

# SHAKOPEE PUBLIC SCHOOLS



SCHOOL BOARD AGENDA





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

---

January 11, 2016  
6:00 PM

1. ORGANIZATIONAL BUSINESS

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

1. 2. **Oath of Office - Re-Elected Board Members & New Board Member**

1. 3. **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 Mr. Bowerman; Vice-Chair Mr. Swanson; Clerk Ms. Tucker and Treasurer Mr. McKeand.

1. 4. **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 2016 as presented.

1. 5. **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. 6. **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. 7. **Information: Appointments to Special Assignments and Standing Committees** 8

The Chair will designate appointment to these positions.

1. 8. **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. 9. **Use of Facsimile Signature**

The following resolution should be adopted so the District can utilize check-signing software for 2016.

**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. 10. **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. 11. **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. 12. **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. 13. **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 2016 calendar year.

1. 14. **Board Meeting Schedule for Fiscal Year 2016** 12

Dates and times for Fiscal Year 2016 need to be reviewed and confirmed.

**Recommended Action** Approve meeting dates and times for FY 2016.

1. 15. **LEA Designation 2016**

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 2016.

1. 16. **Policy**

The district's policies need to be recognized in their present form for 2016. The district has engaged MSBA for a full policy manual review.

**Recommended Action**

Authorize approved policies for continuation in 2016.

1. 17. **Board Meetings on Holidays**

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

**Recommended Action**

Approve board meetings on Columbus Day 2016 as presented.

2. RECOGNITION OF VISITORS TO BOARD MEETING

3. CONSIDERATION OF AGENDA AS PRESENTED AND ADDITIONS

4. CONSENT ITEMS

4. 1. Personnel Items 13

**4.1.1 Acceptance of Retirement**

Last Name, First Name , Position, Location, Effective

Brown, Jeanie, Teacher, Special Services, Jackson Elementary School, 12/18/2016

**Recommended Action**

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

**4.1.2 Acceptance of Resignations**

Last Name, First Name , Position, Location, Effective

Kohler, Kelly, Program Support Assistant, Eagle Creek Elementary School,  
12/11/2015

Platisha, Casey, Program Support Assistant, East Junior High School, 12/16/2015

Precht, Trever, Program Support Assistant, West Junior High School, 1/04/2016

Richards, Patricia, Teacher, Parent Education, Central Family Center, 1/14/2016

Steinhoff, Tina, Food Service Worker I, Red Oak Elementary School, 12/18/2015

**Recommended Action**

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

**4.1.3 Approval of Non-Certified Contracts**

Last Name, First Name, Position, Location, Salary, Effective Date

Holm, Amanda, Technology Assistant, District Wide, \$16.53/hr, 12/14/2015

Jerve, Sarah, Program Support Assistant, Central Family Center, \$14.02/hr,  
1/07/2016

Larson, Rachel, Program Support Assistant, Sun Path Elementary School, \$14.02/hr,  
1/04/2016

Malone, Keith, Program Support Assistant, West Junior High School, \$14.02/hr,  
1/04/2016

**Recommended Action**

Approve non-certified contracts as presented.

**4.1.4 Approval of Long Term Substitute Contracts**

Name LTS, Replacing, Position, Location, Approx. Dates, Grade/Step, Approx.Days,  
FTE, Salary

Conrad, Ann, Hitchen, Sara, Teacher, Special Services, Jackson Elementary School,  
11/10/2015 through approx. 6/10/2016, BA Step 3, 138 days, 1.0, \$206.86/day

Niehoff, Amber, Bodilly. Shanna, Teacher, Special Services, Sweeney Elementary  
School, 1/26/2016 through aprox. 4/19/2016, BA Step 3, 55 days, 1.0, \$206.86/day

**Recommended Action**

Approve long term substitute contracts as presented.

**4.1.5 Approval of Unaffiliated Contract**

Last Name, First Name , Position, Location, Effective, Salary

Greeley, Robert, Community Education Director, District Wide, 7/1/2015,  
\$107,466.00

**Recommended Action**

Approve unaffiliated contract as presented.

**4.1.6 Approval of 2015-17 Principal Contract**

A summary of the 2015-17 principal contract is presented for board approval.

**Recommended Action**

Approve the 2015-17 principal contract as presented.

**4.1.7 Pay Equity Implementation Report**

The pay equity implementation report will be presented for approval.

**Recommended Action**

Approve report as presented.

- 4. 2. Approval of minutes of the Board Truth in Taxation Hearing and Business Meeting 17  
on December 14, 2015.
- 4. 3. Consideration of bills and authorization to pay same.
- 4. 4. 2016-17 Shakopee High School, Shakopee East & West Jr. High School and Pearson 20  
6th Grade Center Registration Guides  
**Recommended Action**  
Approve the 2016-17 Shakopee High School, Shakopee East & West Jr. High School  
and Pearson 6th Grade Center Registration Guides as presented.
- 4. 5. Sweeney and Sun Path Elementary Park Lot Expansions Change Order #1 57  
Change Order #1 for Sweeney and Sun Path Elementary Parking Lot Expansions  
with Northwest Asphalt in the amount of \$34,157.93 is presented for approval.  
**Recommended Action**  
Approve change order as presented.
- 4. 6. Acceptance of Gifts 58  
**Recommended Action**  
Accept the donations to the school district as presented.
- 4. 7. Authorization to Initiate Bid Process 59  
**Recommended Action**  
Authorize administration to initiate the Sealed Bid 2016 Vaughan Field  
Stadium/Concessions improvements bid process, including ad for bid, as  
presented.
- 5. OLD BUSINESS DISCUSSION ITEMS
- 6. OLD BUSINESS ACTION ITEMS
- 6. 1. 2015-16 Course Offerings 60  
At the last Board Meeting, the proposed secondary and elementary course  
offerings for the 2015-16 School Year were presented for Board review. Final  
approval will be requested.  
**Recommended Action**  
Approve for course changes for the 2015-16 School Year as presented.

Presenter: Director of Teaching & Learning Nancy Thul  
Time: 5 minutes

7. NEW BUSINESS DISCUSSION

8. NEW BUSINESS ACTION ITEMS

8. 1. Paraprofessional Recognition Week

83

The Board will recognize and thank the School District's paraprofessional staff for their dedication to the students and families of our District. Paraprofessional Recognition Week is January 11-15, 2016.

**Recommended Action**

Recognize and thank the School District's paraprofessional staff as presented.

Presenter: Superintendent Rod Thompson

Time: 5 minutes

8. 2. Special Education Staffing

Due to the number of new Special Education student enrollments and caseload demands, additional staffing is required at Sun Path and Eagle Creek Elementary Schools. An addition of .5FTE at Sun Path and .5FTE Eagle Creek is requested. These FTE's will be paid fully by Federal and 3rd Party MA Billing Funds. No General Funds will be used. This position is through the end of the school year.

**Recommended Action**

Approved a shared 1.0FTE Special Education position for the remainder of the 2015-16 School Year as presented.

