

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Collect baseline data on current programming *Communicate to parents, staff and community research supporting the model(s) we will be implementing* *Establish outcome indicators as a measure for evaluating program effectiveness* *Develop a community advisory council*	*Begin ongoing data collection on current and new programming* *Communicate findings to all stakeholders* *Begin reviewing data against outcome indicators* *Implement community advisory council*	*Continue data collection and communication to all stakeholders* *Begin evaluating programming based on performance against outcome indicators* *Communicate findings to all stakeholders* *Formulate a needs assessment* *Utilize community advisory council for feedback*	*Conduct a full needs assessment (parents, parents of non-HP, HP staff, non HP staff, administrators, students).* *Communicate findings to all stakeholders* *Implement plan to conduct a needs assessment every 5 years* *Utilize community advisory council for feedback*	*Review data of needs assessment* *Communicate findings to all stakeholders* *Utilize community advisory council for feedback*

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Content Area/Program: Health | Grade Level(s): K-12

Primary Contact: Monika Summer | Location: District

MULTI-YEAR PLANNING FORM NARRATIVE

A. Focus | The team should develop statements of belief that capture the essence of the group's purpose and overarching goals.

1. We believe that students, teachers, parents, principals and the community work as a team to support a lifelong commitment to a healthy lifestyle, which includes social, emotional, spiritual and physical health.
2. We believe that decision making skills are essential to building and maintaining a healthy lifestyle.
3. We believe moving with competence and confidence in a wide variety of activities across multiple environments benefits healthy development.
4. We believe students can develop and refine their critical thinking, collaboration, communication, creativity, cultural competency, and character in the physical education and health.

B. Needs | Articulate the current issues and therefore what needs to exist in the program. What data supports these conclusions?

Based on the scheduling changes approved by the Board, we will be offering a 6th grade required health course, as well as eliminating an 8th grade required health course. As a result of this recommendation, we will need to realign our current health programming to reflect these changes. In the process of our alignment work, we have identified an additional need for rewriting and updating our current health curriculum and resources at the elementary level, as many of our current resources are outdated.

As a group, we have also analyzed statistical trends in regards to teen pregnancy, drug usage, and mental health issues in Shakopee and believe it would be beneficial to create a common decision-making framework that we begin to implement in Kindergarten in order to combat the negative statistical trends.

C. Recommendations | Based on the team's history, concerns, and current research into best practices, what are the proposed changes being recommended for implementation over the next 3-5 years?

1. Implement a common decision-making process K-12
2. Realign our K-12 health programming
3. 7th grade Health teachers loop to teach 8th grade PE

D. Rationale | How do these recommendations align with the District's Strategic Plan and/or the Secondary Academic Design Team design parameters?

The 6th & 7th grade Health & Wellness courses are based on mastery of the National Health Standards and align with the recommendation of Area 1.1. This course content encompasses all of the 6C's of the Career Readiness Skills developed by the Secondary Design Team.

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Recommendation #1: Implement a common decision-making process K-12

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
NA	*Use a consistent model of decision-making (DECIDE) in grades 6-12.*	*Use a consistent model of decision-making (DECIDE) in grades K-5.*		

Recommendation #2: Realign our K-12 health programming

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Research Elementary health standards. *Begin work to create and align K-5 health curriculum.*	*Implement Health & Wellness 6.* *Implement Health & Wellness 7.* *Continue writing and developing an aligned K-5 health curriculum*	*Implement K-5 vertically aligned health curriculum.*	*Revisit alignment of 6-12 health curriculum when 9th grade moves to the high school.*	

Recommendation #3: 7th grade Health teachers loop to teach 8th grade PE

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
NA	*NA*	*7th grade health teacher loops to 8th grade PE.*	*8th grade PE loops to 7th grade health for a new 2 year cycle.*	*Looping cycle continues from 7th grade health to 8th grade PE.*

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Content Area/Program: Media | Grade Level(s): K-12

Primary Contact: Kara Osmundson | Location: Districtwide

MULTI-YEAR PLANNING FORM NARRATIVE

A. Focus | The team should develop statements of belief that capture the essence of the group's purpose and overarching goals.

We believe an ideal school media center…

1. is a responsive resource area that extends and supports student learning through collaboration with professional personnel (including the library media specialists, teachers, and administrators), students, and community members.
2. allows for flexible scheduling that can foster collaboration between media specialists and content teachers to ensure that 21st Century technology and literacy skills are taught across all grade levels and curricula.
3. plays an integral role in developing students' critical thinking, creativity, communication, collaboration, cultural competence, and character (Shakopee's 6 Cs) as a lifelong practice.
4. provides a comfortable, flexible, and inviting environment that is available to students, teachers, and community both during and beyond the school day as a lifelong practice.
5. is equipped with innovative resources, platforms, infrastructure, space, and materials to support print and digital access.

B. Needs | Articulate the current issues and therefore what needs to exist in the program. What data supports these conclusions?

- Dedicated media center space (not closed for testing, staffed before and after school)
- Flexibility and availability for elementary media specialists to teach and collaborate (within specialist schedule)
- Increased collaboration with Scott County Public Library (share resources)
- Digital resources to support personalized learning (ebook platforms, ebooks, management system)
- Technology to support learning, media curriculum/standards, and ebook checkout
- Flexible, mobile desks, tables, seating, and shelving to support the district technology initiatives and media center vision and belief statements

C. Recommendations | Based on the team's history, concerns, and current research into best practices, what are the proposed changes recommended for implementation over the next 3-5 years?

(1) We recommend that Shakopee Public Schools nurture an ongoing, collaborative, mutually beneficial partnership with Scott County Public Libraries.

(2) We recommend that all district media centers are cutting-edge facilities that promote real-world learning experiences for students.

(3) We recommend that all district media centers are responsive environments that provide inviting, flexible, innovative spaces for all patrons to learn and grow.

(4) We recommend that all district media centers are accessible during and beyond the school day and are supported by knowledgeable, creative, collaborative staff who facilitate learning for all patrons.

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

D. Rationale | How do these recommendations align with the District's Strategic Plan and/or the Secondary Academic Design Team design parameters?

A collaboration with Scott County Public Library would allow us to share collections and increase student access to a larger variety of reading materials and free public resources. Scott County currently uses 3M Cloud, which is the only eBook host that supports collaboration between organizations. 3M Cloud allows for a consortium between Scott County Library, Shakopee Public Schools, and possibly other Scott County public schools. A collaboration also helps ameliorate the cost of digital resource management services. As we add 3M cloud as an eBook vendor, we will need a more robust Library Management System to allow for this collaboration. Our current management system does not communicate with outside vendors and offers limited functions that we can use to build and advance our partnership with the public library.

In order to serve all members of our school community, media centers need to equipped with cutting-edge equipment and resources to help aid in the creation of projects that show what students know, educate students/staff about a variety of topics, and provide a space that invites students in for educational and self-exploration. With the use of modern tools, like green screen video production and maker spaces, district media centers can be stimulating environments that support personalized learning, literacy, collaboration, and self-exploration. Remaining cutting-edge also requires communication and collaboration with the community, including parents, businesses, and community experts. For example, community member volunteers can teach specific engineering/science-based skills to forward students working knowledge of STEM concepts.

Research indicates that layout and functionality of a space impact learning, collaboration, and critical thinking. Flexible media centers can support a variety of learning activities including homework, research, school projects, self-directed inquiry, and classroom instruction. By updating the media center space, we create a student-centered environment to foster independent thinking and learning. With mobile spaces, we can simultaneously accommodate multiple curricular needs.

Media centers are a place for staff and students to find various types of support. Media centers support student learning with technology, resources, and flexible scheduling to foster collaboration and creativity. Media centers are equipped with a variety of resources that benefit student learning and should be available to them before/after school.

Accessibility during the school day: Media specialists need to be available to engage in teaching, collaborating, and facilitating learning experiences for library patrons. Maintaining a dedicated space free from testing is essential to providing robust, consistent service to students and staff. During the 2014-2015 school year, media centers across the district are closed approximately 40 days per school year for MAP, OLPA, and MCA testing. These closures negatively impact the functioning of the media center as a collaborative, interactive space that supports 21st Century literacy and technology skills. These conflicts are in stark opposition to our media center mission statement and vision of media centers as responsive learning environments that are integral to personalized learning. Without flexible media center spaces, teachers and students do not have access to the resources needed to maximize learning or support that model of instruction.

Accessibility beyond the school day: At the secondary level, with the availability of activity buses and other transportation options, media centers need to be available (open and staffed) beyond the school day to support students with access to trained support staff/personnel, appropriate technological tools, and a flexible space that supports various activities. At the elementary level, extended hours will allow our school media centers to serve as a bridge for parents to become involved in their child's educational experience, taking advantage of library resources together.

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Recommendation #1: Shakopee Public Schools nurture an ongoing, collaborative, mutually beneficial partnership with Scott County Public Libraries.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• develop/update ebook purchasing policy • connect with other public libraries integrated with public schools (e.g., Illinois Heartland Library System in Edwardsville, IL, and Columbus Metro Library, Columbus, OH) regarding: --public library/public school collaboration including library card integration --compatible library management systems • collaborate with technology department and Scott County to generate public library cards for all registered SPS students --for current students --going forward, automatically when students register at SPS (using AD) • address barcode issue (library union) --clerical/para/volunteer activity during the school year; continued 15-16 if necessary • weed through secondary print collections (based on circulation data, etc.) • research self-checkout costs for secondary • 4 reps attend ISTE summer 2015 in Philadelphia --visit Philly library system known for innovative makerspace --gather additional information and resources re cutting edge resources and practices	• T&L assumes ongoing costs of management system (Destiny) • continue to explore/prepare for library card integration • continue research on library management systems if needed • based on previous research, select a library management system to implement in 2016 • assess secondary print collections and fill in gaps with digital content • prepare for 3M Cloud adoption: --collaborate with technology department to connect to Scott County Library --explore licensing options with 3M	• implement library card integration • implement new library management system • implement 3M cloud ebook platform including: --migrate resources (fee) --licensure fees to extend book licenses districtwide --adopt base ebook resources --continue Mackin for multiuser books --implement self-checkouts in secondary buildings • T&L assumes ongoing costs of new library management system and 3M Cloud • continue to build digital collections as secondary schools adopt 1:1 • expand partnership with Scott County --share ebook collections through 3M • explore possible consortium with other public schools --with Scott County, visit Columbus Metro Library known for public library/public school partnership	• use 3M cloud to increase ebook collection by expanding partnerships with other Scott County school districts	

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Recommendation #2: All district media centers are cutting-edge facilities that promote real-world learning experiences for students.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• iPad carts at Sweeney & Jackson to support instruction/model 1:1 • Green screen video production stations in each elementary and high school • Install maker spaces at Pearson, EJH, HS • Continue media promotions and author visits during I Love to Read month (February) • Explore Teen Lit Con grants/scholarship options (event is May 9) • Explore collaborations with local businesses to support makerspaces --Seagate: possible grant for robotics, experts to facilitate in makerspaces --Michaels & Joann Fabrics: makerspace materials through donations, leftovers, reduced costs • Review elementary media curriculum	• iPad carts at EC, RO, SP • Explore model makerspaces for elementary (site visits) • Explore need for/feasibility of Chromebooks for elementary media centers • Bring volunteers and guest speakers into secondary makerspaces • Continue to explore partnerships with local business (e.g., Shutterfly) • Continue to promote library events through social media and newsletters • Collaborate with Scott County to install Kindergarten base image on public library tablets available for check-out to prepare parents/preK students	• Install model makerspaces at each elementary school	• Possible 'internships' with teacher cadets	

Recommendation #3: We recommend that all district media centers provide inviting, innovative, real-world spaces for patrons to learn and grow.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Identify space utilization and develop a unified concept for redesign • Evaluate space and seek proposals from Target Commercial Interiors (and others) to meet needs (including flexible, modular furniture and shelving) • Continue genrefication discussion --classification/color-codes --physical space needs • Begin genrefication process at secondary --clean up Destiny records --label & rearrange books	• Develop proposals for furniture and mediascapes requests at each building • Begin genrefication process at elementary	• Install furniture and mediascapes		

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Recommendation #4: All district media centers are accessible during and beyond the school day and are supported by knowledgeable, creative, collaborative staff who facilitate learning for all patrons.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
• Advocate for protected media specialist time at elementary schools (not pulled for subbing, testing, etc.) • Evaluate options and propose solutions for testing that do not require dedicated media center space: --alternate spaces for small groups --use of mobile devices, chromebooks, or laptops chromebooks checked out for testing --request 15 laptops at Pearson, EJH, & WJH and remove small desktop banks --walls or other rearrangements of computer lab spaces housed within elementary media centers • Create a request to redefine the role of media center support staff to include technology skills and other skill-sets that are vital to a 21st Century media center, such as: self-starter, creative thinker, collaborative worker, interested in literature, able to handle high-stress demands of a multi-faceted environment. • Identify areas of need for training for support staff, including: --Library Management System --eBook hosting platforms --video studios --using devices (iPads) with students --problem-solving iPad issues when they arise • Advocate for a full time technology support person in each building and suggest they are housed in the media center	• Develop training modules in Canvas for media support staff. • Request extended media center hours at secondary buildings with support staff available before and after school beginning 2016-2017	• Implement training modules for support staff • Implement extended hours at secondary buildings		

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Content Area/Program: PE | Grade Level(s): K-12

Primary Contact: Kara Osmundson | Location: Districtwide

MULTI-YEAR PLANNING FORM NARRATIVE

A. Focus | The team should develop statements of belief that capture the essence of the group's purpose and overarching goals.

- We believe that students, teachers, parents, principals and the community work as a team to support a lifelong commitment to a healthy lifestyle, which includes social, emotional, spiritual and physical health.
- We believe that decision making skills are essential to building and maintaining a healthy lifestyle.
- We believe moving with competence and confidence in a wide variety of activities across multiple environments benefits healthy development.
- We believe students can develop and refine their critical thinking, collaboration, communication, creativity, cultural competency, and character in the physical education and health setting.

B. Needs | Articulate the current issues and therefore what needs to exist in the program. What data supports these conclusions?

- Because students are not in PE every day, explore opportunities for students to be active throughout the school day
- Provide more variety and choice for students within their required courses (e.g., choice of units)
- Use current technology and proper equipment to support an innovative curriculum (e.g., personal fitness trackers)
- Understand effective use of mobile devices in PE as we move towards device adoption and 1:1
- Increase integration of literacy into physical education curriculum

C. Recommendations | Based on the team's history, concerns, and current research into best practices, what are the proposed changes being recommended for implementation over the next 3-5 years?

(1) Increased focus on personal fitness, use of personal fitness data, and opportunities for activity every day.
(2) Increased opportunities for student choice within middle level (6-9) required physical education courses.
(3) Effective use of technology and digital resources to support fitness and integrate literacy into physical education curriculum.

D. Rationale | How do these recommendations align with the District's Strategic Plan and/or the Secondary Academic Design Team design parameters?

According to the USDA, children need to engage in "active play every day." Physical activity is correlated with cognitive skills, academic behavior, mental health, absentee rates, dropout rates, and social connectedness (CDC). CDC guidelines for activity for 6-17 year-olds is 60 minutes a day or more. Physical education teachers can actively support physical activity and fitness during the school day, beyond PE class.

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

This focus on individual fitness represents a shift from a sports-performance or skills-based perspective. A personal-fitness focus is student-centered and supports personalized learning, choice, and differentiation.

Because student choice allows each student to choose an activity they are most interested in and excited about, participation increases. Choice can be offered within a required class by providing options for participating in different activities that allow students to demonstrate the same skills. For example, students may choose a non-competitive activity.

Recommendation #1: Increased focus on personal fitness, use of personal fitness data K-12, and opportunities for activity every day.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
K-8 research strategies for engaging students in activity every day (brain gyms, brain breaks) K-8 site visits to explore options for encouraging activity every day (facilities, scheduling, etc.) K-8 explore web-based programs combining fitness and nutrition tracking (including both individual student access and teacher access to class reports) 6-12 explore cost models for fitness trackers: bring personal device and reuse? purchase for use during class? use 24/7? 6-12 site visits to explore fitness trackers and personal fitness focus (e.g., Hopkins facilities, cardiovascular obstacle course) 6-7 research apps and personal fitness devices (e.g. fitbits, heart rate monitors) for use with 1:1 ALL advocate for separate fitness facilities (dedicated fitness center) -maintenance costs -updates	K-8 develop and propose a plan for activity every day (may vary by building) K-8 explore use of personal fitness plans (personal growth goals) to drive instruction and differentiation (may include web-based program or apps) 6-12 adopt a model for personal fitness devices/trackers (may be same throughout 6-12 or vary when 1:1 devices available, etc.) 6-8 curriculum writing to reflect focus on personal fitness (use of apps and/or personal fitness devices) 9-12 curriculum writing to integrate fitness tracking and literacy strategies ALL advocate for separate fitness facilities (dedicated fitness center) -maintenance costs -updates	*K-8 implement plans for activity every day* 6-9 integrate use of personal fitness plans 6-8 implement personal fitness devices/trackers (implement student data collection & self-evaluation) 9-12 implement personal fitness devices/trackers (implement student data collection & self-evaluation) ALL advocate for separate fitness facilities (dedicated fitness center) -maintenance costs -updates	K-5 integrate use of personal fitness plans (personal growth goals) 6-7 evaluate use of personal fitness devices/trackers and revise as needed *separate fitness facilities for athletics and physical education*	

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Recommendation #2: Increased opportunities for student choice within middle level (6-9) required physical education courses.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
8-9 review required PE courses to explore opportunities for unit-based choice 8-9 curriculum writing to provide more choice	6-7 review required PE courses to explore opportunities for unit-based choice 8-9 implementation and student data collection	6-7 curriculum writing to provide more choice 8-9 evaluation and revision as needed	6-7 implementation and student data collection K-5 review to explore opportunities for unit-based choice	6-7 evaluation and revision as needed K-5 curriculum writing to provide more choice

Recommendation #3: Effective use of technology and digital resources to support fitness and integrate literacy into physical education curriculum.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
K-12 research literacy in PE K-12 research effective use of technology in PE -explore Canvas for video directions, articles, management for absentees/students that can't participate ALL explore technology and literacy during site visits 6-8 site visits to explore use of 1:1 iPad in PE 6-7 curriculum writing for every other day PE in 1:1 environment -film each others' skills -film safety & rules -form for fitness tests -music for motivation & rhythm -pacer for fitness grams	6-7 implement revised curriculum (every other day PE with 1:1 devices) K-5 curriculum writing to implement literacy and technology (and activity every day) 8-12 integrate any instructional changes (literacy & technology) and propose curriculum changes if needed	6-7 evaluate use of 1:1 devices in PE and revise as needed K-5 implement curriculum revisions 8-12 integrate any instructional changes (literacy & technology) and propose curriculum changes if needed	K-5 evaluate curriculum revisions	

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Content Area/Program: Secondary English - LA

Grade Level(s): 6-12

Primary Contact: Ed Cox

Location: Secondary Buildings

MULTI-YEAR PLANNING FORM NARRATIVE

A. Focus | The team should develop statements of belief that capture the essence of the group's purpose and overarching goals.

1. We believe students learn best through personalized approaches where student choice and differentiation are integral parts and where skill development scaffolds from course to course.
2. We believe instructional decisions should be based on data and best practice research, essential learning, and common language, developed through thoughtful planning and focused training.
3. We believe that all students should take courses that are at or above grade level with appropriate interventions that ensure equitable learning for all students.
4. We believe quality English instruction incorporates the career and college readiness skills (Collaboration, Critical Thinking, Creativity, Cultural Competence, Character, Communication) through reading, writing, and speaking.
    a. We believe that all students should have opportunities to write in a variety of formats.
    b. We believe that engaging critically and culturally with a variety of texts is more significant to skill development than reading a specified canon.

B. Needs | Articulate the current issues and therefore what needs to exist in the program. What data supports these conclusions?

1. Revamping the 12th grade curriculum
    a. More time for proposed grade level standard course (reading 12th grade choice) → "nuts and bolts"
2. Honors to an acceleration track
    a. Discussion - eliminate honors and replace with acceleration, which is bringing students up to the grade level above
    b. Revisit and fine tune the process for selection of Honors/Acceleration students
    c. Transition from an honors based system to an accelerated based system
    d. *Accelerated English 9 (10th grade standards) will need to look different than English 10 if a student decided to drop off the accelerated track
3. Common assessments K-12 for critical skill sets (writing, public speaking, etc.)
    a. Identify critical skill sets
    b. Need for common rubrics
4. Assessment and reporting practices that align with district recommendations (Implementation Team)
5. Scaffolding for 6-12 for important skills and gaps/overlaps
    a. Ex. language conventions, common vocabulary
6. Personalized learning pieces for courses
7. Curriculum mapping that align with the MCA and ACTs
    a. Get to the point where we are transparent enough to publish our curriculum map to show the public
8. Students placed into grade level classes with intervention planning options to help accelerate their skills
    a. What system is in place to support students who need intervention?

b. Maintain the grade level for these students who are below grade level and have an intervention working as an accelerator piece to take care of the gap.
c. If we offer an English class below grade level, it needs to be driven by something special like IEPs, immersion experience, etc.
d. On our radar - figure out how to phase out/phase in the classes that are below grade level (ex. Basic English/Comprehension Skills classes - concerns with students in these classes without IEPs)
e. Conversation about co-taught classes: keeping the pace at grade level with use of differentiation
f. Co-planning time for co-teachers

C. Recommendations | Based on the team's history, concerns, and current research into best practices, what are the proposed changes being recommended for implementation over the next 3-5 years?

1. Research, recommend, and implement any changes to advanced English programming
2. Create a set of 12th grade English courses that will meet the grade level or above standards.
3. Identify critical skill sets and create a scaffolded set of common rubrics, aligned with MCA and ACT, according to the implementation teams, reflected in the curriculum maps.
4. Determine and implement appropriate personalized learning approaches to increase student choice and engagement, raise academic rigor, college and career preparedness, and allow student multiple venues to demonstrate learning
5. Design and implement a structured, systematic support for students to develop critical skills when performance is below grade level.

D. Rationale | How do these recommendations align with the District's Strategic Plan and/or the Secondary Academic Design Team design parameters?

The English-Language Arts department is working towards meeting the goals of the Secondary Academic Design team by engaging students in required courses that will best prepare them for college and career. Creating an English 12 course has demonstrated higher performance on the the ACT and first-year college performance. Additionally, through focusing on strategy-based instruction and personalization, English courses have shown to be more effective in improving student overall literacy and student engagement. Lastly, the Academic design team has set a parameter for intentional intervention and acceleration, while guaranteeing that courses will be instructed at or above grade level. The above recommendations will help English - Language Arts meet these goals.

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

E. Multi-year Planning | What action steps must be taken to meet the recommendation within the next 5 years?

Recommendation #1: Research, recommend, and implement any changes to advanced English programming.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Research and recommend options *Reasons and criteria for identification* *Look at outcomes from other schools.* *Research possible details for consideration (licensing, settings, etc.)*	Plan courses Identify teachers Curriculum Writing to create courses Identify and gather resources	Implement based on 1st year decisions and 9-12 design decisions Continued PLC and curriculum writing.	Continued PLC and curriculum writing.	

Recommendation #2: Create a set of 12th grade English courses that will meet the grade level or above standards.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Plan English 12 A & B courses to meet standards *Plan AP Language and Comp*	Implement English 12 A & B Implement AP Language and Comp Consider and decide on 11th grade acceleration option.			

Recommendation #3: Identify critical skill sets and create a scaffolded set of common rubrics, aligned with MCA and ACT, according to the implementation teams, reflected in the curriculum maps.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Decide what areas we need rubrics for *Decide how many rubrics we need for each area*	*Implement rubrics for Area 1 across all grade levels (writing rubric?)* *End of year/summer review effectiveness*	*Continue using rubrics for Area 1 across all grade levels (writing rubric?)* *Start implementing rubrics for Area 2 across all grade*	*Continue using rubrics for Area 1 across all grade levels (writing rubric?)* *Continue using rubrics for Area 2 across all grade*	*All teachers use all rubrics* *Rubrics are included in the curriculum maps*

Research and write rubrics *Create a review process to assess effectiveness of rubrics*	*and revise rubrics as needed*	*levels (reading rubric?)* *End of year/summer review effectiveness and revise rubrics as needed*	*levels (reading rubric?)* *Start implementing rubrics for Area 3 across all grade levels (speaking rubric?)* *End of year/summer review effectiveness and revise rubrics as needed*	

Recommendation #4: Determine and implement appropriate personalized learning approaches to increase student choice and engagement, raise academic rigor, college and career preparedness, and allow student multiple venues to demonstrate learning.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Research possible strategies inside and outside of Shakopee. *Understand identified critical skills to be developed by personalization.* *Create a shared understanding of personalization, what it looks like, and why it's important.* *Identify and engage in necessary training needs.*	Identify and engage in necessary training and resources. Grow and expand current personalized learning examples. Create additional pilot example for action research Examine strategies for personalization that are supported by the Shakopee technology plan.	Examine successes from piloted examples. All teachers are trying at least one example of personalized learning approaches. Identify areas for improvement, identify additional approaches, and further research	*Implement identified personalization approaches in many English classrooms.* *Evaluate the efficacy of personalized learning approaches and recommend modification.*	*Implement identified personalized learning strategies that support English instruction in every classroom.* *Students engage in a variety of personalized approaches that best suit them as individuals, through which they demonstrate mastery of critical ELA skills.*

Recommendation #5: Design and implement a structured, systematic support for students to develop critical skills when performance is below grade level.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Continue with teacher referrals for students below grade level ● *grade level meetings* ● *i-team* ● *casemanager*	Establishment of staffed English pod where a paraprofessional provides help during study halls? ● before/after school			

Limit the # of students assigned to co-taught classes *Continue after school programs (Saber Squad, homework zone)* *Website training so that teachers could provide more online resources for students (powerpoints, class notes, graphic organizers)* *PLC time to discuss individual students and possible interventions that are working for other teachers* *Investigate what other school districts are doing to help support struggling students in the area of English* *Tutor corps of students (NJHS, NHS) to volunteer during study halls or before or after school*	• during English work time • SAS Reading and ELL support in conjunction with English classes			

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Content Area/Program: Secondary Math

Grade Level(s): 6-12

Primary Contact: Ed Cox

Location: Secondary Buildings

MULTI-YEAR PLANNING FORM NARRATIVE

A. Focus | The team should develop statements of belief that capture the essence of the group's purpose and overarching goals.

1. College and Career readiness skills, the 6 Cs, taught through math education prepare students for future endeavors.
2. Teachers should collaborate and use alternative instructional strategies that will make math accessible to all learners while ensuring their engagement and success.
3. Math programming of Shakopee Public schools must provide students with the ability to apply problem solving and critical thinking skills to solve real life mathematical related problems.
4. Shakopee Public Schools will provide diversity in math programming to meet the needs of every learner as well as provide greatest opportunity for growth of each individual student.

B. Needs | Articulate the current issues and therefore what needs to exist in the program. What data supports these conclusions?

- Review of math instruction best practices.
- Create a plan for math instruction with the future of technology in the district in mind.
- Examine and develop remediation, intervention and co-taught best practices.
- Examine and align math curriculum to meet the college and career readiness plan developed by the Academic Design team.
- Review and refine acceleration practices for highest achieving and ability learners.

C. Recommendations | Based on the team's history, concerns, and current research into best practices, what are the proposed changes being recommended for implementation over the next 3-5 years?

1. Implement a Math scope and sequence, at or above grade level, that prepares all students to be college and career ready by:
    a. connecting mathematics to other real-world and academic experiences and explores human curiosity.
    b. developing and assessing the key skills (content area and 6 Cs) needed to think mathematically.
2. Create a means for ongoing exploration and implementation of best practices in K-12 Math Education
3. Research and develop a systematic plan for intervention and remediation
4. Develop a plan to utilize 1:1 resources and tools.
5. Examine, modify and communicate a clear plan to identify and prepare students for acceleration throughout the math scope and sequence, specifically focusing on students who are traditionally under-represented.

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

D. Rationale | How do these recommendations align with the District's Strategic Plan and/or the Secondary Academic Design Team design parameters?

The Math articulation team has made five recommendations to help meet the Secondary Academic design team parameter and initiatives. The first two recommendations are designed to examine ways to help students develop relevant career and college ready skills through their study of mathematics. The third recommendation is designed to help create systemic and structured plan for remediation - this is one of the design parameters set forth in the area of academic tracking and reporting. Utilizing available technology and determining how this will help accelerate learning is a recommendation that will help students use the best resources available and make a positive impact on student learning. Lastly, creating a more inclusive approach to acceleration is in line with Academic Design team's recommendation regarding beliefs and practices.

E. Multi-year Planning | What action steps must be taken to meet the recommendation within the next 5 years?

Recommendation #1: Implement a Math scope and sequence, at or above grade level, that prepares all students to be college and career ready by:

a. connecting mathematics to real-world and academic experiences, and explores human curiosity.
b. developing and assessing the key skills (content area and 6 Cs) needed to think mathematically.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Develop B/C Calculus curriculum *Propose B/C Calculus course to AP (application process & meeting(s) with Sean Hildebrandt)* *Determine additional materials (texts?) in order to determine $$ needed.* *Look at our own data for remedial classes - in particular failures in scope and sequence. Look at scope and sequence to eliminate classes - geometry SHS, Algebra Concepts SHS, Tech Math SHS* *Determine curriculum writing time.*	*Make proposed named changes.* *Propose changes to scope and sequence and capstone courses offered.* *Look at our own data (strengths and weaknesses in ACT, MCA, graduation rates, course sequencing)* *Examine post secondary expectations and requirements* *Make decisions on new/changed course sequences/names (phase-in plan).* *Curriculum writing and training time*	*Begin implementation of proposed course sequence.* *Curriculum writing and training time* *Make decisions on new/changed course sequences*	*Look at our own data (strengths and weaknesses)* *Curriculum writing and training time* *Begin implementation of any proposed scope and sequence changes.*	*Changes fully implemented* *Look at our own data (strengths and weaknesses)* *Curriculum writing and training time*

Site visits to research potential course title changes, scope & sequence and alternative capstone courses (CIS Modeling, CIS College Algebra) *Tie into discussion being had in STEM articulation to see where computer science will fit in our scope and sequence*	*Offering of B/C Calculus* *Eliminate Algebra Concepts and Tech Math.* *Begin discussion on scope and sequence and failure rates.* *Look at flexgrouping (specifically look at data from East's pre-Alg pilot)*			

Recommendation #2: Create a means for ongoing exploration and implementation of best practices in K-12 Math Education focusing on literacy in mathematics and problem/project based learning, taking into account student voice/choice with an increase in student led learning.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
School Site Visits & PD Conferences focused on: *a. Problem/Project based in 1:1* *b. Personalized learning in 1:1* *Collaborate with DLC to make resources accessible to everyone.* *Develop consistent guidelines for re-assessment for implementation in 15-16.*	*Teacher led PD on best practice resources.* *Begin implementation of best practices. (Pilot classrooms)* *Targeted study to continue to create, develop, and improve instructional strategies. Analyze results to make data based decisions.* *Continue school site visits, conferences, and teacher led PD. (NCTM Nov. 15)*	*All teachers implementing personalized, problem/project based learning during some units throughout the year.* *Targeted study to continue to create, develop, and improve instructional strategies. Analyze results to make data based decisions.* *Continue school site visits, conferences, and teacher led PD.*	*Fully implement personalized, problem/project based learning strategies in all units* *Targeted study to continue to create, develop, and improve instructional strategies. Analyze results to make data based decisions.* *Continue school site visits, conferences, and teacher led PD.*	

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Recommendation #3: Research and develop a systematic plan for intervention and remediation

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Research possible best practices *Discuss possibilities with stake-holders*	*Continue research in best practices* *Pilot possible practices* *Research current practices in co-teaching within the Shakopee School District. Pull data on student achievement (MCA, standardized testing, summative assessments, failure rates).* *Research current practices and systems in the Shakopee school district regarding intervention teachers and paraprofessionals at different sites.* *Each site needs to write out their approach to intervention in regards to formative assessments, summative assessments and credit recovery.* *Practices in credit recovery. Do students need to take whole class over or just the concepts they failed?*	*Review results and continue further pilots* *Systematic plan to address student learning needs based on formative assessments, summative assessments and standardized assessments.*	*Credit recovery becomes standards based. Only make up the standards they failed.*	*Completely implement "new look" to remediation, intervention, and co-taught classes*

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Recommendation #4: Develop a plan to utilize 1:1 resources to enhance student learning in all courses. (Such as online learning and flexible pacing, through digital resources and tools.)