Presenter: Director of Special Services Julie Menden

Time: 5 minutes

9. COMMITTEE REPORTS

10. INFORMATION ITEMS

11. OTHER

12. UPCOMING MEETINGS AND IMPORTANT DATES

January 12 & 13, 2016 MSBA Phase I and Phase II Training

January 14, 2016 MSBA Recognition Lunch - Romansky All-State School Board  
Recognition

(a quorum of the Board may be present)

January 14 & 15, 2016 MSBA Leadership Conference

(a quorum of the Board may be present)

January 18, 2016 Board Retreat 8:00-3:30PM (Tentative)

January 25, 2016 Board Learning Session 5:00PM (Tentative)

February 8, 2016 Board Business Meeting 6:00PM (Tentative)

February 22, 2016 Board Learning Session 5:00PM (Tentative)

13. ADJOURNMENT

### 2016 STANDING COMMITTEE ASSIGNMENTS

	RWB	Scott	Mary	Matt	Angela	Shawn	Tony
<b>Executive Committee</b> Chair and Vice Chair							
<b>Bond Oversight Committee</b> (ExComm +1)							
<b>Personnel Committee</b>							
<b>Finance Committee</b>							
<b>Policy Review Committee</b>							

### 2016 LIAISON ASSIGNMENTS

<b>Curriculum Advisory Committee</b>							
<b>Technology Committee</b>							
<b>SouthWest Metro Educational Co-op</b>							
<b>AMSD</b>							
<b>Community Education Advisory Council</b>							
<b>MSHSL</b>							
<b>ECFE</b>							
<b>MSBA</b>							
<b>Shakopee Diversity Alliance</b>							
<b>Shakopee City Council</b>							

AMSD—Assoc of Metropolitan School Districts  
MSHSL---MN State High School League

ECFE—Early Childhood Family Education  
MSBA—MN School Board Association

### REFERENDUM COMMITTEE ASSIGNMENTS

<b>BOC</b>	Reggie, Scott, Shawn
<b>Core</b>	Angela
<b>Inside</b>	Shawn
<b>Outside</b>	Matt, Tony
<b>Perform</b>	Scott, Mary
<b>Partnerships</b>	Reggie, Scott
<b>Communications</b>	Shawn, Mary
<b>Elementary Core</b>	?
<b>Middle Core</b>	?

<b>Transaction Limits:</b>		
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)

<b>Number</b>	<b>Last Name</b>	<b>First Name</b>	<b>Credit Limit</b>	<b>Organization Name</b>
7971	Aho	Neil	\$ 2,000	East Junior High - Custodial
7721	Alovera	Simplicio	2,000	Sun Path Elementary- Custodial
2483	Ames	Jennifer	2,000	District Office - Community Ed
6067	Amundsen	Thom	2,000	Senior High
1365	Anderson	Todd	2,000	Senior High
6994	Anderson	Holly	10,000	District Office - Technology
4311	Balster	Annette	2,000	CFC- Stepping Stones
9019	Bartl-Kortgard	Lorie	2,000	District Office - ECFE/Community Ed
5249	Baumbach	Heather	2,000	East Junior High
2283	Betton	Ray	2,000	Senior High
9332	Bezek	John	10,000	District Office - Superintendent's Office
0567	Blodgett	Michelle	2,000	East Junior High
8975	Blume	Larissa	2,000	West Junior High
3168	Breeggemann	Mark	2,000	West Junior High - Custodial
6162	Burlager	Mike	100,000	District Office - Finance Office
2093	Carpenter	Michele	3,000	District Office - Human Resources
7739	Challans	Lori	2,000	CFC- ECFE
2288	Chial	Naomi	5,000	West Junior High- Office
3093	Christenson	Eric	2,000	Senior High
3912	Colin	Sarah	2,000	West Junior High
2056	Condon	Arine	2,000	Tokata - Secretary
5761	Cox	Edward	2,000	District Office - Curriculum
5470	Currier	Dee Dee	2,000	District Office - Community Ed
3993	Davis	Trey	2,000	Senior High-Activities
9677	Dehne	Tyler	100,000	District Office - Finance Office
2317	Doran	Denise	2,000	District Office - Communications
4261	Dorn	Pam	2,000	CFC- ECFE
9773	Draeger	Lindsey	2,000	Senior High
9522	Dressler	Brenda	5,000	Eagle Creek- Office
3470	Drozd	Bryan	100,000	District Office - Technology
8571	Fahey	Christopher	2,000	West Junior High
5473	Fales	Sally	2,000	West Junior High- Custodial
1248	Fernholz	Jennifer	10,000	District Office - Finance/Bldg & Grds
2894	Finke	Bruce	2,000	West Junior High
6879	Gerold	Dan	2,000	West Junior High
8561	Gregory	Cindy	2,000	District Office - Human Resources
6923	Hammerschmidt	Laurie	5,000	Red Oak Elementary- Office
3480	Hare	Scott	10,000	District Office - Human Resources

1615	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	District Office - Main Office
7561	Hollar	David	2,000	Senior High- Custodial
0370	Hutcheson	Angela	10,000	District Office - Superintendent's Office
3527	Janke	Stephanie	5,000	Senior High - Office
3704	Janke	John	10,000	Senior High-Activities
7584	Jeurissen	Marvin	2,000	CFC - Custodial
7167	Johnson	Alison	2,000	District Office - Curriculum
6123	Karst	Mary	5,000	East Junior High- Office
2860	Koehn	Sarah	10,000	District Office - Superintendent's Office
8649	Koivisto	Josie	10,000	Eagle Creek- Office
4605	Kroenke	Brenda	5,000	District Office - Finance/Special Services
4417	Kusch	Benjamin	10,000	Senior High- Office
6061	Lang	Stuart	10,000	Senior High- Office
9000	Larue	Kelsey	2,000	East Junior High
5268	Latterner	Kim	2,000	CFC- ECFE
9957	Lee	Christopher	10,000	District Office - Technology
8675	Leonard	Patrick	10,000	Sun Path Elementary- Office
0038	Link	Lori	10,000	West Junior High- Office
2856	Lohman	Martin	2,000	East Junior High
3645	Lusignan	Shari	5,000	District Office - Special Services
3152	Lyons	Christopher	2,000	West Junior High
5970	Matuza	Emily	5,000	Sun Path - Office
1876	Mckenzie-Berens	Elaine	5,000	CFC - Office
0559	McNally	Crystal	2,000	District Office - Communications
3539	Menden	Julie	10,000	District Office - Special Services
2878	Meyer	Jacqueline	2,000	CFC- Stepping Stones
9628	Miklausich	James	10,000	East Junior High- Office
1830	Nettesheim	Paul	10,000	Senior High-Office
9111	Oman	John	2,000	East Junior High
5807	Orlowsky	Dave	10,000	District Office - D.A.T.A.
4026	Oxtra	Cristina	2,000	West Junior High - AVID
4969	Perrine	Mitch	10,000	Red Oak Elementary- Office
0879	Petersen	Wendy	5,000	Jackson Elementary- Office
9937	Petricka	David	2,000	Eagle Creek- Custodial
2274	Phillips	Andrea	5,000	Pearson 6th Grade Center- Office
3160	Poff	Erik	2,000	West Junior High
3904	Reuss	Karen	2,000	Senior High
1255	Riga	Allan	2,000	West Junior High- Custodial Grounds
4357	Rislund	Paulette	2,000	District Office - Community Ed
8411	Rolfsrud	Ford	10,000	Red Oak - Office
7804	Ross	Deb	10,000	District Office - Food Service
9055	Savage	Mike	10,000	CFC - Office
7729	Savage	Katherine	2,000	CFC - ECFE
7937	Schleif	Doug	10,000	Jackson Elementary- Office
5506	Schmitt	Marty	2,000	Jackson Elementary- Custodial
0583	Serbus	Eric	10,000	Tokata - Principal
3522	Shoemaker	Cristina	2,000	Senior High-Activities