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Determine minimum guidelines for "Master" courses in Canvas *Agree upon role Canvas plays in math curriculum (students log in during class every day, mandatory HW, optional resources, etc)* *Develop "Master" courses in Canvas* *Identify appropriate locations for site visits, experts, and conferences to support 1:1*	*Find or create one digital resource/ activity per quarter* *Collaborate with DLC to implement developed activities* *PLC work focused on using Canvas to collect and assess formative assessment data* *Site visit to 1:1 schools OR recruit experts to educate teachers on best practices (i.e. bring someone here vs going there)* *Teacher introduces digital tools: Desmos, Geogebra, etc.*	*Find or create one digital resource/ activity for each unit in each course* *Continue site visits, expert advice, and conferences with a focus on finding next steps based on 2015-2016 implementation* *Research methods that 1:1 can support independent problem/project based learning and student exploration*	*Implementation of problem/project based learning and student exploration once per quarter* *Collaborate with DLC to implement developed problem/project based learning experiences*	*Create a new 5 year plan! Identify areas for improvements and celebrate/reinforce successes*

Recommendation #5: Examine, modify and communicate a clear plan to identify and prepare students for acceleration throughout the math scope and sequence, specifically focusing on students who are traditionally under-represented.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Research methods in collaboration with HP and Testing and Assessment Administrator for proper identification of previously unrecognized students Researching additional opportunities for	Revisit and continue research on proper methods of identification Modify and finalize acceleration guidelines Communicate guidelines of acceleration across	Full implementation of all additional opportunities for acceleration and talent development Full implementation of acceleration guidelines Examine data of newly implemented students and make		

acceleration and talent development Clarify current guidelines for acceleration	buildings and departments Implement guidelines for spring 2016 registration Curriculum Writing for summer acceleration opportunities. Implement possible summer acceleration opportunities for summer 2016	adjustments to identification process accordingly		

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Content Area/Program: Secondary Science | Grade Level(s): 6-12

Primary Contact: Ed Cox | Location: Secondary Buildings

MULTI-YEAR PLANNING FORM NARRATIVE

A. Focus | The team should develop statements of belief that capture the essence of the group's purpose and overarching goals.

1. Science teaching is engaging students in the process of science through authentic problem solving and making informed decisions based on evaluation of evidence.
2. In Shakopee we believe that students should learn science by DOING science, evaluating evidence, building concepts, and developing authentic problem solving skills, by encompassing the career readiness skills (critical thinking, creativity, communication, collaboration, cultural competence and character)

B. Needs | Articulate the current issues and therefore what needs to exist in the program. What data supports these conclusions?

- The current curriculum does not meet the skill deficit that students have in order to well on both the MCA and the ACT, and be college and career ready. This curriculum is based on the MN state standards. There is movement toward adopting the NGSS in MN and Shakopee is hoping to augment their curriculum with NGSS.
- In order to better prepare students for college level science, the ACT, and the MCA, we need to find a way for students to have more in depth science experiences in grades nine through twelve.
- In response to changes with the traditional curriculum, science will need to re-evaluate the organization and role of acceleration courses.
- Like many schools, Shakopee struggles to provide a structured way for students to meet the Earth science standards. There is a need to determine an effective way to do this that is good for kids and learning.

C. Recommendations | Based on the team's history, concerns, and current research into best practices, what are the proposed changes being recommended for implementation over the next 3-5 years?

1. Fully implement the Next Generation Science and Literacy Standards through personalized learning approaches such as problem/project based learning, inquiry, and authentic, real-world experiences.
2. Implement Physics First at the high school level
3. Create acceleration options for grades 6-12.
4. Eliminate below grade level courses and create intervention options to appropriately support students to reach or exceed grade level.
5. Research and recommend a pathway to meet the Earth Science standards.

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

D. Rationale | How do these recommendations align with the District's Strategic Plan and/or the Secondary Academic Design Team design parameters?

In order to meet the needs of the Academic Design Team and help develop 21st century learners who are college and career ready, the Science Articulation team has developed five recommendations. The first recommendation regarding Next Generation Science Standards is to help augment the MN science standards and develop a greater skill focus to science education. This work has shown to both help reduce achievement gap struggles and improve overall performance in science. The second recomeendation is to reorganize the high school scope and sequence in order to place physics prior to chemistry and biology. This organization has shown effective in raising student performance on MCA, ACT and first-year college science courses. This alignment will allow students to engage in three rigorous science courses through their required science credits. The final recommendation are about ensure greater success for all students and eliminating any ceiling to student learning, while looking at the full breadth of MN science standards. This work is important, as the Design Team parameters call on us to ensure that student coursework is at or above grade level and intentional intervention and acceleration practices are being use in order to support students.

E. Multi-year Planning | What action steps must be taken to meet the recommendation within the next 5 years?

Recommendation #1: *Fully implement the Next Generation Science and Literacy Standards through personalized learning approaches such as problem/project based learning, inquiry, and authentic, real-world experiences.*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Continue training for staff around NGSS based instruction that ties to performance assessments unpacking NGSS and Common Core Science Literacy Standards Curriculum Writing and training that helps students engage in performance standards and personalized learning approaches	Training for staff unpacking NGSS Curriculum Writing Partial Placement of Performance Assessments (20%) Identify possible curriculum and equipment requests	Curriculum Writing Elementary Alignment 50% of Performance Standards Placed	Curriculum Writing 100% of Performance Standards Placed	

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Recommendation #2: *Implement Physics First at High School*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Training Plan for Physics Teachers Collaborate with Math to help create topic alignment Plan for non-licensed Physics teachers	Identify curriculum resources Training and curriculum writing Identify appropriate NGSS's	Implement Physics 9 Eliminate Physical Science	Implement Chemistry 10 No Biology except for credit recovery Determine plan for impact on Science MCA's	Implement Biology 11

Note: Possibility of doing a two year phase in

Recommendation #3: *Create Acceleration Options in Grades 6-12*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Research option for accelerated Physics, Chemistry and middle school science Propose AP Biology Course Examine grade 6-12 options for acceleration Create a communication plan for AP science courses that is included in the registration guide	Implement AP Biology Eliminate Honors 9th Grade Write and organize accelerated options for grades 6-12	Implement middle school acceleration options Eliminate Honors Biology	Implement Accelerated Chemistry Eliminate Honors Chemistry	

Recommendation #4: Eliminate below grade level courses and create intervention options to appropriately support students to reach or exceed grade level.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Creation of Intervention List -Literacy Strategies -Math Problem solving strategies Through the use of Standardized Test Scores-Create a	Eliminate Foundations of Biology Move Foundations of Biology from general education class offerings and put in Special Education	All students in regular course sequence, starting with Physics 9, with continued assistance with targeted interventions in the form of licensed science		

Database/Google Doc of struggling students in math and reading in beginning in 5th grade Identify target Standardized test score range for struggling students	Department class offerings. All 10th Graders go into Biology Phase out Foundations of Physics-Only students in Foundations of Biology in 2013-2014 take FOP in 2015-2016 Move Foundations of Physics under Special Education Department class offerings. Assist with targeted interventions in the form of licensed science instructor support, literacy interventions, math interventions, in science classes and support classes such as SAS and ELL classes.	instructor support in science classes. Make science teacher support available to go into SAS and ELL support classes. Licensed Science and Licensed Special Education Co-Taught Pull Out Science Classes Foundations of Biology and Foundations of Physics will fall under Special Education Department Offerings.		

Recommendation #5: *Research and recommend a pathway to meet the Earth Science standards.*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Determine importance of Earth Science (ACT, NGSS, etc.) Research and examine multiple possibilities around Earth Science	Make recommendation regarding approach to meet Earth Science standards Make recommendation for possible Accelerated options Create necessary course proposals Curriculum writing to design courses	Implement recommendations		

	Engage in necessary training Examine any licensing issues			

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Content Area/Program: Secondary Social Studies Grade Level(s): 6-12

Primary Contact: Ed Cox Location: Secondary Buildings

MULTI-YEAR PLANNING FORM NARRATIVE

A. Focus | The team should develop statements of belief that capture the essence of the group's purpose and overarching goals.

1. We believe the social studies exist to help students build and reflect on character, critically think about issues from multiple points of view, make meaning through application of literacy skills, excite curiosity and global awareness, communicate and collaborate effectively in a variety of situations, and engage in creativity and problem-solving often.
2. We believe it is crucial for students to confront justice, equality and empathy as a part of a greater human experience and are aware of human made social injustices that they have the power to influence and change.

B. Needs | Articulate the current issues and therefore what needs to exist in the program. What data supports these conclusions?

- Scope and Sequence of Skills
- Common Assessments and Rubrics
- Better Articulation of Curriculum Maps
- Enhancement of Instruction through Digital Tools
- Collaboration with English Department
- Training for teachers around skills
- Intervention and Enrichment
- Capstone Experiences in 11th – 12th Grade
- Use of good data to drive instruction
- Reliable digital tools and resources
- Need to address individual sub-groups who are not performing as well as the total student populations.

C. Recommendations | Based on the team's history, concerns, and current research into best practices, what are the proposed changes being recommended for implementation over the next 3-5 years?

1. Develop and fully implement a scope and sequence of skills in the areas of reading, writing, speech, and media.
2. Well-designed and articulated curriculum maps of every social studies course whose implementation is well monitored.
3. Embedding more technology and digital resources into all required social studies courses.
4. Create blended learning courses for social studies at 11th and 12th grade.
5. Redesign co-taught experiences in social studies classrooms.

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

D. Rationale | How do these recommendations align with the District's Strategic Plan and/or the Secondary Academic Design Team design parameters?

The Social Studies articulation team is meeting the Secondary Academic Design Team parameters by focusing on strategy based instruction throughout their scope and sequence, engaging in technology enhanced instruction, and redesigning the co-taught experience.

The use of strategy based instruction meets the directives of the Design Team to look at core literacy skills throughout the curriculum. It has also been shown to help close the achievement gap and develop the key literacy skills necessary for college and career readiness.

The use of technology will assist in developing Social Studies courses that are more personalized. Utilizing this instructional model will help teachers give students flexible learning environments that engage student voice and choice.

The review of co-design classes will help ensure that all student instruction is at or above grade level and students have the support they need to help boost up their learning to grade level.

E. Multi-year Planning | What action steps must be taken to meet the recommendation within the next 5 years?

Recommendation #1: Develop and fully implement a scope and sequence of skills in the areas of reading, writing, speech, and media.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Identify the most critical reading, writing, and speaking skills needed for scope and sequence at each grade level. Identify best practice strategies the support the instruction of each skill. Produce a document that describes when the strategies will be taught at each grade level.	Introduce training to support teachers when using the strategy document. Develop a multi-year professional development plan for training teachers in the identified strategies. Develop common rubrics to assess skills.	Additional training and implementation.	Assessing implementation and making appropriate adjustments.	Full implementation of skills scope and sequence.

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Recommendation #2: Well-designed and articulated curriculum maps of every social studies course whose implementation is well monitored

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
	All curriculum maps are completed in the areas of essential learning and essential skill. Skills developed in recommendation #1. Monitored by articulation member	All common assessments hyperlinked in curriculum map Monitored by grade level PLC & Articulation member	Learning plans complete with hyperlinked resources (activities, rubrics as needed, videos, maps, charts, graphs, websites, apps) Monitored by grade level PLC & Articulation member	Electronic relationship between curriculum map and canvas Monitored by grade level PLC & Articulation member

Recommendation #3: Embedding more technology and digital resources into all required social studies courses.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
	Investigate technology resources available. Infrastructure support available Training to transform classrooms (SAMR model) Apply strategies	Continued training Evaluate use of resources/strategies All classrooms are using enhancement levels of SAMR at substitution and augmentation effectively	All classrooms are using enhancement levels of SAMR at substitution and augmentation Training in transformation on SAMR (modification and redefinition) Experiment with transformation strategies	Effectively using tech at transformation levels of SAMR

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Recommendation #4: Create blended learning courses for social studies at 11th and 12th grade.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Research current best practices of blended/hybrid learning Teacher field trips (possible Mounds View District) Identify appropriate pilot courses	On going training Curriculum writing time for amassing digital resources Set up for pilot	Pilot one section of highly motivated students willing to engage in action research	Run an expanded pilot Invite new (second) wave of early adopters	Offer open enrollment and student choice between traditional and blended learning.

Recommendation #5: Redesign co-taught experiences in social studies classrooms.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
	Review of current reality (which courses, materials, data collection, best practices, PLC, common planning) Research of co-teacher training and planning	Create framework for data collection Implementation of best practice (PLC membership, training, etc.)	Collect data to improve student achievement Continue implementation of best practices	Continue to collect data to improve student achievement. Implement informed data-based strategies

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Content Area/Program: Arts & Communication | Grade Level(s): 6-12

Primary Contact: Ed Cox | Location: Secondary Buildings

MULTI-YEAR PLANNING FORM NARRATIVE

A. Focus | The team should develop statements of belief that capture the essence of the group's purpose and overarching goals.

1. Arts and Communication is a multidisciplinary area of interest that inherently teaches the 6 C's and prepares students for life readiness.
2. Students should be immersed in Arts and Communication because it enhances student achievement and creates well-rounded citizens.
3. Arts and Communication education enhances the human experience through the exchange of ideas and forms of expression.

B. Needs | Articulate the current issues and therefore what needs to exist in the program. What data supports these conclusions?

- Administrative recommendations call for the addition of a gateway course for Arts & Communication and the formation of middle school elective choices.
- The academic design teamwork requires that all elective courses meet the design parameters laid out by that team. Each course will need review, over time, to determine if it meets those requirements.
- Part of the Design Team's work is to help develop more authentic experiences. The Arts & Communication team would like to look at steps to meet this goal.
- The Arts and Communication invites interdisciplinary and possible co-teaching experiences that need to be organized well. The current structure makes this difficult to impossible.
- As new elective courses are created, a facilities plan is needed to support these changes.

C. Recommendations | Based on the team's history, concerns, and current research into best practices, what are the proposed changes being recommended for implementation over the next 3-5 years?

1. Develop and implement a plan for middle school gateway and elective options.
2. Develop and implement a plan for high school elective options that meet the design parameters.
3. Develop and implement a plan for authentic student experiences through exhibition, performance, publishing, production, and creation.
4. Plan and create opportunities for flexible and interdisciplinary learning and teaching experiences.
5. Develop resources, digital tools and facilities plan to support elective changes

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

D. Rationale | How do these recommendations align with the District's Strategic Plan and/or the Secondary Academic Design Team design parameters?

The Academic Design Team has recommended that course in grades 6-12 be organized around Areas of Interest. Additionally, there is a call for greater student opportunities and choice that connect to college and career readiness. The recommendations above call on the Arts & Communication articulation team to research and design experiences that will meet these goals. In order to meet these goals, the Arts & Communication articulation team has created a gateway course, a series of 7th and 8th grade electives, expanded first year language courses to 7th grade, and redesigned the 6th grade general music course to by an interactive, music production course. Additionally, the above recommendation call on Arts and Communication to create authentic production based courses that offer high levels of student choice and flexibility to the learning environment.

E. Multi-year Planning | What action steps must be taken to meet the recommendation within the next 5 years?

Recommendation #1: Develop and implement a plan for middle school gateway and elective options.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Agree on elective option for 7 & 8. *Propose and develop gateway course* *Add to registration guide and communicate* *Identify resources Teacher training and curriculum writing.* *Propose and develop music productions* *Propose and develop level 1 language for grade 7.* *Propose and develop grade 7 & 8 elective courses*	*Implement Arts & Communication gateway.* *Implement Language 1 courses* *Implement grade 7 & 8 elective courses*	*Evaluate and adjust gateway course*	*Evaluate and adjust grade 7 & 8 elective courses.*	

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Recommendation #2: Develop and implement a plan for high school elective options that meet the design parameters.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Have VT time before the end of the year to discuss scope & sequence. Discussion time with dept. for classes that need to go away, revise & new proposals. Understand the design parameters. VT for research into classes offered around the state. VT day in Jan Choose classes from 10-12 to move to 9th grade.	High school classes proposals should be decided and written. Curriculum writing time. Align curriculum from JH to HS. Professional development for new curriculum/courses.	Implement new classes. Implement more introductory classes. Design/confirm value/add for upper level classes.	Evaluate & adjust elective courses. Implement new upper level classes. (11-12)	Evaluate & adjust elective courses.