9880	Smith	Kain	10,000	District Office - Building & Grounds
6827	Solander	Susan	2,000	District Office - Curriculum
0611	Steinhoff	Jenny	5,000	Sweeney Elementary- Office
7538	Stier	Terry	2,000	Red Oak Elementary- Custodial
2309	Thomas	Matthew	2,000	District Office - Communications
1652	Thompson	Rod	50,000	District Office - Superintendent's Office
0486	Thul	Nancy	50,000	District Office - Curriculum
2340	Toufar	Jacob	2,000	East Junior High
4420	Turry	Angela	10,000	Pearson 6th Grade Center- Office
2171	Tyson	Joshua	2,000	Senior High
3182	Vanderveen	Sean	2,000	Pearson 6th Grade Center
4719	Warmka	Colleen	2,000	CFC- ECFE
8491	Wilson	Shawna	2,000	Senior High
3290	Young	Joel	10,000	West Junior High- Office
9083	Zachmann	Karl	2,000	West Junior High
0603	Zahn	Melissa	10,000	Sweeney Elementary- Office
5631	Zellmann	Leon	2,000	Pearson 6th Grade Center- Custodial

## 2016 Shakopee Public Schools Board Meeting Dates

Date	Time	Type of Meeting	Location	
January 11, 2016	6:00PM	Organizational & Board Business Meeting	District Office Board Room, 1200 Town Square	Tentative
January 18, 2016	8:00-3:30PM	Winter Board Retreat	Turtle's Social Centre, 112 Lewis ST S	Tentative
January 25, 2016	6:00PM	Board Business Meeting	District Office Board Room, 1200 Town Square	Tentative
February 8, 2016	6:00PM	Board Business Meeting	District Office Board Room, 1200 Town Square	Tentative
February 22, 2016	5:00PM	Board Learning Session	District Office Board Room, 1200 Town Square	Tentative
March 14, 2016	6:00PM	Board Business Meeting	District Office Board Room, 1200 Town Square	Tentative
March 28, 2016	5:00PM	Board Learning Session	District Office Board Room, 1200 Town Square	Tentative
April 25, 2016	5:00PM	Board Learning Session & Board Business Meeting	District Office Board Room, 1200 Town Square	Tentative
May 9, 2016	6:00PM	Board Business Meeting	District Office Board Room, 1200 Town Square	Tentative
June 13, 2016	6:00PM	Board Business Meeting	District Office Board Room, 1200 Town Square	Tentative
June 27, 2016	5:00PM	Board Learning Session	District Office Board Room, 1200 Town Square	Tentative
July 11, 2016	6:00PM	Board Business Meeting	District Office Board Room, 1200 Town Square	Tentative
July 25, 2016	5:00-9:00PM	Summer Board Retreat	District Office Board Room, 1200 Town Square	Tentative
August 15, 2016	6:00PM	Board Business Meeting	District Office Board Room, 1200 Town Square	Tentative
September 12, 2016	6:00PM	Board Business Meeting	District Office Board Room, 1200 Town Square	Tentative
September 26, 2016	5:00PM	Board Learning Session	District Office Board Room, 1200 Town Square	Tentative
October 10, 2016	6:00PM	Board Business Meeting	District Office Board Room, 1200 Town Square	Tentative
November 14, 2016	6:00PM	Board Business Meeting	District Office Board Room, 1200 Town Square	Tentative
November 28, 2016	5:00PM	Board Learning Session	District Office Board Room, 1200 Town Square	Tentative
December 12, 2016	6:00PM	Board Business Meeting	District Office Board Room, 1200 Town Square	Tentative

\*Other meetings will be added as determined by the School Board

Shakopee Schools

Class Title	# Males	# Females	Class Type	Job Points	Min Salary	Max Salary	# Steps	Yrs Of Serv	Exceptional Pay
Food Service Worker I	2	33	F	53	11.15	15.39	20		
Laundry Aide	0	1	F	53	11.15	16.29	20		
Food Service Worker II	0	18	F	68	12.49	17.28	20		
Vision/Hearing Screener	0	1	F	68	12.58	16.14	20		
Central Duplicating Clerk	0	2	F	83	13.86	18.48	20		
Office Assistant I	0	10	F	83	13.86	20.58	20		
Program Support Assistant	15	178	F	83	14.02	18.83	20		
Security Attendant	1	2	B	83	14.02	18.83	20		
Special Ed Secretary	0	8	F	83	14.02	18.83	20		
Attendance Secretary	0	3	F	98	15.89	23.90	20		
Bilingual Program Support	0	1	F	98	15.95	24.44	20		
Buildings Grounds Custodian	2	0	M	98	15.77	21.62	15		
Custodian	26	3	M	98	15.77	21.62	15		
Custodian/Mail/Food Service	1	0	M	98	15.77	21.62	15		
Food Service Clerk	0	1	F	98	16.41	24.20	20		
Office Assistant I	0	1	F	98	13.86	20.58	20		
Office Assistant II	0	2	F	98	15.89	23.90	20		
Office Assistant III	0	1	F	98	16.41	24.20	20		
Program Assistant I	1	5	F	98	15.95	24.44	20		
Activities Assistant	0	1	F	113	16.41	24.20	20		
Central Duplicating Supervisor	0	1	F	113	16.41	24.20	20		
Comm Ed Secretary II	0	2	F	113	16.41	24.20	20		
Lead District PSA Mentor	0	1	F	113	16.53	24.72	20		
Secretary, Registrar	0	2	F	113	16.41	24.20	20		
Technology Assistant	4	6	B	113	16.53	24.72	20		
Accounting Specialist	1	0	M	128	21.63	26.44		0	
Accounts Payable Secretary	0	1	F	128	17.28	25.11	20		
Cook Manager	0	9	F	128	17.85	23.39	20		
Cultural Liaison	2	5	F	128	17.00	22.48	15		
Health Assistant	0	11	F	128	17.82	23.36	15		
Office Assistant III	0	2	F	128	16.41	24.20	20		
Administrative Assistant	0	14	F	143	17.58	25.11	20		
Head Custodian	9	1	M	143	17.58	23.83	15		
Office Assistant III	0	1	F	143	16.41	24.20	20		
Payroll Specialist	0	1	F	143	17.58	25.11	20		
Administrative Assistant II	0	1	F	153	21.63	26.44		6	
Benefits Specialist	0	1	F	153	24.04	28.85		0	
Executive Assistant	0	1	F	153	28.85	33.65		18	