Recommendation #3 Develop and implement a plan for authentic student experiences through exhibition, performance, publishing, production, and creation.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Direct PLCs and VTs to research subject-area specific best practices in authentic student experiences for middle-level elective courses. *Identify grade-level appropriate options for the authentic student experiences based on prior research for middle-level elective courses.*	*Develop capstone experiences for each middle-level elective courses.* *Reference the ILP (Individual Learning Plan) for determining how to share/curate/publish middle-level students' authentic experiences.*	*Implement middle-level authentic student experiences (capstone) for each middle-level elective course.* *Direct PLCs and VTs to research subject-area specific best practices in authentic student experiences for high school elective courses.* *Identify grade-level appropriate options for the authentic student experiences based on prior research for high school elective courses.*	*Develop capstone experiences for each high school elective courses.* *Reference the ILP (Individual Learning Plan) for determining how to share/curate/publish high school students' authentic experiences.* *Evaluate and adjust middle-level courses*	*Implement each high school authentic student experiences (capstone).* *Evaluate and adjust high school courses (2019-2020)*

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Recommendation #4: Plan and create opportunities for flexible and interdisciplinary learning and teaching experiences.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Evaluate new middle level courses for opportunities for interdisciplinary instruction from planning to instruction. *Create a schedule model that allows for interdisciplinary collaboration and instruction at the middle level.*	*Implement collaborative courses at the middle level.* *Evaluate high school courses interdisciplinary instruction opportunities.* *Create a schedule that allows for interdisciplinary collaboration and instruction at the high school*	*Implement collaborative courses at the high school level.* *Revise/re-evaluate middle school collaborative courses.*	*Revise/re-evaluate high school collaborative courses.* *Create a schedule that allows for interdisciplinary collaboration and instruction at the high school.*	*Add interdisciplinary courses that are co-taught and offer dual high school credit.*

Recommendation #5: Develop resources, digital tools and facilities plan to support elective changes

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Compile a list of current resources *Establish and understand the courses offered - so that we can determine what materials we need* *Spatial needs - what classrooms will be available? What space will we need? Dependent on the curriculum and the curricular needs.* *Access to professional development to become "experts" in the medium and the field.* ***Order/purchase materials and resources for next year's elective course offerings***	*Using and implementing the new resources for our elective course offerings.* *Evaluating the functionality of the new materials - noting if changes need to be made in the future.* *Continue to learn and develop as professionals (continued professional development offerings for teachers)* *Software Updates/purchasing*	*Continued research of best practices - noting specifically if we need new or additional resources to enhance or boost the course.* *Software Updates/purchasing*	*Continued research of best practices - noting specifically if we need new or additional resources to enhance or boost the course.* *Software Updates/purchasing*	*Continued research of best practices - noting specifically if we need new or additional resources to enhance or boost the course.* *Software Updates/purchasing*

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Content Area/Program: Business & Entrepreneurship | Grade Level(s): 6 - 12

Primary Contact: Ed Cox | Location: Secondary Schools

MULTI-YEAR PLANNING FORM NARRATIVE

A. Focus | The team should develop statements of belief that capture the essence of the group's purpose and overarching goals.

1. Business and entrepreneurship is a multidisciplinary area of interest that inherently teaches the 6 C's and prepares students for career readiness and life-long learning.
2. Business and entrepreneurship is a career pathway that offers students industry relevant experiences that will allow students to be creative innovators, make ethical decisions, take risks, and develop problem solving skills that can change society.
3. Business and Entrepreneurship skills are essential to allow students creative platforms to produce ideas and products that propel the growth of the local, state, national and global economy.

B. Needs | Articulate the current issues and therefore what needs to exist in the program. What data supports these conclusions?

- Middle School electives
- gateway courses
- personal financial management plans
- How do we partner with the community resources? Small business owners.
- Real-life experiences in business and entrepreneurship
- Online competitions;
- connect directly with businesses to develop products;
- outside the walls of the building
- Possible immersion experience
- Project based learning expanding
- club opportunities
- teacher training/curriculum writing team
- Necessary technology to support courses
- adjusting high school courses and expanding options due to Middle School additions

C. Recommendations | Based on the team's history, concerns, and current research in best practices, what are the proposed changes being recommended for implementation over the next 3-5 years?

1. Design and develop a Business and Entrepreneurship gateway course and two middle school elective options to introduce the Business and Entrepreneurship programs of study.
2. Examine and create 9-12 elective courses in order to offer students a targeted and cohesive scope and sequence for the programs of study in Business and Entrepreneurship. Recommend personal finance course as a requirement for graduation.

3. Explore and embed opportunities to prepare students for greater learner independence through experiences such as project based learning, blended learning, partnerships with the business community for internship and immersion.
4. In order to implement personalized learning approaches (e.g. digital curriculum, online/blended learning, real world experiences), industry standard technology and support will be available.

D. Rationale | How do these recommendations align with the District's Strategic Plan and/or the Secondary Academic Design Team design parameters?

Business and Entrepreneurship education is an innovative and globally connected field of study that engages students through authentic learning

E. Multi-year Planning | What action steps must be taken to meet the recommendation within the next 5 years?

Recommendation #1: Design and develop a Business and Entrepreneurship gateway course and two middle school elective options to introduce the Business and Entrepreneurship programs of study.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Write course proposals and action plans for gateway and elective courses. *Research and training for new courses* *Curriculum writing to design courses* *Identify and order resources*	*Implement Business and Entrepreneurship Gateway course* *Implement 7th/8th grade elective courses*	*Review and revise courses* *Examine alignment of scope and sequence with high school courses*	*Review and revise courses*	*Review and revise courses*

Recommendation #2: Examine and create 9-12 elective courses in order to offer students a targeted and cohesive scope and sequence for the programs of study in Business and Entrepreneurship. Recommend personal finance course as a requirement for graduation.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Research and explore a logical scope and sequence for the programs of study. *Research the data necessary to recommend personal finance course as a graduation requirement.*	*Develop a phase-in plan for courses and propose courses for 9th and 10th graders.* *Based upon board approval, develop the scope and sequence for the personal finance graduation requirement course.*	*Implement 9th and 10th grade courses.* *Monitor 9th and 10th courses; adjust as needed.* *Propose upper level courses.*	*Implement upper level courses that are embedded with independent learning experiences* *Monitor previously implemented classes.*	*Monitor course implementation and adjust curriculum as needed.*

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Recommendation #3: Explore and embed opportunities to prepare students for greater learner independence through experiences such as project based learning, blended learning, partnerships with the business community for internship and immersion.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Research other metro area districts and how they embed learner independence experiences *Reach out to small and large business for possible partnerships and long term projects* *A liaison that works to coordinate partnerships with the community in connection with the classroom*	*Implement at least one independent learning experience in the gateway course and the elective course offerings.* *Evaluate high school courses and how they currently incorporate independent learning experiences.*	*Redesigning curriculum to pilot independent learner experiences in grade 9.*	*Implement learner experiences at the 10-12 grade level such as internship and immersion experiences*	*Review and revise how learner experiences are incorporated into courses offered in Business & Entrepreneurship*

Recommendation #4: In order to implement personalized learning approaches (e.g. digital curriculum, online/blended learning, real world experiences), industry standard technology and support will be available.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Research & evaluate potential technology to align with industry standards: computer software & hardware. *Teacher training on new software/hardware* *IT training on new software.* *Timeline established for installation of software.* *Research possible student run IT assistants for labs.* *Ordering/purchasing of new software/hardware.*	*Implement & evaluate software/hardware* *Teacher training & review of software.* *Implement and evaluate student IT support in labs.*	*Evaluate software/hardware* *Review industry standard software.* *Implement new software, if necessary.*	*Evaluate software/hardware*	*Evaluate software/hardware* *Implement new software, if necessary.*

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Content Area/Program: Engineering & Manufacturing | Grade Level(s): 6 - 12

Primary Contact: Ed Cox | Location: Secondary Buildings

MULTI-YEAR PLANNING FORM NARRATIVE

A. Focus | The team should develop statements of belief that capture the essence of the group's purpose and overarching goals.

1. Engineering and manufacturing education is important for 21st century learning by promoting the career readiness skills of critical thinking, communication, collaboration, cultural competence, creativity, and character.
2. Engineering and manufacturing is a high tech, high skill, and high demand career field that will help students generate their own jobs and opportunities.
3. Manufacturing and engineering education is important to supporting local Shakopee industry.

B. Needs | Articulate the current issues and therefore what needs to exist in the program. What data supports these conclusions?

- A need for more authentic or capstone type experiences
- Create a gateway course
- design and implement middle school electives
- create and planning for mini-capstone experience (keeping the end in mind)
- tap into the experience and practices of our alumni that are currently working in the field and in the area
- Training and certification for specific course (specifically PLTW) and preparing the high school for these students.
- High school electives that align with the new middle school electives.
- Access, explore, and vet certification and other value add resources
- Identify companies that we can create relationship (who are we currently working with, who do we want to develop relationships, and what have we learned from our current relationships)
- Looking for mutual benefits for both the district and the companies
- Looking for cross-curricular options for planning and instruction.
- Industry standard opportunities for students

C. Recommendations | Based on the team's history, concerns, and current research into best practices, what are the proposed changes being recommended for implementation over the next 3-5 years?

1. Identify, solidify, and recognize relationships with companies to build a system of immersion experiences that provide students with a variety of options in the various fields within Engineering and Manufacturing.
    a. Establish a representative for these value-added/immersion experiences.
    b. Establish a system of procedures to ensure safety, security, and success of all students and programs.
2. Create a gateway course and corresponding middle school elective courses.
    a. Embed mini-capstone experiences into courses beginning in 6th grade and expanding throughout early high school (9th and 10th grade) to continue progress made at the middle level.

3. Develop an alumni network to tap into the experience and practices of our alumni that are currently working in the field and in the area.
4. Continual review of class curriculum, certifications, industry standards, and equipment to ensure equity between buildings and alignment with academic design.
    a. Provide continued support, training, and curriculum writing time for teachers to develop, implement and continuously improve course offerings and alignment 6-12.

D. Rationale | How do these recommendations align with the District's Strategic Plan and/or the Secondary Academic Design Team design parameters?

Engineering and manufacturing is a growing career field that was identified as one of the six areas of interest. This multi-year plan identifies the steps necessary to create the elective programming needed to meet the requirements of the Academic Design Team. Additionally, through these recommendations, students will be able to engage in immersion experiences that closely connect to Design Team parameters regarding value-added and capstone experiences for students. The final goals of the recommendations is to provide community-connected, industry standard experiences for students. These opportunities will help students learn the college and career readiness skills while engaging in the best and next practice learning experiences.

E. Multi-year Planning | What action steps must be taken to meet the recommendation within the next 5 years?

Recommendation #1: Identify, solidify, and recognize relationships with companies to build a system of immersion experiences that provide students with a variety of options in the various fields within Engineering and Manufacturing.

a. Establish a representative for these value-added/immersion experiences.
b. Establish a system of procedures to ensure safety, security, and success of all students and programs.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Explore various models such as CAPS, etc. for consideration *Explore various systems of support to facilitate the development of this type of experience.* *Site visits*	*Establish a system of procedures to ensure safety, security, and success of all students involved in 10-12 capstone immersion programs*	*Establish a representative to identify, implement, and manage capstone immersion programs* *Representative monitors and develops community connections* *Site visits*	*Complete implementation of capstone immersion programs*	*Monitor and adjust*

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Recommendation #2: Create a gateway course and corresponding middle school elective courses.

a. Embed mini-capstone experiences into courses beginning in 6th grade and expanding throughout early high school (9th and 10th grade) to continue progress made at the middle level.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Curriculum writing time to design the gateway course curriculum *Identify training needs for planned classes for all instructors (M.S. and H.S)* *Establish what the mini-capstone experience will look like in each of the elective courses* *Site visits to 'model' schools*	*Implement gateway courses and electives*	*Make adjustments to elective courses as needed based on observations/data*		

Recommendation #3: Develop an alumni network to tap into the experience and practices of our alumni that are currently working in the field and in the area.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Collect data on who are alumni, where are they, what are they doing… *Begin setting expectations with current seniors and juniors about continuing professional relationship with school* *Reach out to alumni and begin developing relationships for them to come in and talk with students*	*Establish parameters/goals of what alumni can give students* *Establish parameters/goals of what alumni can give staff and curriculum* *Alumni in college and careers come speak to articulation committee, PLC and classrooms* *Establish contact person or system of reaching out to alumni/connect with alumni association*	*Review district utilization of alumni to enhance curriculum and relevance to industry* *Develop a forum of alumni to draw from* *Based on alumni feedback have constant review and evaluation of curriculum, equipment,etc to ensure they are industry relevant and adjust as needed*	*Based on alumni feedback have constant review and evaluation of curriculum, equipment,etc to ensure they are industry relevant and adjust as needed* *Business leaders and alumni would be part of/contribute to the articulation committee, classroom experiences, capstones* *Alumni actively participating in immersion experiences for our students*	*Based on alumni feedback have constant review and evaluation of curriculum, equipment,etc to ensure they are industry relevant and adjust as needed* *Continue to reach out and foster relationships with alumni*

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Recommendation #4: Continual review of class curriculum, certifications, industry standards, and equipment to ensure equity between buildings and alignment with academic design.

b. Provide continued support, training, and curriculum writing time for teachers to develop, implement and continuously improve course offerings and alignment 6-12.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Identify potential certifications needed for teachers at all levels. *Identify potential certifications/value add for students.* *Re-evaluate where equipment is, where it may need to move to and where we may need to create new space.* *Provide curriculum writing time to develop, make changes and implement gateway and elective classes.*	*Re-evaluate curriculum and implement changes needed to support mini capstone projects.* *Solidify high school coursework, curriculum, alignment, and facility and equipment use.*	*Re-evaluate curriculum, certifications, industry standards and equipment and make necessary changes.* *Provide sufficient curriculum writing time to make necessary changes.*		

MULTI-YEAR PLANNING FORM
Continuous Improvement Process

Content Area/Program: Health Sciences | Grade Level(s): 6-12

Primary Contact: Ed Cox | Location: Health Sciences

MULTI-YEAR PLANNING FORM NARRATIVE

A. Focus | The team should develop statements of belief that capture the essence of the group's purpose and overarching goals.

1. Health Science is a cooperative program built from science, health, family & consumer sciences, and community education programs.
2. A strong Health Science program is reliant upon career exploration through partnerships with businesses, community members, higher-education, and the school district to provide students with internship and apprenticeship opportunities.
3. Health Science Education will provide students with the knowledge and skills to pursue this high demand industry.

B. Needs | Articulate the current issues and therefore what needs to exist in the program. What data supports these conclusions?

- Need to meet design team recommendation around Middle School electives and Gateway courses.
- Develop High school programming that meet design parameters.
- Industry relevant standards
- Need for connecting to ILP's from an interdisciplinary level
- Explore flexible teaching arrangements to support interdisciplinary instruction or immersion experience.
- Adjustments for elective with Physics 1st
- Greater community involvement
- Mentorship/Service Learning experiences for medical field
- PE/Health capstone experiences with certification
- In/Out of school mentor/mentee experience

C. Recommendations | Based on the team's history, concerns, and current research into best practices, what are the proposed changes being recommended for implementation over the next 3-5 years?

1. Create and implement a Health Science gateway course and middle school elective courses.
2. Develop a series of mini-capstone experiences that prepare students for capstone, mentorship, partnership, and certification experiences.
3. Develop, evaluate, and adjust high school elective programming to meet design parameters by 2016-17

MULTI-YEAR PLANNING FORM
Continuous Improvement Process

D. Rationale | How do these recommendations align with the District's Strategic Plan and/or the Secondary Academic Design Team design parameters?

In order to meet the Secondary Academic Design team work, the Health Science team has created a gateway course and middle school elective courses. The focus of these courses is to introduce students to the skills and knowledge needed to learn about the exciting and growing field of the Health Sciences. To support students meeting the Design Team goal of value-added programming, students will engage in mini-capstone experiences that will scaffolding them into a greater internal and external capstone opportunities throughout their secondary time frame.

E. Multi-year Planning | What action steps must be taken to meet the recommendation within the next 5 years?

Recommendation #1: Create and implement a Health Science gateway course and middle school elective courses.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Develop Course proposals *Curriculum Writing and Training* *Identify necessary budget and resources to implement courses* ● *Research, identify, design, and build one culinary classroom for MS gateway class.* ● *Research, identify, design, and create multipurpose lab for MD & Prototyping lab* *Identify and develop possible relationships for mini-capstone experiences* *Develop and create a universal communication tool to provide consistent messaging identifying changes to teachers, students, and families* *Identifying advisory board relationship*	*Implement Health Science electives* ● *Teen Chef* ● *Add Medical Detectives* *Transition from/to :* ● *FACS 8 and FACS 7* ● *BFS to Too Fit Too Quit* ● *First Responders Class* ● *Wellness Class for Band/Choir Students* ● *Remove Team Sports* *Implement Gateway course* ● *Gateway to Health Science* *Establish & meet with advisory board groups* *Evaluate and refine communication tool to provide consistent messaging identifying changes to curriculum at the middle level.*	*Evaluate course implementation* *Continue meeting with advisory board groups*	*Evaluate courses* *Continue meeting with advisory board groups*	*Evaluate courses* *Continue meeting with advisory groups*

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Recommendation #2: Develop capstone, mentorship, partnership, and certification experiences in a real world setting.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Review current Health Care program *Program/facility visits* *Research certification programs for health sciences* *Partnership expectations/responsibilities* *Examine options for alignment with St. Francis trainers with electives* *Recommend adjustment to electives* *Determine Castone Opportunities for Health Sciences Electives*	*Implement Adjustments* *Research to align curriculum with ProStart* *ProStart Certification* *Establish partnership/ mentorship and adjust electives* *Finalize partnerships for biomedical* *Research Potential Partners in Community*	*Adjust programming/ Acquire special equipment and curriculum needed for ProStart* *Implement exercise science certification* *create biomedical mentorship program* *Teacher training and certification for CapStone Certification options*	*Implement ProStart* *PLTW Biomedical Certification*	*Capstone PLTW course in place for biomedical*

Recommendation #3: Develop, evaluate, and adjust high school elective programming to meet design parameters by 2016-17.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Identify potential gaps in programming at the high school level	*Middle School electives implemented* *Develop and write course proposals to address programming gaps* *Curriculum Writing and Training* *Develop new partnerships in the community* *Teacher certification training PLTW Biomedical*	*9th - 12th grade electives implemented* *Identify and phase in new courses* *Curriculum Writing and Training* *Develop new partnerships in the community* *Evaluate existing partnerships in the community* *Teacher certification training PLTW Biomedical*	*11th - 12th grade capstone experiences implemented* *Develop new partnerships in the community* *Evaluate existing partnerships in the community* *Teacher certification training PLTW Biomedical*	*Evaluate and adjust course sequences based on enrollment trends* *Evaluate existing partnerships in the community* *Teacher certification training PLTW Biomedical*

MULTI-YEAR PLANNING FORM
Continuous Improvement Process

Content Area/Program: Human Services | Grade Level(s): 6-12

Primary Contact: Ed Cox | Location: Secondary Buildings

MULTI-YEAR PLANNING FORM NARRATIVE

A. Focus | The team should develop statements of belief that capture the essence of the group's purpose and overarching goals.

1. Human services education allows students to be successful in an increasingly diverse society through creativity, communication, critical thinking, cultural competence, character, and collaboration.
2. Human services allows students to develop their personal and professional skill set. This broad spectrum of skills can be applied across all academic disciplines which will translate to career opportunities that are in high demand in the 21st century.
3. Human service courses benefit both the community and students while encouraging students to look beyond themselves and to serve others, through the use of service learning.

B. Needs | Articulate the current issues and therefore what needs to exist in the program. What data supports these conclusions?

- Criminal Justice Program
- Service Learning/PBL/Partnership/Internship w/coordinator
- Teacher cadet and other immersion experiences
- Career communication and academic guidance
- Create and implement middle level electives and high school electives
- Greater understanding and definition of capstone experiences
- Learn about industry/professional standards

C. Recommendations | Based on the team's history, concerns, and current research into best practices, what are the proposed changes being recommended for implementation over the next 3-5 years?

1. Design and develop a Human Services Gateway course and two middle school elective option to introduce the human services programs of study.
2. Examine and create 9-12 elective courses, in order to offer students a targeted and cohesive scope and sequence for the programs of study in Human Services (Human development, education and training, legal and law, and public service and administration).
3. Explore and embed value added experiences through mini-capstone and capstone opportunities, for example a teacher cadet program, collaboration with local government agencies, and other service organizations.
4. Examine and implement in our courses immersion experiences through service learning, interdisciplinary learning, and real-world problem solving, that develop college and career readiness skills through the 6 Cs.

MULTI-YEAR PLANNING FORM
Continuous Improvement Process

D. Rationale | How do these recommendations align with the District's Strategic Plan and/or the Secondary Academic Design Team design parameters?

The recommendations of the Human Services Articulation Team meet the design parameters by developing a gateway and middle school elective courses organized through the Human Services area of interest. These courses will introduce student to the skills and concepts needed to impact social change and introduce them to the college and career readiness skills that are develop through their understanding and human and social relationships. As student progress through grades 6 - 12, they will have opportunities for scaffolded, authentic learning experiences leading up to capstone courses that students will engage in during their 11th and 12th grade years. Culminating experiences will include opportunities for service learning projects throughout the community.

E. Multi-year Planning | What action steps must be taken to meet the recommendation within the next 5 years?

Recommendation #1: Design and develop a Human Services Gateway course and two middle school elective option to introduce the human services programs of study.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Write course proposals for each course. *Identify needed resources and costs.* *Curriculum writing time.* *Identify and participate in needed training* *Create curriculum maps for each new course.*	*Implement Gateway course* *Implement grade 7/8 elective courses*	*Monitor course implementation and adjust curriculum.* *Identify needed curriculum writing time.*	*Monitor course implementation and adjust curriculum.*	*Monitor course implementation and adjust curriculum.*

Recommendation #2: Examine and create 9-12 elective courses, in order to offer students a targeted and cohesive scope and sequence for the programs of study in Human Services (Human development, education and training, legal and law, and public service and administration).

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Research and explore a logical scope and sequence for the programs of study *Determine what the immersion experience will look like at the 11th/12th grade level and outline a course sequence that aligns with those experiences*	*Develop a phase in plan for courses and propose courses for 9th and 10th graders*	*Implement course for 9th and 10th* *Monitor course implementation and adjust as needed* *Propose courses for 11th and 12th grades*	*Implement upper level classes* *Monitor previously implemented classes*	*Monitor course implementation and adjust curriculum*

MULTI-YEAR PLANNING FORM
Continuous Improvement Process

Recommendation #3: Explore and embed value added experiences through mini-capstone and capstone opportunities, for example a teacher cadet program, collaboration with local government agencies, and other service organizations.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
*Research and identify **opportunities** for collaboration with local government agencies and other service organizations.* *Evaluating feasibility of implementing the Teacher Cadet program.* *Define capstone in the context of a Shakopee education.* *Complete a needs assessment for human services careers*	*Establish specific opportunities for collaboration with local government agencies and other service organizations.* *Determine logistics for Teacher Cadet Program and identify needed resources.* *Complete new course recommendation process for Teacher Cadet Program* *Create capstone/internship/ collaboration requirements and identify courses for implementation*	*Implementing capstone/internship/ collaboration opportunities into appropriate social studies courses.* *Curriculum writing time and training for Teacher Cadet Program*	*Monitor and adjust value added experiences* *Teacher cadet program is implemented*	*Monitor and adjust value added experiences* *Monitor and adjust teacher cadet program*

Recommendation #4: Examine and implement in our courses immersion experiences through service learning, interdisciplinary learning, and real-world problem solving, that develop college and career readiness skills through the 6 Cs.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Define the role of service learning, interdisciplinary studies and college and career readiness within the 4 areas of human services. *Investigate immersion experiences in the areas of service learning and community partnerships.* *Gather a database of community partnerships and resources to create authenticate learning experiences unique to the areas of human services.*	*Embed service learning into human services into middle level courses.* *Continue to gather community and professional partnerships to create authentic learning experiences.*	*Evaluate effectiveness of community and service learning experiences, as it aligns to curriculum maps.* *Embed service learning into human services high school courses.*	*Monitor and adjust Immersion experiences in the human services area* *Continue to embed service learning into human services high school courses.*	*Monitor and adjust Immersion experiences in the human services area*

create a role for a community liaison				

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Content Area/Program: Science & Technology | Grade Level(s): 6 - 12

Primary Contact: Ed Cox | Location: Secondary Buildings

MULTI-YEAR PLANNING FORM NARRATIVE

A. Focus | The team should develop statements of belief that capture the essence of the group's purpose and overarching goals.

1. Through engagement in science and technology, students will be leaders in the construction and development of dynamic and ever-changing industries.
2. Science and technology education will reflect the modern needs of our global society and prepare our students to successfully utilize skills that will contribute to the betterment of their growing communities.
3. Science and technology is a current and relevant field of study that trains students to think critically and solve problems in an ever-changing world.
4. We believe all students should develop the life-long learning skills to be technologically literate in an evolving digital world.

B. Needs | Articulate the current issues and therefore what needs to exist in the program. What data supports these conclusions?

- Need a computer science program with application through web design
- Externship opportunities: field study and immersion programs
- Broad thinking is needed around Computer Science
    - topic focused courses
    - Connections to high level mathematics
    - interest based
    - AP Computer Science
- Need for ethics conversation in Science and Technology; Current events in Science and Tech
- Earth Science electives, Advance Science and Math Electives (Alternative energy, urban planning, resource management)
- Interdisciplinary approach to Applied Sciences

C. Recommendations | Based on the team's history, concerns, and current research into best practices, what are the proposed changes being recommended for implementation over the next 3-5 years?

1. Develop and implement a gateway and middle school elective courses that applies problem-based learning and digital curriculum.
2. Develop and implement a plan for current and future high school electives that creates a vision for the programs of study. Students must have the opportunity to explore current innovations, which build on previous class experiences through a scaffolded series of mini-capstones.

3. Investigate added-value programming, such as externships and immersion opportunities in science and technology to provide students opportunities for real-world application of skills.
4. Design and implement a computer science program built around *current* published research and field studies based in effective industry practices.
5. Develop and implement a plan for for incorporating ethical new technology and current events, based in student reading and analysis of relevant and current research in the field.

D. Rationale | How do these recommendations align with the District's Strategic Plan and/or the Secondary Academic Design Team design parameters?

Science and Technology are enormous career fields that were identified as one of the six areas of interest. This multi-year plan identifies the steps necessary to create the elective programming needed to meet the requirements of the Academic Design Team. Additionally, through these recommendations, students will be able to engage in immersion experiences that closely connect to Design Team parameters regarding value-added and capstone experiences for students. The final goals of the recommendations is to provide community-connected, industry standard experiences for students. These opportunities will help students learn the college and career readiness skills while engaging in the best and next practice learning experiences.

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Recommendation #1: Develop and implement a gateway and middle school elective courses that applies problem-based learning and digital curriculum.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Write course proposals for each course. Identify space, technology, and resource needs. Identify and engage in teacher training. Curriculum Writing Communicate changes to parents and students Completed curriculum map	Implement the Science and Technology Gateway course. Implement Science and Technology 7th/8th grade electives courses.	Monitor implementation and make adjustments	Monitor implementation and make adjustments	Monitor implementation and make adjustments

Recommendation #2: Develop and implement a plan for current and future high school electives that creates a vision for the programs of study. Students must have the opportunity to explore current innovations, which build on previous class experiences through a scaffolded series of mini-capstones.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Research and identify a logical scope and sequence for the programs of study. Review current high school electives and determine how they fit into our new scope and sequence.	Based on research from future and current high school electives, determine modifications and new courses at the high school level. Develop and plan and rubric for mini-capstone experiences and upper level courses. Write course proposals for each course.	Implement the Science and Technology first in sequence courses at the high school level based on plan developed in 2015-2016. Curriculum writing. Write course proposals for each course. Identify space, technology, and resource needs.	Implement the Science and Technology higher level courses at the high school level based on plan developed in 2015-2016. Monitor previously implemented courses and make necessary adjustments. Determine if another implementation cycle is necessary.	Monitor overall program of study implementation and make necessary adjustments.

	Identify space, technology, and resource needs. Curriculum writing. Communicate changes to parents and students. Identify and engage in teacher training. Completed curriculum map. Develop a plan for implementation.	Communicate changes to parents and students. Identify and engage in teacher training. Monitor the plan for implementation and make necessary adjustments.		

Recommendation #3: Investigate added-value programming, such as externships and immersion opportunities in science and technology to provide students opportunities for real-world application of skills.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Identify and research into possible companies partnerships Meet with companies to discuss possible partnerships and skills and necessary Identify the industry relevant skills acquired through partnerships Identify companies to partner with	Align companies with elective courses that match skills sets Design experiences with companies Identify how companies will integrate curriculum Identify logistics of working with local businesses (transportation, scheduling…) Identify and engage in teacher training. Curriculum Writing Curriculum Map	Begin to pilot student experiences in this area	Full implementation Monitor implementation and make adjustments	Monitor implementation and make adjustments

MULTI-YEAR PLANNING FORM

Continuous Improvement Process

Recommendation #4: Design and implement a computer science program built around *current* published research and field studies based in effective industry practices.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Research other districts' Computer Science programs; investigate college requirements/desires for incoming Computer Science majors	Create course proposal for high school Computer Science intro course for implementation in 16-17 (specific courses based on 14-15 research results). Monitor and adjust curriculum as needed.	Implement intro Computer Science course at high school. Create additional Computer Science course proposals, including AP course, (based on research). Monitor and adjust curriculum as needed.	Implement additional Computer Science (possibly AP) courses. Create capstone Computer Science courses proposal for 2018-2019 schools year. Monitor and adjust curriculum as needed.	Implement capstone Computer Science course. Monitor and adjust curriculum as needed.

Recommendation #5: Develop and implement a plan for incorporating ethical new technology and current events, based in student reading and analysis of relevant and current research in the field.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Initial stages of teacher access to research databases--identifying student-friendly and differentiated content Curriculum Planning and integration in courses Identification of targeted reading/literacy skills to emphasize and integrate at middle and high school levels	Curriculum Planning and integration in courses Professional development concerned with resources and materials available to integrate as courses are developed Cross-curricular discussions about shared methods or strategies and integrating content within several disciplines Inclusion of STEM content and current innovations	Curriculum Planning and integration in courses Professional development concerned with resources and materials available Monitor implementation and make adjustments	Curriculum Planning and integration in courses Professional development concerned with resources and materials available Monitor implementation and make adjustments	Curriculum Planning and integration in courses Professional development concerned with resources and materials available Monitor implementation and make adjustments

	Identification of professionals who can contribute to conversations about ethics in science and technology			

Proposed Course Changes For 2015 - 2016

6th Grade: Pearson 6th Grade Center

Schedule Overview:

<table>
<tr><th colspan="5">Grade 6</th></tr>
<tr><td>1</td><td colspan="4">Language Arts (full year)</td></tr>
<tr><td>2</td><td colspan="4">Mathematics (full year)</td></tr>
<tr><td>3</td><td colspan="4">Science (full year)</td></tr>
<tr><td>4</td><td colspan="4">Social Studies (full year)</td></tr>
<tr><td>5</td><td colspan="4">Reading (full year)</td></tr>
<tr><td rowspan="2">6</td><td colspan="3">Area of Interest Gateway Courses (one quarter each)</td><td rowspan="2">Health
(quarter)</td></tr>
<tr><td>Arts & Communication</td><td>Human Services</td><td>Science & Technology</td></tr>
<tr><td rowspan="2">7</td><td colspan="4">Band, Choir, or Music Production (every other day)</td></tr>
<tr><td colspan="4">Physical Education or second music (every other day)</td></tr>
</table>

*** Note: Students choosing both band and choir will have one quarter of PE rather than one of their gateway courses.*

Course Additions:

Gateway Required Course

Gateway to Arts and Communication: Heroes

Grade: 6
Credit: 0.5 Credit (Required)
Prerequisite: None
Schedule: 1 Quarter

Here comes Arts and Communication to save the day! Who's your hero? This class provides students with an introduction to the Arts and Communication Area of Interest through a visual art design process. Throughout the experience, students will explore different culture's heroes and incorporate their findings into their final product. Draw, Paint, Sculpt, and App your way through this action-packed course.

Gateway to Human Services: Be The Change

Grade: 6
Credit: 0.5 Credit (Required)
Prerequisite: None
Schedule: 1 Quarter

Students will investigate the areas of human services through self-exploration and understanding how their unique skills set can create positive change. Students will participate in hands on learning to increase their ability to communicate and solve problems in various environments. At the end of this course students will implement skills learned to address and resolve a real issue in their school and or community.

Gateway to Science and Technology: Programming is Electric

Grade: 6
Credit: 0.5 Credit (Required)
Prerequisite: None
Schedule: 1 Quarter

We will explore the science of electricity, digital electronics and how they interact with computer programming. Students will develop electronic devices that will have to be programmed to solve a problem. We will acquire knowledge and skills in basic circuitry design and examine the logic behind computer programing.

Required Courses

6th Grade Health and Wellness

Grade: 6
Credit: 0.5 Credit (Required)
Prerequisite: None
Schedule: 1 Quarter

This is the secondary level introductory class to health and wellness. Students will learn to apply decision -making skills toward nutritional habits, self-image, and human growth and development.

Music Production (6th Grade - Music Requirement in lieu of Band or Choir)

Grade: 6
Credit: 1 Credit
Prerequisite: None
Schedule: 1 semester (Every other day; in lieu of Band or Choir)

In this class, students will analyze, examine and create all types of world music through the use of iPad technology and musical instruments. This class will also focus on applying a foundational understanding of music to the consumption and creation of 21st century music. Students will use apps such as GarageBand to experience digital music recording.

Proposed Course Changes For 2015 - 2016

Course Modifications and Eliminations

Course Modifications:

- Social Studies - Minnesota history – Expansion to 4 quarters from 3 quarters.
- 6th Grade PE – Students taking Band AND Choir will take a 1 quarter version of 6th grade PE.