Shakopee Schools

Class Title	# Males	# Females	Class Type	Job Points	Min Salary	Max Salary	# Steps	Yrs Of Serv	Exceptional Pay
Human Resources Generalist	0	2	F	153	24.04	28.85		2	
Program Coordinator	0	4	F	153	24.04	29.22		22	
Special Ed Accountant	0	1	F	153	25.48	25.48	1		
Screening Nurse	0	3	F	153	20.00	25.00	2		
Accountant	1	0	M	158	28.85	33.65		2	
Communications Coordinator	0	2	F	158	34.09	39.77		3	
Tech Support Specialist	5	2	B	158	31.25	38.46		28	
Food Service Manager	0	1	F	173	36.06	40.87		14	
Building/ Grounds Manager	1	0	M	193	36.06	40.87		6	
Assistant Activities Director	1	0	M	203	24.04	28.85		3	
Integration Specialist	1	2	B	203	34.09	39.77		10	
ECFE Teacher	0	11		203	23.78	42.16	16		
Teacher	140	427	F	203	25.86	57.83	24		Longevity
Teacher on Special Assignment	0	10	F	203	25.86	57.83	24		
Teaching & Learning Coordinator	1	0	M	203	25.86	57.83	24		
Lead Teacher	1	0	M	203	25.86	57.83	24		
Dean of Students	1	1	B	208	25.86	57.83	24		
Guidance Counselor	1	6	F	208	25.86	57.83	24		
Guidance Counselor-Dean	1	0	M	208	25.86	57.83	24		
Occupational Therapist	0	4	F	213	25.86	57.83	24		
Physical Therapist	0	2	F	213	25.86	57.83	24		
School Nurse	0	7	F	213	25.86	57.83	24		
School Social Worker	0	10	F	213	25.86	57.83	24		Longevity
Speech/Language Pathologist	0	20	F	213	25.86	57.83	24		Longevity
School Psychologist	1	6	F	218	25.86	57.83	24		
Assistant Principal Elementary	4	1	M	223	45.73	51.07	15		
Communications Supervisor	0	1	F	223	38.46	45.67		1	
Integration Supervisor	1	0	M	223	48.30	53.98		1	
Teaching and Learning Supervisor	1	1	B	223	46.10	53.98		2	
Technology Manager	1	0	M	223	36.06	40.87		2	
Assistant Principal Junior High	4	1	M	233	49.61	53.82	15		
Community Ed Director	1	0	M	233	50.48	55.29		23	
Special Education Supervisor	0	3	F	233	48.08	52.88		8	
Assistant Principal Senior High	3	0	M	238	50.43	54.64	15		
Data/Assessment Director	1	0	M	258	60.10	67.31	15	6	
Finance Director	1	0	M	258	60.10	67.31		15	
Human Resource Director	1	0	M	258	60.10	67.31		4	
Instructional Technology Director	1	0	M	258	60.10	67.31		0	

Shakopee Schools

<b>Class Title</b>	<b># Males</b>	<b># Females</b>	<b>Class Type</b>	<b>Job Points</b>	<b>Min Salary</b>	<b>Max Salary</b>	<b># Steps</b>	<b>Yrs Of Serv</b>	<b>Exceptional Pay</b>
Special Services Director	0	1	F	258	60.10	67.31		14	
Teaching and Learning Director	0	1	F	268	60.10	67.31		3	
Elementary Principal	4	2	B	278	53.08	57.29	15		
Junior High/Sixth Grade Principal	2	2	B	293	55.11	59.32	15		
High School Principal	1	0	M	303	58.65	62.86	15		
Assistant Superintendent	1	0	M	308	64.90	72.12		4	
Superintendent	1	0	M	318	84.53	84.53		4	

## **Human Resources Board Information for January 11, 2016**

- 1. Principal Contract for July 1, 2015 to June 30, 2017:** The principal's contract includes a 3% increase for 2015-16 and a 3% increase for 2016-17. In addition, longevity steps were added at step 10 and 15. The total increase over the term of this contract is 7.12%. This settlement would get the district closer to average in most of the comparable districts. This settlement has been reviewed by the School Board Personnel Committee with their recommendation.
- 2. Community Education Director Contract:** Bob Greeley would receive a 4% increase which places him in the established range of \$105,000 to \$115,000. Bob's salary would be \$107,466. There are other changes to his contract. This has been reviewed with the personnel committee and they approve.
- 3. Pay Equity Implementation Report:** Every three years, the district is required to complete the Pay Equity Report which must be approved by the School Board. As a note, we are in the process of reviewing all positions in the district, revising job descriptions, and completing banding and grading across all positions. This pay equity report is based on the current system and not the updated banding and grading as we are still meeting with different employee groups to complete the process.

# 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 14, 2015, beginning at 6:00 PM in the Shakopee Public Schools District Office, 1200 Town Square, Shakopee, MN 55379.

1. 6:00PM CALL TO ORDER AND ROLL CALL - TRUTH IN TAXATION HEARING - CHAIR BOWERMAN.

PRESENT: Hallett, McKeand, Pass, Romansky, Swanson, Tucker and Bowerman

ABSENT: None

2. ADJOURNMENT OF HEARING.

At 7:12PM, Hallett/Romansky moved to adjourn as presented; motion passed unanimously.

3. At 7:34PM - CALL TO ORDER AND ROLL CALL - BOARD BUSINESS MEETING - CHAIR BOWERMAN.

PRESENT: Hallett, McKeand, Pass, Romansky, Swanson, Tucker and Bowerman

ABSENT: None

Hallett/McKeand moved to approve the agenda as presented with 10.1 Update from Excellence with Equity Team postponed to a future meeting as presented; motion passed unanimously.

4. WE ARE SHAKOPEE SCHOOLS - GOOD NEWS ITEMS.

5. RECOGNITION OF VISITORS TO BOARD MEETING.

Citizens Matt Rudi and Tim Johnson spoke to the Board regarding standardized grading. Administration will respond to the visitors per direction of the Board.

6. CONSIDERATION OF AGENDA AS PRESENTED AND ADDITIONS.

7. CONSENT ITEMS

Swanson/McKeand moved to approve the Consent Agenda as presented; motion passed unanimously.

7. 1. Personnel Items

### 7.1.1 Acceptance of Resignations

Last Name, First Name, Position, Location, Effective Date

Boyles, Kris, Program Support Assistant, Sun Path Elementary School, 11/19/2015

Case, Anna, Program Support Assistant, Eagle Creek Elementary School, 11/27/2015

Dahlen, Nicholas, Teacher, Math, Pearson 6th Grade Center, 12/02/2015

Dellwo, Claire, Program Support Assistant, West Junior High School, 11/12/2015

Gray, Janelle, Food Service Worker, High School, 11/15/2015

Gunderson, Joan, Licensed School Nurse, High School, 1/03/2016

Lucas, Christina, Program Support Assistant, Central Family Center, 12/04/2015

Newgard, Joyanne, Program Support Assistant, Jackson Elementary School, 11/12/2015

Wiessner, Blake, Technology Support Assistant, District Office, 1/4/2016

## **Recommended Action**

Accepted the resignations as presented and thanked them for their service to the district.

### **7.1.2 Approval of Certified Contracts for the 2015-16 School Year**

Last Name, First Name, Position, Location, Grade, Step, FTE, Effective, Salary Annual  
Richards, Patricia, Teacher, ECFE, Central Family Center, BA + 10, 15, .50, 11/12/2015, \$30.41/hr  
Kuepker, Jill, Teacher, Special Services, High School, Ed Specialist, 10, .60, 11/18/2015, \$27,239.89  
(prorated)  
Wong, Kara, Teacher, Speech Language Pathologist, High School, BA, 9, 1.0, 11/18/2015,  
\$36,250.67 (prorated)

## **Recommended Action**

Approved certified contracts for the 2015-16 school year as presented.

### **7.1.3 Approval of Non-Certified Contracts**

Last Name, First Name, Position, Location, Salary, Effective  
Messner, Susan, Program Support Assistant, Sun Path Elementary School, \$14.02, 11/16/2015  
Montgomery, Amber, Program Support Assistant, Sweeney Elementary School, \$14.02, 11/30/2015  
Patterson, Amy, Program Support Assistant, Sun Path Elementary School, \$14.02, 12/3/2015  
Russo, Ruth, Food Service, West Junior High School, \$11.15, 11/10/2015  
Sames, Corrine, Program Support Assistant, High School, \$15.95, 11/30/2015  
Thomas, Beatrice, Program Support Assistant, Central Family Center, \$14.02, 11/18/2015

## **Recommended Action**

Approved non-certified contracts as presented.

### **7.1.4 Approval of Long Term Substitute Contracts**

Name LTS, Replacing, Position, Location, Approx. Dates, Grade/Step, Approx. Days, FTE, Salary  
Krieg, Caitlin, Hoeschen, JoAnn, Teacher, Special Services, East Junior High School, 11/18/2015  
through approx. 01/04/2016, BA Step 3, 42, 1.0, \$206.88/day  
Stock, Jonathan, Klick, Rachel, Teacher, Biology, High School, 11/02/2015 through approx.  
12/18/2015, BA Step 3, 34, 1.0, \$206.88/day  
Rodstein, Abigayle, Adams, Dawn, Teacher, Science, East Junior High School, 1/04/2016  
through approx. 3/25/2016, BA Step 3, 60, 1.0, \$206.83/day  
Sovine, Robin, Saine, Betsy, Teacher, Special Services, Pearson 6th Grade Center, 12/01/2015  
through approx. 3/04/2016, Ed Specialist Step 6, 60, .80, \$250.78/day

## **Recommended Action**

Approved long term substitute contracts as presented.

7. 2. Approved the minutes of the Board Business Meeting held on November 9, 2015 and the Board Learning Session held November 23, 2015.

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

7. 4. Approved the wires report.

7. 5. Approval of 2016 School Resource Officer Agreement

## **Recommended Action**

Approved the 2016 SRO Agreement as presented.

7. 6. Acceptance of Gifts

## **Recommended Action**

Accepted the gifts to the district as presented and thank them for their support of the Shakopee Public Schools.

## 8. OLD BUSINESS DISCUSSION ITEMS

### 8. 1. 2016-17 Course and Program Proposals

The Teaching and Learning department presented the course and program proposals for the upcoming 2016-17 school year. The presentation included a brief overview with most of the time reserved for Q & A. This was a first reading with final approval of course and program changes being requested at the January 11th School Board meeting.

## 9. OLD BUSINESS ACTION ITEMS

### 9. 1. Approval of 2015 Payable 2016 Levy

Following the Truth in Taxation Hearing, Finance Director Mike Burlager presented the 2015 Payable 2016 Levy for approval. Total Levy - \$32,554,295.68

#### **Recommended Action**

Romansky/Swanson moved to certify the 2015 Payable 2016 Levy as presented; motion passed unanimously.

### 9. 2. Acceptance of 2014-15 Audit

The 2014-15 audit was presented for final acceptance.

#### **Recommended Action**

McKeand/Tucker moved to accept the Fiscal Year 2014-15 audit as presented; motion passed unanimously.

## 10. NEW BUSINESS DISCUSSION ITEMS

## 11. NEW BUSINESS ACTION ITEMS

## 12. OTHER

## 13. COMMITTEE REPORTS

The Board accepted an Early Childhood Committee report from Tucker.

## 14. UPCOMING MEETINGS AND IMPORTANT DATES

January 11, 2016 Board ReOrganizational and Business Meeting 6:00PM

January 12 & 13, 2016 MSBA Phase I and Phase II Training

January 14, 2016 MSBA Recognition Lunch - Romansky All-State School Board Recognition  
(a quorum of the Board may be present)

January 14 & 15, 2016 MSBA Leadership Conference  
(a quorum of the Board may be present)

January 18, 2016 Board Retreat 8:00-3:30PM (Tentative)

January 25, 2016 Board Learning Session 5:00PM (Tentative)

February 8, 2016 Board Business Meeting 6:00PM (Tentative)

February 22, 2016 Board Learning Session 5:00PM (Tentative)

## 15. ADJOURNMENT

At 8:29PM, Hallett/Pass moved to adjourn as presented; motion passed unanimously.

# SHAKOPEE PUBLIC SCHOOLS

**PEARSON** 6<sup>th</sup> GRADE CENTER  
**EAST** JUNIOR HIGH SCHOOL  
**WEST** JUNIOR HIGH SCHOOL

---

## Registration Guide 2016-2017



---

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

*Pearson 6GC, East Junior High, & West Junior High*  
**TABLE OF CONTENTS**  
**2016-2017 Registration Guide**

**GENERAL INFORMATION**

Message to Parents	
Credit Requirements.....	4
Advanced Courses.....	6

**COURSE DESCRIPTIONS BY ACADEMIC DEPARTMENTS**

<b><i>REQUIRED COURSES</i></b> .....	<b>8</b>
English .....	8
Health & Physical Education .....	11
Mathematics .....	13
Science .....	17
Social Studies .....	19
<b><i>GLOBAL ELECTIVE COURSES</i></b> .....	<b>21</b>
<b><i>AREAS OF INTEREST &amp; ELECTIVE COURSES</i></b> .....	<b>24</b>
Art & Communication .....	25
Business & Entrepreneurship .....	29
Engineering & Manufacturing .....	30
Health Sciences .....	32
Human Services .....	33
Science & Technology .....	34
<b><i>ALTERNATIVE PROGRAMMING</i></b> .....	<b>35</b>

# 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 2016-2017 school year. In addition to the course descriptions offered here, your counselors, teachers and parents will have 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, students 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 students who meet qualifying criteria can take advance courses in math, language arts and science.

The middle school 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 middle school year. 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 6<sup>th</sup> GRADE CENTER**

Principal | *Angela Turry*  
Asst. Principal | *Adam Dittberner*

**Phone | (952) 496-5862**

**EAST JUNIOR HIGH SCHOOL**

Principal | *Jim Miklausich*  
Asst. Principals | *Matt Headrick*  
Asst. Principals | *Mandy Hainline*  
Counselor | *Kelsey LaRue (7-8)*  
Counselor | *Tracy Buettner (9)*

**Phone | (952) 496-5702**

**WEST JUNIOR HIGH SCHOOL**

Principal | *Lori Link*  
Asst. Principals | *Kevin Bjerken*  
Asst. Principals | *Joel Young*  
Counselor | *Erin Richter (7-8)*  
Counselor | *Amy Gerster (9)*

**Phone | (952) 496-5752**

# CREDIT REQUIREMENTS

## SUMMARY OF PEARSON 6<sup>th</sup> 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.

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

**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 classes.

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. Students 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

<b>GRADE 7</b>			
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	
6	Elective (semester)		Elective (semester)
7	Physical Ed. (semester)		Elective (semester)

<b>GRADE 7</b>			
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	
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

<b>GRADE 8</b>		
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)

<b>GRADE 8</b>		
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

The Shakopee school district 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.