Course Eliminations:

- General Music 6
- Art 6
- Project Lead the Way
- Study Hall

Proposed Course Changes For 2015 - 2016

7th Grade Only: East & West Junior High

7th Grade Schedule Overview:

Students **NOT** in band or choir:

Grade 7				
1	English *(full year)*			
2	Mathematics *(full year)*			
3	Science *(full year)*			
4	Social Studies *(full year)*			
5	Area of Interest Gateway Courses *(one quarter each)*			Health *(quarter)*
	Business & Entrepreneurship	Engineering & Manufacturing	Health Sciences	
6	Elective *(semester)*		Elective *(semester)*	
7	Physical Education *(semester)*		Elective *(semester)*	

Students **IN** band and/or choir:

Grade 7				
1	English *(full year)*			
2	Mathematics *(full year)*			
3	Science *(full year)*			
4	Social Studies *(full year)*			
5	Area of Interest Gateway Courses *(one quarter each)*			Health *(quarter)*
	Business & Entrepreneurship	Engineering & Manufacturing	Health Sciences	
6	Elective *(semester)*		Elective *(semester)*	
7	Band or Choir *(every other day)*			
	Physical Education or second music *(every other day)*			

*** Note: Student taking Band **AND** Choir will have Physical Education during an elective period.

Proposed Course Changes For 2015 - 2016

Course Additions:

Gateway Required Courses

Gateway to Engineering and Manufacturing: Teen Engineer

Grade: 7
Credit: 0.5 Credit (Required)
Prerequisite: None
Schedule: 1 Quarter

Engineering and Manufacturing is a growing field that helps students understand how human made solutions can solve real-world problems. Through this gateway experience, students will engage in the engineering and design process to develop their dream bedroom and manufacture a small woodworking project, utilizing traditional and computer aided tools.

Gateway to Health Sciences: Snack Attack

Grade: 7
Credit: 0.5 Credit (Required)
Prerequisite: None
Schedule: 1 Quarter

Are Hot Cheetos or Doritos your idea of a snack? Do you know that over ⅓ of your daily calories come from snacks? In this class you will explore the health sciences field through the lens of snacking by understanding nutritional concepts, preparing a variety of healthy snacks and analyzing nutritional needs.

Gateway to Business and Entrepreneurship: Think Tank

Grade: 7
Credit: 0.5 Credit (Required)
Prerequisite: None
Schedule: 1 Quarter

Think Tank is a course that will challenge your imagination and innovation. Students will work in group and individual challenges to create, develop, and market a product. Using technology, creativity, and design, students will explore the exciting world of entrepreneurship.

7th and 8th Grade Electives: East & West Junior High

8th Grade Schedule Overview:

Student **NOT** in Band or Choir

Grade 8		
1	English *(full year)*	
2	Mathematics *(full year)*	
3	Science *(full year)*	
4	Social Studies *(full year)*	
5	Elective *(semester)*	Elective *(semester)*
6	Elective *(semester)*	Elective *(semester)*
7	Physical Education *(semester)*	Elective *(semester)*

Students **IN** band and/or choir

Grade 8		
1	English *(full year)*	
2	Mathematics *(full year)*	
3	Science *(full year)*	
4	Social Studies *(full year)*	
5	Elective *(semester)*	Elective *(semester)*
6	Elective *(semester)*	Elective *(semester)*
7	Band or Choir *(every other day)*	
	Physical Education or second music *(every other day)*	

*** Note: Student taking Band **AND** Choir will have Physical Education during an elective period.

Proposed Course Changes For 2015 - 2016

Course Additions:

Arts and Communications

House Of Style
Grades: 7,8
Credit: 1 Credit (Elective)
Prerequisite: None
Schedule: 1 Semester

Is it your dream to be on Project Runway? Do you find yourself watching HGTV and wanting to design your own space? House of Style is the class for you! This class will introduce you to the world of fashion and interior design through hands-on projects from infinity scarves, upcycling of clothing to designing your own space. Come explore your creative side.

Making Headlines
Grades: 7,8
Credit: 1 Credit (Elective)
Prerequisite: None
Schedule: 1 Semester

This just in! Do you want to be heard? Do you enjoy being creative and collaborating with your peers? Do you like to share current events and trends? If so, Making Headlines is the class for you! In this course, students will learn how to create various forms of mass media. Making Headlines is geared toward students with an interest in journalism and video production. As part of this course, students will use their skills to create media products in print, digital, and video formats.

Digital Art
Grades: 7,8
Credit: 1 Credit (Elective)
Prerequisite: None
Schedule: 1 Semester

Do you like to play around on your computer? What about Manga, video games, animation and photography? In this class you will create a variety of digital media artworks; animation, illustration, graphic design & photography. After exploring various digital tools and creative techniques you will create a digital design piece to be shown in a student produced art exhibition.

Draw, Paint and Print it!

Grades: 7,8
Credit: 1 Credit (Elective)
Prerequisite: None
Schedule: 1 Semester

Hey you! Are you creative? Have you already figured out that you like to draw, paint or print? Draw, Paint and Print It! is the class for you! This is a studio centered class where you will create artwork using many types of art materials- including but not limited to; painting, drawing, collage and printmaking. After trying these out, you will choose your favorite material to create a piece that you will display in the end-of-semester art show.

Sculpt It!

Grades: 7,8
Credit: 1 Credit (Elective)
Prerequisite: None
Schedule: 1 Semester

Do you like to work with clay? Have you ever thought of making art from wire, plaster, wood or recycled materials? Sculpt it! is the class for you! This is a studio centered class where you will create artwork using many types of art materials. After trying these out, you will choose your favorite material to create a piece that you will display in the end-of-semester art show.

Drop a Beat

Grades: 7,8
Credit: 1 Credit (Elective)
Prerequisite: None
Schedule: 1 Semester

In this class, students can expect to get "hands-on" experience with some of the latest technology, while learning how and why it operates. The class will also focus on learning how to plan and record a basic musical composition, while studying the components of most pieces of music. Students will also learn some basics of acoustics, and gain some knowledge of recording techniques. They will be able to share their creations on a live streaming radio cast at the end of the semester.

Spanish 1

Grades: 7,8
Credit: 2 Credit (Elective)
Prerequisite: None
Schedule: Full Year

Spanish 1 focuses on the four basic skills: listening, speaking, reading, and writing. Students will be immediately involved in vocabulary and expressions that can be used in everyday conversation. In addition, students watch movies, listen to Spanish music, and play games that will add to the learning experience. Geography and relevant aspects of Hispanic culture are introduced. This class requires a high degree of motivation, memorization skills, and good study habits. This course is recommended for students that are committed to multiple years of language study.

Spanish for Native Speakers

Grades: 7,8
Credit: 2 Credit (Elective)
Prerequisite: None
Schedule: Full Year

This course is designed for students that speak Spanish fluently and want to learn or improve their Spanish skills. The class will be taught exclusively in Spanish. The emphasis will be placed on improving reading, spelling, and grammar and will present more complex literature. The objective is to support the student in their linguistic studies and provide them with the necessary academic skills to use written and spoken language in a more sophisticated way. The class will include study of historic events, their effects on Spanish culture, and the implications today.

German 1

Grades: 7,8
Credit: 2 Credit (Elective)
Prerequisite: None
Schedule: Full Year

This course introduces students to the German language, its structure, pronunciation, and the cultures of Germany, Switzerland, and Austria. We will learn a lot of new words and phrases to be able to carry on simple conversations about ourselves and our world. Topics covered in level 1 include; family, friends, school, hobbies and clothing. The emphasis of German 1 is to gain a skill base of basic speaking and listening comprehension skills, and also read and write short dialogs, create skits, and complete other hands-on projects using our new language skills. German will be spoken whenever possible. This class requires a high degree of motivation and memory skills, along with good study habits. A good understanding of English grammar skills is a plus for this course. German I is a demanding course and will prepare the student to take German II. This course is recommended for students that are committed to multiple years of language study.

Proposed Course Changes For 2015 - 2016

Business and Entrepreneurship

Innovation Lab
Grades: 7,8
Credit: 1 Credit (Elective)
Prerequisite: None
Schedule: 1 Semester

Teamwork! Collaboration! Creative challenges! In this class you will work in small groups with delegated roles to design a product and create a marketing plan using the design process. In addition to designing a product, groups will work on company branding through logo design, package design and advertisement of the product.

Money Doesn't Grow on Trees!
Grades: 7,8
Credit: 1 Credit (Elective)
Prerequisite: None
Schedule: 1 Semester

Life would be so much easier if money indeed did grow on trees, but don't worry! This class will teach you how to manage your money so that you can make good, sound financial decisions now and for the future through fun and interactive ways such as designing, baking and selling a product for Snack Shop, playing the Stock Market Game and other hands-on activities.

Engineering and Manufacturing

GTT: Architecture
Grades: 7,8
Credit: 1 Credit (Elective)
Prerequisite: None
Schedule: 1 Semester

Gateway to Technology: Architecture is a creative Project Lead the Way (PLTW) Engineering course that introduces students to the world of architecture and construction. Students take on the role of an architect as they design the floor plan and 3D model of their dream home. Students will learn about architectural design principles, 3-D drafting, and construction materials and techniques through building a scale model of their home.

GTT: **Design and Manufacturing**

Grades: 7,8
Credit: 1 Credit (Elective)
Prerequisite: None
Schedule: 1 Semester

Gateway to Technology: Design and Manufacturing is an engaging Project Lead the Way (PLTW) Engineering course that introduces students to the world of computer-aided design and manufacturing. Students will experience the world of engineering and manufacturing first hand while they design and model a variety of projects, such as a laser cut electronic docking station and a mechanical arm. Students will then manufacture their designs using high-tech (3D printers, laser cutters) and traditional manufacturing techniques.

GTT: Robotics

Grades: 7,8
Credit: 1 Credit (Elective)
Prerequisite: None
Schedule: 1 Semester

Gateway to Technology: Robotics is a hands on Project Lead the Way (PLTW) Engineering course which introduces students to the world of robotics and automation. Students will learn how to design and build robotic systems and write computer programs to control them. Students will complete exciting projects such as: maze-solving vehicles, drag racers, robotic arms, elevators, and many more.

Health Sciences

2 Fit 2 Quit

Grades: 7,8
Credit: 1 Credit (Elective)
Prerequisite: None
Schedule: 1 Semester

Have you ever wondered how the contestants of the "Biggest Loser" get into better shape? How professional athletes like Serena Williams or Michael Jordan stay in the game? Whether or not you have stepped foot into the gym, open your eyes to the world of physical therapy, personal training, and athletic medicine. 2 Fit 2 Quit will teach you how to improve your health and performance, understand the human body, and help others stay in the game of life.

Code Red

Grades: 7,8
Credit: 1 Credit (Elective)
Prerequisite: None
Schedule: 1 Semester

If not you, then who? The first few minutes after any emergency are the most important. In this course, you will learn how leadership and quick emergency response can help you manage life or death situations. Learn the skills needed for the exciting career fields in healthcare, leadership, and athletic training while earning First Aid, CPR and AED certification. It is time for YOU to be the Hero!

Medical Detectives

Grades: 7,8
Credit: 1 Credit (Elective)
Prerequisite: None
Schedule: 1 Semester

Students engage in the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a "crime scene." They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health. Learning about the human body muscular and skeletal system the students will create prototype prosthetics by using the design process.

Teen Chef

Grades: 7,8
Credit: 1 Credit (Elective)
Prerequisite: None
Schedule: 1 Semester

Have you ever watched the hit TV shows "Master Chef Junior", "Chopped", or "Top Chef"? Do you want to learn how to plan and prepare delicious meals just like the Pros? If you answered yes, this class is for you. Teen Chef will teach you the skills you need to be a "Top Chef" for the rest of your life, and explore the exciting field of Culinary Arts.

Proposed Course Changes For 2015 - 2016

Human Services

Law & Order
Grades: 7,8
Credit: 1 Credit (Elective)
Prerequisite: None
Schedule: 1 Semester

Have you ever thought about being a lawyer, crime scene investigator, or forensic specialist? Then this is the class for you. In this class we will explore the inner workings of the legal system through the eyes of judge, lawyer, jury, accused, victim, and society as a whole. After building foundational knowledge, students will actively take part in mock trials putting their skills to use in multiple roles.

Stand up for Shako!
Grades: 7,8
Credit: 1 Credit (Elective)
Prerequisite: None
Schedule: 1 Semester

Are you happy with your community? What would you like to see change? In this course you will create a community service project and learn what it takes to be an effective leader. By applying needs assessment strategies, you will determine a community issue, collaborate with your peers and utilize conflict resolution skills to lead your team to a potential trip to "We Day." It's time to take a stand!

Science and Technology

App Creations
Grades: 7,8
Credit: 1 Credit (Elective)
Prerequisite: None
Schedule: 1 Semester

Student will learn the basics of computer science through mobile app development. Students will start with basic concepts of programming in "Blockly," a simple drop-and-drag programming language using MIT's App Inventor. Students will then progress to "Python" in which they learn introductory elements of text-based programming and language syntax. Students will explore the impact of computing in society and the application of computing across career paths.

The Invisible World of Science and Technology
Grades: 7,8
Credit: 1 Credit (Elective)
Prerequisite: None
Schedule: 1 Semester

Have you ever wondered how the unseen world affects your life? Scientists and engineers have unlocked the secrets of how science and technology can be used to identify and solve current real-world problems. Join us as we explore and discover the science and technology that encompasses the invisible components of the world we live in.

Course Modifications and Eliminations

Course Modifications:

7th Grade Health and Wellness (Modified from Health 7)
Grade: 7
Credit: 0.5 Credit (Required)
Prerequisite: None
Schedule: 1 Quarter

This is the follow up course to 6th grade health and wellness. Students will learn to apply decision making skills related to chemical use, issues related related to mental health, and age appropriate healthy sexuality.

Physical Education 8 (Modified from Physical Education 8 and the elimination of Health 8)
Grade: 8
Credit: 1 Credit (Required)
Prerequisite: None
Schedule: 1 Semester (Every other day, all year if also in Band or Choir)

Students in Physical Education 8 will explore personal fitness through their understanding of the rules and skills of team and individual sports. Pedometers and heart rate monitors are used to assist students in assessing their own fitness levels. Activities may include, but not be limited to track & field, swimming, lacrosse, tennis, dance, golf, basketball, flag football, and fitness testing. Students will also evaluate the risks and consequences associated with age appropriate sexuality, including factual information regarding abstinence, adolescent pregnancy, sexually transmitted infections, and HIV/AIDS.

Proposed Course Changes For 2015 - 2016

Course Eliminations: (Some components of these course will be included in the new Middle School Electives)

- Art 7
- Art 8
- FACS 7
- FACS 8
- Teen Survival
- Health 8
- Exploring BFS Weight Training/Grade 8
- Alternating Day: Exploring BFS Weight Training/Grade 8
- Technology Education 7
- Gateway to Technology I (GTT I)
- Gateway to Technology II (GTT II)
- Explore Languages
- General Music 7
- Study Hall

Proposed Course Changes For 2015 - 2016

Shakopee High School, East JH, and West JH: Grade 9 - 12

Course Additions, Modifications, and Eliminations

English

Course Additions: (*** Major shift of course options for 12th grade English)

English 12A
Grade: 12
Credit: 1 Credit (Required)
Prerequisite: None
Schedule: 1 Semester

English 12A is one semester of a 12th grade English program which addresses the reading, writing, speaking and listening standards. Students will read, analyze, and discuss texts in multiple formats, including both fiction and non-fiction. Emphasis is placed on 21st century modes of communication. Students will write for a variety of purposes with an emphasis on argumentation.

English 12B
Grade: 12
Credit: 1 Credit (Required)
Prerequisite: None
Schedule: 1 Semester

English 12B is one semester of a 12th grade English program which addresses the reading, writing, speaking and listening standards. Students will read, analyze, and discuss texts in multiple formats, including both fiction and non-fiction. Emphasis is placed on introspection and personal expression. Students will write for a variety of purposes with an emphasis on argumentation.

AP Language and Composition
Grade: 12
Credit: 1 Credit (Elective)
Prerequisite: English 11
Schedule: 1 Semester

The AP English Language and Composition course focuses on rhetorical analysis of nonfiction texts and the development and revision of well-reasoned, evidence centered, analytic and argumentative writing. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. Students will have the option to take the AP English Language and Composition exam.

Course Modifications: (***Will be listed as special permission courses)

- Basic English 11 & 12
- Comprehension Skills 10

Course Eliminations: (*** Elimination of Low Level Classes or replaced by English 12 A&B)

- Technical/Applied Writing
- College Preparatory Writing
- World Literature
- World Literature Transitional

Math

Course Additions:

Advanced Placement (AP) Calculus BC (***Fulfillment of accelerated math track)

Grade: 11,12
Credit: 1 per semester (Elective)
Prerequisite: Calculus A & B
Schedule: Full Year

This course will review topics in AP Calculus AB 1 and 2 such as limit theory, differentiation, applications of the derivative, integration, applications of integrals, and numerical approximations of definite integral. The course covers parametric, polar, and vector functions, their derivatives, slopes fields, Euler's method, and convergence of improper integrals and series. Emphasis will be placed on preparing for the Advanced Placement Exam. It is expected that students electing this course will take the AP Exam or its equivalent. A graphing calculator is required.

Course Modifications:

- Technical Math (***Will be listed as special permission courses)
- Algebra Concepts changing to Algebra 1 (***Align with Junior High Offering)

Proposed Course Changes For 2015 - 2016

Science

Course Additions:

Advanced Placement (AP) Biology (***Fulfillment of accelerated science track)
Grade: 11,12
Credit: 1 per semester (Elective)
Prerequisite: Chemistry and Biology or Accelerated Science Track
Schedule: Full Year

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. This course is recommended for students currently on an accelerated track and/or students who have been highly successful in a previous biology course.