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

## **IDENTIFICATION | Common Identification Criteria (District-wide)**

Identification criteria for each District Honors or Accelerated Sequence within a Discipline

- **Honors / Acceleration Sequence** | To be identified for Honors or Accelerated courses, students average scores on MAP and MCA data over the previous two years must be at or above the 85<sup>th</sup> percentile, or other comparable test data.
- **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 90<sup>th</sup> 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 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 an 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 and 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

### STUDENT PATHWAYS THROUGH THE ENGLISH CURRICULUM

GRADE	REGULAR	HONORS	ACCELERATED
6	Reading & Language Arts 6		Accelerated Reading LA 6
7	English 7	Honors English 7	
8	English 8	Honors English 8	

### 6<sup>TH</sup> GRADE ENGLISH LANGUAGE ARTS REQUIREMENT OPTIONS

#### LANGUAGE ARTS 6

Grade: 6  
Credits: 2 Credits - Required  
Schedule: Full-Year

The sixth grade language arts curriculum consists of word study and various modes of writing. 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 argumentative, 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 Credits - Required  
Schedule: Full-Year

The sixth grade reading course places an emphasis on the development of reading comprehension skills, interaction with literature, and the development of rich vocabulary. Students are involved in literature circles, reading workshop, read-alouds and independent reading. Reading units are based on reading strategies and are aligned with the MN state standards to prepare 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.

## **ACCELERATED READING AND LANGUAGE ARTS 6**

Grade: 6  
Credits: 4 Credits - Required  
Schedule: Full-Year (2 Periods)  
Eligibility: Placement based on District identification criteria

The Accelerated English 6 is the first of a two course (grades 6 & 7) accelerated Language Arts sequence. This course will compact and address critical 6th and 7th grade standards in one year. Accelerated students will work at a rigorous pace with complex texts in a variety of fictional genres, including modern & classic poetry, biographies & autobiographies, and classic novels. A heavy emphasis will also be placed on the critical analysis of nonfiction texts. Additionally, students will be expected to demonstrate high-level critical thinking of both fiction and nonfiction through writing.

---

## **7<sup>TH</sup> GRADE ENGLISH LANGUAGE ARTS REQUIREMENT OPTIONS**

### **ENGLISH 7**

Grade: 7  
Credits: 2 Credits - Required  
Schedule: Full-Year

The English 7 course is a comprehensive study of literature, writing, and speaking/listening skills. Students will have the opportunity to learn through group activity as well as individual expression, thus providing experience in self-motivation, problem solving, and group responsibility.

### **HONORS ENGLISH 7**

Grade: 7  
Credits: 2 Credits - Required  
Eligibility: Placement based on District identification criteria  
Schedule: Full-Year

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. Students will also be required to read novels outside the regular class content.

---

## **8<sup>TH</sup> GRADE ENGLISH LANGUAGE ARTS REQUIREMENT OPTIONS**

### **ENGLISH 8**

Grade: 8  
Credits: 2 Credits - Required  
Schedule: Full-Year

The English 8 course is designed to include the Language Arts core requirement for 8<sup>th</sup> grade. Literature, grammar, punctuation, writing, and speaking/listening skills will be studied throughout this course.

### **HONORS ENGLISH 8**

Grade: 8  
Credits: 2 Credits - Required  
Eligibility: Placement based on District identification criteria  
Schedule: Full-Year

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.

# COURSE DESCRIPTIONS | **REQUIRED COURSES**

## HEALTH & PHYSICAL EDUCATION

### 6<sup>TH</sup> GRADE HEALTH & PHYSICAL EDUCATION REQUIREMENT OPTIONS

#### **HEALTH 6**

Grade: 6  
Credits: ½ Credit - 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 Credit - Required  
Schedule: One semester

Sixth grade physical education includes fitness concepts for life, plus opportunities to participate in individual and team sports.

---

### 7<sup>TH</sup> GRADE HEALTH & PHYSICAL EDUCATION REQUIREMENT OPTIONS

#### **HEALTH 7**

Grade: 7  
Credits: ½ Credit - 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. Students will learn good nutrition practices as they relate to overall body wellness and how it relates to self-image.

#### **PHYSICAL EDUCATION 7**

Grade: 7  
Credits: 1 Credit - 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.

---

## **8<sup>TH</sup> GRADE HEALTH & PHYSICAL EDUCATION REQUIREMENT OPTIONS**

### **PHYSICAL EDUCATION 8**

Grade: 8  
Credits: 1 Credit - 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

### STUDENT PATHWAYS THROUGH THE MATHEMATICS CURRICULUM

GRADE	REGULAR	ACCELERATED	TWICE-ACCELERATED
<b>6</b>	Math 6	Pre-Algebra	Algebra 1
<b>7</b>	Pre-Algebra	Algebra 1	Geometry
<b>8</b>	Algebra 1	Geometry	Accelerated Algebra 2

### 6<sup>TH</sup> GRADE MATHEMATICS REQUIREMENT OPTIONS

#### **MATH 6**

Grade: 6  
Credits: 2 Credits - Required  
Pre-requisite: None  
Schedule: Full-Year

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 Credits - Required  
Eligibility: Placement based on District identification criteria  
Schedule: Full-Year

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 Credits - Required  
Eligibility: Placement based on District identification criteria  
Pre-requisite: Testing out of 6th Grade Pre-Algebra  
Schedule: Full-Year

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.

---

## **7<sup>TH</sup> GRADE MATHEMATICS REQUIREMENT OPTIONS**

### **PRE-ALGEBRA**

Grade: 7  
Credits: 2 Credits - Required  
Pre-requisite: Math 6  
Schedule: Full-Year

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 Credits - Required  
Eligibility: Placement based on District identification criteria  
Pre-requisite: Pre-Algebra  
Schedule: Full-Year

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.

### **GEOMETRY (TWICE ACCELERATED)**

Grade: 7 (these classes will have a mix of twice accelerated 7<sup>th</sup> graders and accelerated 8<sup>th</sup> graders)  
Credits: 2 Credits - 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.)  
Eligibility: Placement based on District identification criteria  
Pre-requisite: Algebra I  
Schedule: Full-Year

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.

---

## **8<sup>TH</sup> GRADE MATHEMATICS REQUIREMENT OPTIONS**

### **ALGEBRA I**

Grade: 8  
Credits: 2 Credits - Required  
Pre-requisite: Pre-Algebra  
Schedule: Full-Year  
Fee: None

Students will learn the traditional topics of a Linear Algebra course along with real-world application, meaningful projects and integration of technology.

### **GEOMETRY (ACCELERATED)**

Grade: 8  
Credits: 2 Credits - 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.)  
Eligibility: Placement based on District identification criteria  
Pre-requisite: Algebra I  
Schedule: Full-Year  
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.

**ACCELERATED ALGEBRA 2 (TWICE ACCELERATED)**

- Grades: 8 (Students may be bused to the high school for this course.)  
Credits: 2 Credits - 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.)  
Eligibility: Placement based on District identification criteria  
Prerequisite: Geometry  
Schedule: Full-Year

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

### STUDENT PATHWAYS THROUGH THE SCIENCE CURRICULUM

GRADE	REGULAR	HONORS	ACCELERATED
6	Physical Science 6		Accelerated Physical Science 6
7	Life Science		
8	Earth Science	Honors Earth Science	

### 6<sup>TH</sup> GRADE SCIENCE REQUIREMENT OPTIONS

#### **PHYSICAL SCIENCE 6**

Grade: 6  
 Credits: 2 Credits - Required  
 Schedule: Full-Year

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.

#### **ACCELERATED PHYSICAL SCIENCE 6**

Grade: 6  
 Credits: 2 Credits - Required  
 Eligibility: Placement based on District identification criteria  
 Schedule: Full-Year

This course is designed to introduce students to chemistry, physics, and engineering. Throughout the year students will conduct investigations, write lab reports, read science related articles, and utilize the scientific method and the engineering design process in order to solve problems. This course will cover topics of the regular 6th grade curriculum, but incorporate high school standards.

## **7<sup>TH</sup> GRADE SCIENCE REQUIREMENT OPTIONS**

### **LIFE SCIENCE**

Grade: 7  
Credits: 2 Credits - Required  
Schedule: Full-Year

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.

---

## **8<sup>TH</sup> GRADE SCIENCE REQUIREMENT OPTIONS**

### **EARTH SCIENCE**

Grade: 8  
Credits: 2 Credits - Required  
Schedule: Full-Year

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 Credits - Required  
Eligibility: Placement based on District identification criteria  
Schedule: Full-Year

This course is designed for students who enjoy studying science. 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**

### STUDENT PATHWAYS THROUGH THE SOCIAL STUDIES CURRICULUM

GRADE	REGULAR
<b>6</b>	Minnesota Studies
<b>7</b>	U.S. Studies
<b>8</b>	Global Studies

---

### **6<sup>TH</sup> GRADE SOCIAL STUDIES REQUIREMENT**

#### **MINNESOTA STUDIES**

Grade: 6  
Credit: 2 Credits - Required  
Schedule: Full-Year

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 U.S. 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.

---

### **7<sup>TH</sup> GRADE SOCIAL STUDIES REQUIREMENT**

#### **U.S. STUDIES**

Grade: 7  
Credit: 2 Credits - Required  
Schedule: Full-Year

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.

---

## **8<sup>TH</sup> GRADE SOCIAL STUDIES REQUIREMENT**

### **GLOBAL STUDIES**

Grade: 8  
Credit: 2 Credits - Required  
Schedule: Full-year

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.

# COURSE DESCRIPTIONS | GLOBAL ELECTIVES

## World Language

*For students looking ahead to a 4-year college, the minimum entrance requirement is often two years of the same language with some postsecondary institutions requiring up to four.*

### **GERMAN 1**

Grade: 7, 8

Credits: 2 Credits - 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: Full-Year

This course introduces students to the German language, its structure, pronunciation, and the cultures of Germany, Switzerland, and Austria. We will learn various 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.

### **GERMAN 2**

Grade: 8

Credits: 2 Credits - 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.)

Prerequisite: German 1 or by placement test

Schedule: Full-Year

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.

## **SPANISH 1**

Grade: 7, 8

Credits: 2 Credits - 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: Full-Year

Designed exclusively for students with no prior exposure to Spanish, Spanish I focuses on the four basic skills: listening, speaking, reading, and writing. Relevant aspects of Hispanic culture are introduced. In addition, students watch movies, listen to cultural music, and play games that will add to the learning experience. Upon completion of this course, students will be able to express basic information about themselves. 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 into high school.

## **SPANISH 2**

Grade: 8

Credits: 2 Credits - 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: Full-Year

Prerequisite: Spanish I or by placement test

Designed for students who have successfully completed Spanish I, Spanish II focuses on the progressive development of the four basic skills: listening, speaking, reading, and writing. The class focuses on the mastery of basic grammatical structures and extending vocabulary. Students explore the culture and language through projects, movies, music, and games. It is recommended students take this course the year following Spanish I.

## **SPANISH FOR SPANISH SPEAKERS 1**

Grade: 7, 8

Credits: 2 Credits - 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 who speak Spanish at home as a primary or secondary language. Students should be conversational in Spanish, but not necessarily able to read and write.

Schedule: Full-Year

This course is designed for students that speak Spanish conversationally or fluently and want to improve their Spanish skills. The class will be taught exclusively in Spanish, but it is not assumed that students know academic Spanish; academic vocabulary will be taught. The emphasis will be placed on developing reading, writing, spelling, and grammar. The objective is to support the student with their linguistic skills and provide them with the necessary academic skills to use written and spoken language in a more sophisticated way, both in Spanish and by transferring these skills to English. The class will include literature from Spanish speaking countries, cultural analysis and activities to define and understand how cultures intersect.

Este curso ha sido diseñado para el estudiante que habla español y quiere mejorar sus habilidades lingüísticas. La clase será impartida estrictamente en español, pero no se supone que los alumnos entienden español académico. El énfasis será puesto en el desarrollo de las habilidades en la lectura, la redacción, la ortografía, 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 sobre culturas hispanas por análisis cultural y un estudio de cómo y cuándo cruzan con otras culturas.

## **SPANISH FOR SPANISH SPEAKERS 2**

Grade: 7, 8

Credits: 2 Credits - 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: Spanish for Spanish Speakers 1 or by placement test

Schedule: Full-Year

This course is designed for the student who speaks Spanish conversationally or fluently, and wants to improve their linguistic skills. The class will be taught strictly in Spanish, but it will include instruction of academic vocabulary. The emphasis will be placed on building on skills in reading, writing composition, grammar, and will present more complex literature. The objective of this course is to support students in developing the academic skills necessary to use more sophisticated language in both reading and speaking. The class will also build on a study of Hispanic culture, with an emphasis on analysis of the historical forces that influence the development of Hispanic countries and cultures, and the implications on today's culture.

Este curso ha sido diseñado por el estudiante que habla español y quiere mejorar sus habilidades lingüísticas. La clase será impartida estrictamente en español, pero va a incluir enseñanza de vocabulario y español académico. El énfasis será puesto en el mejoramiento de las habilidades necesarias para manejar el lenguaje más complejo y sofisticado en el discurso escrito y oral. La clase también aumentará el estudio de la cultura hispana, con análisis profundo de las fuerzas históricas que han desarrollado la cultura y los países hispanos y las implicaciones en la cultura de hoy.

# 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 6<sup>th</sup> and 7<sup>th</sup> grade years. Along with their required classes, students will then have choices during their 7<sup>th</sup> and 8<sup>th</sup> 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**

- Arts Production & Management
- Design
- Mass Communication
- Musical Arts
- Theatre Arts
- Visual Arts

### **Business & Entrepreneurship**

- Business Management
- Entrepreneurship
- Finance
- Hospitality, Entertainment, Tourism
- Marketing & Sales

### **Engineering & Manufacturing**

- Architecture, Construction, and Civil Engineering
- Manufacturing, Fabrication, Chemical and Mechanical Engineering
- Robotics, Automation, Mechanical and Electrical Engineering
- Transportation and Aerospace Engineering

### **Health Sciences**

- Biomedical Science
- Exercise Science
- Health and Wellness
- Healthcare

### **Human Services**

- Education and Training
- Law and Legal
- Public Service and Administration
- Social & Mental Health Services

### **Science & Technology**

- Applied Science and Technology
- Computer Science
- Human and Natural Resource Management
- Investigative Science and Mathematics

# COURSE DESCRIPTIONS | AREAS OF INTEREST

## ARTS & COMMUNICATION

### 6<sup>TH</sup> GRADE REQUIRED GATEWAY COURSE

#### GATEWAY TO ARTS AND COMMUNICATION: HEROES

Grade: 6  
Credits: ½ Credit - Required  
Schedule: One 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.