Course Eliminations:

- Foundations of Biology

Course Modifications:

- Foundations of Physics (only students enrolled in Foundations of Biology during 2014-15 may enroll)
  *Scheduled for elimination in 2016-17

Social Studies

Course offerings were overhauled for the 2014-145 school year.
No Changes for 2015-16 school year

Elective Courses

Course Modifications:

High School (10-12) Courses now opened to 9th Grade

- Ceramics
- Graphic Design
- Bigger, Faster, Stronger
- Team Sports

ACTION PLAN for 2015 - 2016

Group: Elementary Articulation

Primary Contact: Nika Summer

Resources Needed & Estimated Costs | For each task, identify each resource separately. Most recommendations will incorporate both physical resources (e.g. textbooks, labs, equipment, technology, etc.) as well as human resources (e.g. time, subs, trainers, training, etc.). For each resource, you MUST include an estimated cost that incorporates both of these categories.

Outcome Indicators | Identify how this course implementation will be monitored for effectiveness.

Note: Any course proposals must also include the accompanying 'Request to Add/Revise a Course' form

Recommendation #1: Reduce the possibility of the "Fade Effect" from kindergarten to first grade.

TASKS	TIME FRAME	RESOURCES NEEDED	ESTIMATED COSTS	RESPONSIBLE PARTIES
Implement EZ Write handwriting program	*Spring 2015*	*EZ Write Kits*	*$11,175*	*Nika Summer T&L budget*
Provide professional development for all 1st grade teachers in regards to STEM integration.	*Summer 2015*	*Consultant* *1 day of training for all 1st grade teachers*	*$3000* *$11,000*	*Nika Summer T&L Budget*
STEM resources in the classroom		*LEGO Simple Machines kits* *STEM Activity Labs*	*$22,888.50* *$25,000*	*DLCs, Nika Summer* *T&L Budget*
Professional Development for Informational Literacy	*Summer 2015*	*2 days of training for all 1st grade teachers* *Consultant (Steve Dunn)* *DLCs to support Technology Integration*	*$22,000* *$6000* *$1000*	*Nika Summer T&L Budget*
Classroom resources to support Technology Integration	*Summer 2015*	*Stylus (12/classroom)* *Headphones (12/classroom)*	*$2700* *$5300*	*Technology Budget*
TOTAL			***$110,063.50***	

OUTCOME INDICATORS	To be determined by First Grade Task Force in Spring of 2015.

ACTION PLAN for 2015 - 2016

Group: Elementary Articulation

Primary Contact: Nika Summer

Recommendation #2: Provide professional development support for the All Day Kindergarten implementation in the area of STEM integration.

TASKS	TIME FRAME	RESOURCES NEEDED	ESTIMATED COSTS	RESPONSIBLE PARTIES
Provide professional development in regards to STEM integration.	*Summer 2015*	*STEM Consultant* *1 day of training for all K teachers*	*$3,000* *$11,000*	*Nika Summer T&L Budget*
TOTAL			***$14,000***	

OUTCOME INDICATORS	Pre/Post implementation survey given to all Kindergarten teachers.

Recommendation #3: Digitize Social Studies Curriculum (To be considered upon approval of technology plan)

TASKS	TIME FRAME	RESOURCES NEEDED	ESTIMATED COSTS	RESPONSIBLE PARTIES
Facts for Me Subscription	*Fall 2015*	*iPads, DLCs, online subscription*	*$750 ($150/building)*	*Nika Summer T&L Budget*
Pilot TCI Online Subscription in grade 1	*Fall 2015*	*Teacher Subscription, Interactive Notebook, Student Subscription*	*$9,000 ($300 per classroom)*	*Nika Summer T&L Budget*
TOTAL			***$9,750***	

OUTCOME INDICATORS	To be determined as part of the Social Studies Articulation Process.

Recommendation #4: Focus on Number Sense to reduce achievement gap

TASKS	TIME FRAME	RESOURCES NEEDED	ESTIMATED COSTS	RESPONSIBLE PARTIES

ACTION PLAN for 2015 - 2016

Group: Elementary Articulation

Primary Contact: Nika Summer

AVMR Training for 3 K-1 Teachers	*Summer 2015*	*Consultant, Professional Development, & Travel Expenses*	*$5,100*	*T&L Budget K-1 Reps*
Curriculum Writing Time for K-1	*Summer 2015*	*6 hours writing time for 3 teachers*	*$540*	*Nika Summer K-1 Reps*
TOTAL			***$5640***	

OUTCOME INDICATORS	Pre/post assessment data to determine ease and effectiveness of AVMR resources.

Recommendation #5: Implement a developmental word study assessment

TASKS	TIME FRAME	RESOURCES NEEDED	ESTIMATED COSTS	RESPONSIBLE PARTIES
Developmental word study assessment tool for ELA articulation committee members	*Spring 2015*	*Words Their Way Manual*	*$600 ($50/teacher)*	*T&L Budget K-1 Reps*
TOTAL			***$600***	

TOTAL $140,053.50

Cost Model for Continuation of current iPad initiatives

1st Grade

420	iPad Mini's	$115,080
420	Casper MDM	$3,780
420	Case	$13,440
28	Cart	$67,200
420	Base Image Apps	$8,400

Total	$207,900.00

7th Grade

710	iPad Mini's	$194,540
710	Casper MDM	$6,390
710	Case	$22,720
710	Base Image Apps	$14,200

Total	$237,850.00

Replacement of Licensed Staff computers with MacBooks

750	MacBook	$895,500
750	Casper MDM	$12,000
750	Applecare	$137,250

Total	$1,044,750.00

Projected Interest Rat	2.90%

Payments

Year 1	$54,224.53
Year 2	$54,224.53
Year 3	$54,224.53
Year 4	$54,224.53

Total	$216,898.10

Payments

Year 1	$62,036.09
Year 2	$62,036.09
Year 3	$62,036.09
Year 4	$62,036.09

Total	$248,144.36

Year 1	$272,491.93
Year 2	$272,491.93
Year 3	$272,491.93
Year 4	$272,491.93

Total	$1,089,967.73

Annual Payment	$388,752.55
Total Cost	$1,555,010.19

2015/2016 COURSE PROPOSAL COST PROJECTIONS

Requires Access to Student or Teacher Devices
Requires PLTW Computer Lab

DISTRICT:

Course Title/Recommendation	Program	Projected Costs
Increase Focus on Personal Fitness and Tracking Fitness through Technology Integration	Physical Education	$8,298
Improve Scope and Sequence of K-12 Health Program	Health	$9,920
Improve and Expand District High Potential Services	High Potential	$33,750
Partnership with Scott County Public Library	Media	$17,434
Technology Infastructure to Improve Media Service	Media	$158,040
Conceptual Redesign of Media Space	Media	$3,770
	TOTAL	**$231,212**

ELEMENTARY:

Course Title/Recommendation	Subject/Grade Level	Projected Costs
Implement Handwriting, STEM (Lego Curriculum) integration, Additional STEM labs, Literacy and Technology Integration Training for all First Grade Teachers	1st Grade	$110,063
Additional STEM Training and Integration	Kindergarten	$14,000
Move towards Digital Curriculum	K-5 Social Studies	$9,750
(AVMR) Math Training (number sense)	K-1 Math	$5,640
Words Their Way (word study)	K-1 Languauge Arts	$600
	TOTAL	**$140,053**

SECONDARY:

Course Title/Recommendation	Department/Area of Interest	Projected Costs
AP Language and Composition	English	$16,100
English 12A and 12B	English	$33,600
Exploration of Personalized Learning (site visit)	English	$580
AP Calculus B/C	Math	$8,660
Training Math Teachers on Best Practices (problem based learning, literacy, co-teaching)	Math	$18,920
Implement Digital Curriculum (8th grade)	Math	$68,640
AP Biology	Science	$29,510
Training Science Teachers to Integrate Next Generation Science Standards (focus on inquiry and performance assessment)	Science	$24,460
Phase 1: Implementation of Physics First for required Scope and Sequence at High School	Science	$20,190
Planning and Training to move toward Digital Curriculum. Explore Options for Blended Learning Courses at 11th and 12th grade.	Social Studies	$4,640

Shakopee PUBLIC SCHOOLS EDUCATION FORWARD
DEPARTMENT of TEACHING & LEARNING

2015/2016 COURSE PROPOSAL COST PROJECTIONS

Requires Access to Student or Teacher Devices
Requires PLTW Computer Lab

SECONDARY: (continued)

Course Title/Recommendation	Department/Area of Interest	Projected Costs
Heroes (Required)	Arts and Communications	$7,000
Drop a Beat	Arts and Communications	$25,830
House of Style	Arts and Communications	$11,540
Making Headlines	Arts and Communications	$28,098
Spanish 1/German 1/Spanish for Native Speakers	Arts and Communications	$36,040
Sculpt It	Arts and Communications	$27,440
Draw, Paint and Print It	Arts and Communications	$4,340
Digital Art	Arts and Communications	$49,080
Think Tank (required)	Business and Entrepreneurship	$1,940
Innovation Lab	Business and Entrepreneurship	$9,120
Money Doesn't Grow on Trees	Business and Entrepreneurship	$31,930
Exploration of Program Options at High School	Business and Entrepreneurship	$1,880
Robotics (cost due to space issues at West Junior High)	Engineering and Manufacturing	$49,100
Training and Writing Time for Robotics, Architechture,Teen Engineer and Design and Manufacturing	Engineering and Manufacturing	$18,740
Exploration of Business Partnerships (site visits)	Engineering and Manufacturing	$640
Medical Detectives	Health Sciences	$42,058
2 Fit 2 Quit	Health Sciences	$53,580
Code Red	Health Sciences	$30,370
Snack Attack (required)	Health Sciences	$4,440
Teen Chef	Health Sciences	$2,160
Recruitment and Development of Advisory Board for Area of Interest	Health Sciences	$1,920
Be the Change (required)	Human Services	$8,660
Law and Order	Human Services	$4,020
Stand Up for Shako	Human Services	$4,040
Programming is Electric (required)	Science and Technology	$7,990
App-Creations (cost due to need for an additional PLTW computer lab at each Junior High)	Science and Technology	$186,544
Invisible World of Science and Technology	Science and Technology	$6,440
Site Visits to Develop Business Partnerships for Area of Interest	Science and Technology	$1,100
Training and Planning Time (Ethics in Science and Technology)	Science and Technology	$5,000
	TOTAL	**$886,340**

TECHNOLOGY INTEGRATION:

Recommendation	Program/Grade Level	Projected Costs
Classroom Packs (12 per classroom) of Ipad minis includes case, cart, apps, software	1st Grade	$207,900
Ipad mini for every student including case, apps and software	7th Grade	$237,850
MacBook for every Licensed District Teacher including software	Teacher Devices (District Wide)	$1,044,750
	TOTAL	**$1,490,500**
		Four Year Lease Plan/Year One: $388,752.55

GRAND TOTAL	**$2,748,105**

Early Childhood and Kindergarten Readiness

GUIDING CHANGE DOCUMENT

November 2014

Mike Savage, Principal

Context and Current Reality "The Why"	Unacceptable Means "The Not How"	Results "The What"
• The district needs to assess from a facilities lens what programs need to be modified or created if the district creates multiple options for early childhood education. • The district's early childhood program does not currently meet all programming needs for all early childhood, early childhood family education and early childhood special education programs. We need to include our Teaching/Learning and Special Education Departments to assure seamless transitions to kindergarten. • Essential Standards have been established for 3 year olds and 4 year olds that provide readiness for kindergarten. • As an educational center, the Central Family Center is an economic liability that no longer meets the academic programming needs for early childhood, preschool and community education. • The district has experienced rapid growth in racial diversity and socio-economic status. • The district has taken multiple steps to ensure our buildings are safe, however the Central Family Center needs a single point of entry to reach the same level of security as other educational buildings in our district. • Our families need all day, five days a week programming options. • Many of our families work outside of the Shakopee community and need early AM drop off options and late PM pick up options. • We are at the beginning of a multi-year process. Once information on needs has been assessed, programming decisions will occur with phased implementation. Decisions may include modification of current programs or adding programs • ECFE conducts a needs assessment every year and exit interviews with families. Other programs do not have evaluation processes.	• Knowingly violate law, policy or binding agreement • Create inequity in access to programming and educational opportunities by design • Exceed established financial and capital parameters in budget and long range planning • Design a system around any special interest group, individual or group of staff • Design a system with obvious elements that cannot be sustained for at least 5 years • Design a system that knowingly limits district flexibility and nimbleness to a high degree • Allow existing employment agreements to limit innovation or increasing efficiency and effectiveness • Design programming and services for which there are limited human resources to staff and deliver • Engage in silent or parallel design processes outside of the public consultative process • Design structures or facilities with unreasonable schedules for implementation and/ or completion	• The district and our community stakeholders will create a facilities vision for early childhood education that represents best practices and creates a vision where all students are kindergarten ready. • The district will identify program needs and when appropriate identify the facilities needed for all early childhood programming which will include a transition plan out of the Central Family Center facility. • The district will support our Teaching/Learning and Special Education Departments to intentionally collaborate with the staff at Central to establish a tight academic alignment between pre-k and kindergarten. • The district will support a plan to provide pre-school opportunities every day for children with flexible options based on family needs. • The district will support a plan to provide wrap-around services before and after school for our pre-school learners. Community partnerships will be explored. • Through the use of PLCs, teachers will teach Essential Standards to all learners at Central Family Center. • The district will seek out and balance diversity and socio-economic status between programs when possible. Additionally the district will identify times when we unintentionally create inequities through lowered expectations of students and families. • The district needs to either leverage currently owned facilities for growth of programs or recommend other best practice options. • The district will recruit high quality teachers and staff for all early childhood programs. • The district will analyze the need for additional staffing due to increased student enrollment. • The district will develop a plan to address the varied and specific education programming needs for all students during development and planning of all facilities.

SCHOOL RESOURCE OFFICER AGREEMENT BY AND BETWEEN SHAKOPEE INDEPENDENT SCHOOL DISTRICT #720 AND THE CITY OF SHAKOPEE

This agreement made and entered into this 16th day of December, 2014, by and between the CITY OF SHAKOPEE and SHAKOPEE SCHOOL DISTSRICT #720.

GOALS AND OBJECTIVES

1. Establish a positive working relationship in a cooperative effort to prevent juvenile delinquency and assist in student development.

2. Maintain a safe and secure environment on campus, which will be conducive to learning.

3. Promote positive attitudes regarding the police role in society and to inform students of their rights and responsibilities as lawful citizens.

A. EMPLOYMENT AND ASSIGNMENT OF SCHOOL RESOURCE OFFICER

1. The City agrees to provide a total of three (3) School Resource Officers (SRO's) to the district for assignment as needed to the Junior/Senior High Schools and/or the Middle and Elementary Schools for the 2015 calendar year.

2. The City shall select the School Resource Officers and assign one to each school.

3. In the event the SRO is absent from work, the SRO is to notify both his/her police supervisor and the principal at the school to which they are assigned. The City agrees to assign a SRO alternate in case of long-term illness.

4. School Resource Officers shall remain employees of the City and shall not be employees of Shakopee School District #720. The School District and the City acknowledge that the School Resource Officers remain responsive to the command of the Shakopee Police Department.

5. The City shall provide any required clothing, uniforms, vehicles, necessary equipment and supplies for the SRO to perform law enforcement duties. The School District shall provide the School Resource Officers with an office, telephone, and other supplies necessary to perform required duties as outlined pursuant to Section C. of this agreement.

B. HOURS AND SPECIAL EVENTS

1. Each SRO is assigned to a school on a full time basis. The SRO's shall be on duty at their assigned schools prior to school's start and at school's dismissal, except in cases when the SRO is flexing their schedule to attend a school event outside regular school hours. During regular hours, SRO's may be off campus performing such tasks as may be required by their assignment (i.e., Court, Training, Arrest).

2. If authorized by his/her supervisor, the SRO shall be present at school special events that occur outside of normal school hours. The City shall be responsible for any overtime pay associated with the SRO's attendance at these events.

3. All School Resource Officers shall wear their duty uniform a majority of the time and carry their duty weapon while at school. A uniform will be worn when the SRO is engaged in teaching and public speaking duties.

C. DUTIES OF THE SCHOOL RESOURCE OFFICER

1. The SRO shall assist the principal in developing plans and strategies to prevent and/or minimize dangerous situations that may occur on campus, and also address other issues determined important by the principal.

2. The SRO shall present programs on various topics to students. Subjects shall include a basic understanding of law, role of law enforcement, drug awareness, anger management, and the mission of law enforcement.

3. The SRO's are encouraged to interact with students on an individual basis and in small groups.

4. The SRO shall make him/herself available for conferences involving teachers, parents and faculty.

5. The SRO shall be familiar with agencies and resources that offer assistance to youth and their families, and make referrals to agencies when necessary.

6. The SRO shall take law enforcement action when necessary.

7. The SRO shall contact the principal of the school or their designee about his or her actions to make them aware of arrest or crime.

8. The SRO shall notify the principal or their designee before removing a student from school.

9. The SRO can take law enforcement action against intruders and unwanted guests who appear on school property.

10. The SRO shall conduct investigations of crimes, which occur at their assigned schools, and use other resources, if needed, for follow-up investigations.

11. The SRO will turn in a monthly summation report to the SRO supervisor at the end of every month.

12. The SRO shall not be used as a school disciplinarian. If the principal believes an incident is a violation of the law, they may contact the SRO to see if law enforcement action is needed.

13. The SRO shall follow the Shakopee Police Department's Standard Operating Procedures and General Orders when confiscating drugs from students on school property.

14. The SRO shall follow the guidelines of the Minnesota State Statutes, Case Law, School Board Policy and the Shakopee Police Department's Standard Operating Procedures and General Orders in regards to investigations, interviews and searches relating to juveniles.

D. PRIVACY OF PUPIL RECORDS

Both the City and School District agree they will be in compliance with all data privacy laws and rules.

E. RIGHTS AND DUTIES OF SHAKOPEE SCHOOL DISTRICT #720

The School District shall provide to the full-time SRO the following materials and facilities, which are deemed necessary to the performance of the SRO:

1. Access to a temperature controlled and properly lighted private office containing a telephone line to be used for general business purposes.

2. A desk with drawers, a chair and a filing cabinet, which can be locked and secured.

3. Access to a computer terminal or computer hook-up.

The City will supply the officers with the usual and customary office supplies and forms required in the performance of their duty.

F. PROGRAM FUNDING

The School District will fund 33.5% of the officers' annual salary and benefits, which totals $94,506.00 for three officers for 2015.

G. INDEMNIFICATION

Except for claims arising out of the willful or negligent act of the other party or its representatives, each party shall indemnify and defend the other party against all claims, expenses, and liabilities incurred, including reasonable attorney fees, related to claims for loss of life, personal injury, and/or damage to property arising out of any occurrence in, upon or at the School District properties in accordance with the execution of the School Resource Officers' duties under this contract.

H. NOTICE

Any notice, demand, request, or other communication that may or shall be given or served by the parties, shall be deemed to have been given or served on the date the same is deposited in the United States mail, registered or certified, postage prepaid, and

addressed as follows: If to the City - Attn: Police Chief, Shakopee Police Department, 475 Gorman Street, Shakopee, Minnesota 55379; and, If to the School District - Attn: Superintendent, 1200 Town Square, Shakopee, Minnesota 55379.

I. DISMISSAL OF SRO

1. In the event the principal of the school that the SRO is assigned to feels that the particular SRO is not effectively performing his or her duties and responsibilities, the principal shall contact the SRO supervisor. Within a reasonable amount of time, after receiving the information from the principal, the SRO supervisor shall advise the Chief of Police of the principal's request. If the Chief of Police desires, the principal and the Chief of Police, or their designees, shall meet with the SRO to mediate or resolve any problems, which may exist.

2. The Chief of Police may dismiss or reassign a SRO based upon the Shakopee Police Department's rules, Regulations and General Orders.

3. Either party may terminate this agreement upon a sixty (60) day written notice to the other of such termination. In the event of a termination, any payments due shall be prorated.

J. ENTIRE AGREEMENT; AMENDMENTS

This contract constitutes the entire agreement between the parties and no other agreement prior to this agreement or contemporaneous herewith shall be effective except as expressly set forth or incorporated herein. Any purported amendment shall not be effective unless it shall be set forth in writing and executed by both parties.

IN WITNESS WHEREOF, the parties have caused this agreement to be signed by their duly authorized officers.

Signed, sealed and delivered in the presence of:

SHAKOPEE SCHOOL DISTRICT #720, SHAKOPEE, MINNESOTA

_____ _____

Dr. Rod Thompson, Superintendent Chair, ISD #720 Board of Directors

_____ _____

Mayor City Clerk

_____

City Administrator

AMENDMENT TO SCHOOL RESOURCE OFFICER AGREEMENT

This agreement is made and entered into and effective as of January 20, 2015 by and between the City of Shakopee ("City") and Shakopee School District #720 ("School District").

RECITALS

A. The City and the School District previously entered into a School Resource Officer Agreement ("SRO Agreement") dated December 16, 2014.

B. Pursuant to Section A.1 of the SRO Agreement, the City agreed to provide three School Resource Officers ("SROs") to the School District.

C. The City is now willing to provide a fourth SRO to the School District.

D. The City and the School District wish to amend the SRO Agreement to set forth the terms by which the City will provide the fourth SRO to the School District.

In consideration of and in reliance upon the representations, warranties and covenants of the parties, the City and the School District agree as follows:

1. Paragraph A.1 of the SRO Agreement is amended to read as follows:

A. EMPLOYMENT AND ASSIGNMENT OF SCHOOL RESOURCE OFFICER

1. The City agrees to provide a total of three (3) School Resource Officers (SROs) to the district for assignment as needed to the Junior/Senior High Schools and/or the Middle and Elementary Schools for the 2015 calendar year and a fourth SRO at the beginning of the 2015-16 school year through the end of the 2015 calendar year.

2. Paragraph F of the SRO Agreement is amended to read as follows:

F. PROGRAM FUNDING

The School District will fund 33.5% of the officers' salary and benefits, which totals $94,506 for three officers for 2015. The School District will fund 100% of the fourth officer's salary and benefits, which totals $76,237.37 from the beginning of the 2015-16 school year through the end of the 2015 calendar year.

3. All other provisions of the SRO Agreement remain in full force and effect.

SHAKOPEE SCHOOL DISTRICT #720

_____
Chair

_____
Dr. Rod Thompson, Superintendent

CITY OF SHAKOPEE

_____
Mayor

_____
City Administrator

EXTRACT OF MINUTES OF A MEETING
OF THE SCHOOL BOARD
OF INDEPENDENT SCHOOL DISTRICT NO. 720
(SHAKOPEE)
STATE OF MINNESOTA

HELD: JANUARY 12, 2015

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 720 (Shakopee), State of Minnesota, was duly held in said district on the 12th day of January, 2015, at 6:00 o'clock p.m., for the purpose in part, of establishing polling places and combined polling places for school district elections not held on the day of a statewide election.

The following members were present:

and the following were absent:

Member _____ moved the adoption of the following resolution:

RESOLUTION ESTABLISHING POLLING PLACES AND COMBINED POLLING PLACES FOR CERTAIN MULTIPLE PRECINCTS AND DESIGNATING HOURS DURING WHICH THE POLLING PLACES WILL REMAIN OPEN FOR VOTING FOR SCHOOL DISTRICT ELECTIONS NOT HELD ON THE DAY OF A STATEWIDE ELECTION

BE IT RESOLVED by the School Board of Independent School District No. 720, State of Minnesota, as follows:

1. Pursuant to Minnesota Statutes, Section 205A.11, the precincts and polling places for school district elections are those precincts or parts of precincts located within the boundaries of the school district which have been established by the cities or towns located in whole or in part within the school district. The board hereby confirms those precincts and polling places so established by those municipalities.

2. Pursuant to Minnesota Statutes, Section 205A.11, the board may establish a combined polling place for several precincts for school elections not held on the day of a statewide election. The following polling places and combined polling places are hereby established to serve the precincts specified for all school district special and general elections not held on the same day as a statewide election:

COMBINED POLLING PLACE: Jackson Township Hall
1091 W. 130th Street
(County Road 15 & 78)
Shakopee, MN 55379

This combined polling place serves all territory in Independent School District No. 720 located in Jackson Township, Louisville Township and Sand Creek Township; Scott County, Minnesota.

COMBINED POLLING PLACE: Shepherd of the Lake Lutheran Church
3611 N. Berens Road N.W.
Prior Lake, MN 55372

This combined polling place serves all territory in Independent School District No. 720 located in the City of Prior Lake, Precincts P-5 and P-7; Scott County, Minnesota.

POLLING PLACE: McColl Pond ELC
13550 Dakota Avenue
Savage, MN 55378

This polling place serves all territory in Independent School District No. 720 located in the City of Savage, Precinct P-5; Scott County, Minnesota.

POLLING PLACE: Bridgewood Church
6201 W. 135th Street
Savage, MN 55378

This polling place serves all territory in Independent School District No. 720 located in the City of Savage, Precinct P-7; Scott County, Minnesota.

POLLING PLACE: Shakopee Junior High School
200 10th Avenue
Shakopee, MN 55379

This polling place serves all territory in Independent School District No. 720 located in the City of Shakopee, Precinct P-1; Scott County, Minnesota.

POLLING PLACE: Central Family Center
132 East 5th Avenue
Shakopee, MN 55379

This polling place serves all territory in Independent School District No. 720 located in the City of Shakopee, Precinct P-2; Scott County, Minnesota.

POLLING PLACE: Fire Station #1
2700 Vierling Drive
Shakopee, MN 55379

This polling place serves all territory in Independent School District No. 720 located in the City of Shakopee, Precinct P-3; Scott County, Minnesota.

POLLING PLACE: Red Oak Elementary School
7700 Old Carriage Court
Shakopee, MN 55379

This polling place serves all territory in Independent School District No. 720 located in the City of Shakopee, Precinct P-4; Scott County, Minnesota.

POLLING PLACE: Youth Building at Lion's Park
1099 Adams Street South
Shakopee, MN 55379

This polling place serves all territory in Independent School District No. 720 located in the City of Shakopee, Precinct P-5; Scott County, Minnesota.

POLLING PLACE: Community Center
1255 Fuller Street
Shakopee, MN 55379

This polling place serves all territory in Independent School District No. 720 located in the City of Shakopee, Precinct P-6; Scott County, Minnesota.

POLLING PLACE: First Presbyterian Church
909 Marschall Road S. (Enter East Door)
Shakopee, MN 55379

This polling place serves all territory in Independent School District No. 720 located in the City of Shakopee, Precinct P-7; Scott County, Minnesota.

POLLING PLACE: Shakopee Police Station
475 Gorman Street
Shakopee, MN 55379

This polling place serves all territory in Independent School District No. 720 located in the City of Shakopee, Precinct P-8; Scott County, Minnesota.

POLLING PLACE: Faith Lutheran Church
150 West 130th Street
Shakopee, MN 55379

This polling place serves all territory in Independent School District No. 720 located in the City of Shakopee, Precinct P-9; Scott County, Minnesota.

POLLING PLACE: Shakopee Area Catholic Education Center
2700 17th Avenue E. (Enter Door No. N15)
Shakopee, MN 55379

This polling place serves all territory in Independent School District No. 720 located in the City of Shakopee, Precinct P-10; Scott County, Minnesota.

POLLING PLACE: Cross of Peace Lutheran Church
1506 Wood Duck Trail
Shakopee, MN 55379

This polling place serves all territory in Independent School District No. 720 located in the City of Shakopee, Precinct P-11; Scott County, Minnesota.

POLLING PLACE: Eagle Creek Elementary School
6855 Woodward Avenue
Shakopee, MN 55379

This polling place serves all territory in Independent School District No. 720 located in the City of Shakopee, Precinct P-12A; Scott County, Minnesota.

POLLING PLACE: Eagle Creek Elementary School
6855 Woodward Avenue
Shakopee, MN 55379

This polling place serves all territory in Independent School District No. 720 located in the City of Shakopee, Precinct P-12B; Scott County, Minnesota.

POLLING PLACE: Cross of Peace Lutheran Church
1506 Wood Duck Trail
Shakopee, MN 55379

This polling place serves all territory in Independent School District No. 720 located in the City of Shakopee, Precinct P-13; Scott County, Minnesota.

3. Pursuant to Minnesota Statutes, Section 205A.09, the polling places will remain open for voting for school district elections not held on the same day as a statewide election between the hours of 7:00 o'clock a.m. and 8:00 o'clock p.m.

4. The clerk is directed to file a certified copy of this resolution with the county auditors of each of the counties in which the school district is located in whole or in part within 30 days after its adoption.

5. As required by Minnesota Statutes, Section 204B.16, Subdivision 1a, the clerk is hereby authorized and directed to give written notice of new polling place locations to each affected household with at least one registered voter in the school district whose school district polling place location has been changed. The notice must be a nonforwardable notice mailed at least twenty-five (25) days before the date of the first election to which it will apply. A notice that is returned as undeliverable must be forwarded immediately to the appropriate County Auditor, who shall change the registrant's status to "challenged" in the statewide registration system.

The motion for the adoption of the foregoing resolution was duly seconded by _____. On a roll call vote, the following voted in favor:

and the following voted against:

whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA)
)SS
COUNTY OF SCOTT)

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 720 (Shakopee), Scott County, Minnesota, hereby certify that the attached and foregoing is a full, true and correct transcript of the minutes of a meeting of the school board of said district duly called and held on the date therein indicated, so far as such minutes relate to the establishment of a polling places and combined polling places and that the resolution included therein is a full, true and correct copy of the original thereof.

WITNESS MY HAND officially as such clerk this ___ day of January, 2015.

_____
Clerk

NOTICE OF CHANGE IN POLLING PLACE LOCATION
INDEPENDENT SCHOOL DISTRICT NO. 720
(SHAKOPEE)
STATE OF MINNESOTA

Dear Voter:

If you live in one of the precincts listed below, you will vote at the polling place or combined polling place listed below for school district elections in Independent School District No. 720:

Precinct	School District Combined Polling Place
Jackson Township Louisville Township Sand Creek Township	Jackson Township Hall 1091 W. 130th Street (County Road 15 & 78) Shakopee, MN 55379
City of Prior Lake Precincts P-5 and P-7	Shepherd of the Lake Lutheran Church 3611 N. Berens Road N.W. Prior Lake, MN 55372
City of Savage Precinct P-5	McColl Pond ELC 13550 Dakota Avenue Savage, MN 55378
City of Savage Precinct P-7	Bridgewood Church 6201 W. 135th Street Savage, MN 55378
City of Shakopee Precinct P-1	Shakopee Junior High School 200 10th Avenue Shakopee, MN 55379
City of Shakopee Precinct P-2	Central Family Center 132 East 5th Avenue Shakopee, MN 55379
City of Shakopee Precinct P-3	Fire Station #1 2700 Vierling Drive Shakopee, MN 55379

City of Shakopee Precinct P-4	Red Oak Elementary School 7700 Old Carriage Court Shakopee, MN 55379
City of Shakopee Precinct P-5	Youth Building at Lion's Park 1099 Adams Street South Shakopee, MN 55379
City of Shakopee Precinct P-6	Community Center 1255 Fuller Street Shakopee, MN 55379
City of Shakopee Precinct P-7	First Presbyterian Church 909 Marschall Road S. (Enter East Door Shakopee, MN 55379
City of Shakopee Precinct P-8	Shakopee Police Station 475 Gorman Street Shakopee, MN 55379
City of Shakopee Precinct P-9	Faith Lutheran Church 150 West 130th Street Shakopee, MN 55379
City of Shakopee Precinct P-10	Shakopee Area Catholic Education Center 2700 17th Avenue E. (Enter Door No. N15) Shakopee, MN 55379
City of Shakopee Precinct P-11	Cross of Peace Lutheran Church 1506 Wood Duck Trail Shakopee, MN 55379
City of Shakopee Precinct P-12A	Eagle Creek Elementary School 6855 Woodward Avenue Shakopee, MN 55379
City of Shakopee Precinct P-12B	Eagle Creek Elementary School 6855 Woodward Avenue Shakopee, MN 55379
City of Shakopee Precinct P-13	Cross of Peace Lutheran Church 1506 Wood Duck Trail Shakopee, MN 55379

Please note that this notice applies only to school district elections not held on the day of a statewide election. Municipal or state elections may be held at a different location. If you wish further information on school district polling place locations, contact the school district or the County Auditor.

/s/_____
Clerk
Independent School District No. 720
(Shakopee)

STATE OF MINNESOTA)
)SS
COUNTY OF SCOTT)

CERTIFICATE OF MAILING
NOTICE OF CHANGE IN POLLING
PLACE LOCATION

I, _____, hereby certify that I am the duly appointed _____ of Independent School District No. 720 (Shakopee) and acting in behalf of said school district, I deposited in the United States mails at _____
_____,
Minnesota, on _____, 2015, copies of the attached Notice of Change in Polling Place Location which was mailed to certain registered voters within the school district. The addresses to which the Notices were mailed are on file in the office of the Clerk of the school district.

IN WITNESS WHEREOF, I hereunto set my hand this ___ day of _____, 2015.

_____

(Attach copy of Notice of Change in Polling Place Location)

Subscribed and sworn to before me

this ____ day of _____, 2015.

_____
Notary Public