### 6<sup>TH</sup> 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 7<sup>th</sup> and 8<sup>th</sup> Grade).*

#### **BAND**

Grade: 6  
Credits: 1 Credit - Required (or Music Production or Choir)  
Pre-requisite: Previous band experience  
Schedule: Full-Year - every other day

This class is open to all 6th grade students who are interested in a band experience. 6<sup>th</sup> 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 have PE on 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 Credit – Required (or Music Production or Band)  
Schedule: Full-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 have PE 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 ensure 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 Credit - Required (6<sup>th</sup> grade only, if not in Band or Choir)  
Schedule: Full-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 7<sup>th</sup> or 8<sup>th</sup> grade.*

## **7<sup>TH</sup> AND 8<sup>TH</sup> GRADE ELECTIVE OPTIONS**

### **BAND**

Grade: 7, 8  
Credits: 1 Credit - Elective  
Pre-requisite: Previous band experience  
Schedule: Full-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, grading and discipline procedures can be found in the Band Handbook online. 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 Credit - Elective  
Schedule: Full-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. Seventh grade students are grouped with both genders in each class. Eighth grade students are placed in gender specific choirs, allowing for more individual attention and differentiated instruction as voice changes occur. 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 Credit - 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.

### **DIGITAL STORYTELLING**

Grade: 7, 8  
Credits: 1 Credit - Elective  
Schedule: One semester

Do you tweet fifty times a day? Are you all over Instagram? Do you aspire to be a YouTube celebrity? Learn how to use your desire to tell stories and stay connected In Digital Storytelling, students with an interest in telling stories about their world and their school will learn how to move beyond social media and create publications in print, digital, and video formats. Make your voice be heard!

### **DRAW, PAINT, AND PRINT IT!**

Grade: 7, 8  
Credits: 1 Credit - 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 Credit - Elective  
Schedule: One semester

In this class, students can expect to get "hands-on" experience with some of the latest technology, while learning how the technology 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 gain some knowledge of recording techniques and 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 Credit - Elective  
Schedule: One semester  
Fee: Materials fee will apply

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.

### **SCULPT IT!**

Grade: 7, 8  
Credits: 1 Credit - 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.

# COURSE DESCRIPTIONS | AREAS of INTEREST

## BUSINESS & ENTREPRENEURSHIP

### 7<sup>TH</sup> GRADE REQUIRED GATEWAY COURSE

#### GATEWAY TO BUSINESS AND ENTREPRENEURSHIP: THINK TANK

Grade: 7  
Credits: ½ Credit - 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.

---

### 7<sup>TH</sup> AND 8<sup>TH</sup> GRADE ELECTIVE COURSES

#### INNOVATION LAB

Grade: 7, 8  
Credits: 1 Credit - Elective  
Schedule: One semester  
Fee: Materials fee will apply

In this class, students will come up with a problem they will need to solve by designing a product and creating a business plan using the design process. In addition to designing a product, students will work on company branding using logo design, package design, and advertisement. Many aspects of being an entrepreneur will be addressed. If you are interested in starting your own business one day, this is the class for you!

#### MONEY DOESN'T GROW ON TREES

Grade: 7,8  
Credits: 1 Credit - Elective  
Schedule: 1 semester

Life would be so much easier if money did indeed 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.

#### TEEN CHEF

Grade: 7, 8  
Credits: 1 Credit - 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

## ENGINEERING & MANUFACTURING

### 7<sup>TH</sup> GRADE REQUIRED GATEWAY COURSE

#### **GATEWAY TO ENGINEERING AND MANUFACTURING: TEEN ENGINEER**

Grade: 7  
Credits: ½ Credit - 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 learn skills using computer aided drafting, 3D printers, laser engraver/cutters, woodworking hand and power tools. Projects created in class that can be taken home include a wooden keep-sake box, catapult, personal name tag, and a selection of 3D printer projects.

### 7<sup>TH</sup> AND 8<sup>TH</sup> GRADE ELECTIVE COURSES

#### **GTT: ARCHITECTURE (PLTW)**

Grades: 7, 8  
Credits: 1 Credit - 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, 3D drafting, and construction materials and techniques through building a scale model of their home.

#### **GTT: DESIGN AND MANUFACTURING (PLTW)**

Grades: 7, 8  
Credits: 1 Credit - 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 mechanical arm, iPad stand, laser cut clock, and a student designed 3D printer project. Students will then manufacture their designs using high-tech (3D printers, laser cutters) and traditional manufacturing techniques.

**GTT: ROBOTICS (PLTW)**

Grades: 7, 8

Credits: 1 Credit - 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.

# COURSE DESCRIPTIONS | AREAS OF INTEREST

## HEALTH SCIENCES

### 7<sup>TH</sup> GRADE REQUIRED GATEWAY COURSE

#### **GATEWAY TO HEALTH SCIENCES: SNACK ATTACK**

Grade: 7  
Credits: ½ Credit - 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.

---

### 7<sup>TH</sup> AND 8<sup>TH</sup> GRADE ELECTIVE COURSES

#### **2 FIT 2 QUIT**

Grade: 7, 8  
Credits: 1 Credit - 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 LeBron James 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 Credit - 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!

#### **GTT: MEDICAL DETECTIVES (PLTW)**

Grade: 7, 8  
Credits: 1 Credit - 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.

# COURSE DESCRIPTIONS | AREAS OF INTEREST

## HUMAN SERVICES

### 6<sup>TH</sup> GRADE REQUIRED GATEWAY COURSE

#### GATEWAY TO HUMAN SERVICES: BE THE CHANGE

Grade: 6  
Credit: ½ Credit - 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.

### 7<sup>TH</sup> AND 8<sup>TH</sup> GRADE ELECTIVE COURSES

#### LAW AND ORDER:

Grades: 7, 8  
Credit: 1 Credit - Elective  
Schedule: One semester

Have you ever thought about how the laws from the past affect us in today's society and what rights students, minorities, and adults have? 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 Credit - Elective  
Schedule: One semester

Are you happy with your community? In this course you will create and implement a service project and learn what it takes to be an effective leader. By applying needs assessment strategies, you will determine a community or global issue, collaborate with your peers, and utilize conflict resolution skills to lead your team in making a change. It's time to take a stand!

# COURSE DESCRIPTIONS | AREAS OF INTEREST

## SCIENCE & TECHNOLOGY

### 6<sup>TH</sup> GRADE REQUIRED GATEWAY COURSE

#### GATEWAY TO SCIENCE AND TECHNOLOGY: PROGRAMMING IS ELECTRIC

Grade: 6  
Credit: ½ Credit - 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 programming.

---

### 7<sup>TH</sup> AND 8<sup>TH</sup> GRADE ELECTIVE COURSES

#### APP CREATIONS

Grades: 7, 8  
Credit: 1 Credit - Elective  
Schedule: One semester

Students will learn the basics of computer science through mobile app development (PLTW). 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 Credit - 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 kinds of opportunities: grade acceleration, subject acceleration, advanced courses (including Honors, Accelerated, and Twice-Accelerated) and co-curricular activities.

### Identification

Students are identified for 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 4 of this book).

### 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.

Students invited to AVID 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/accelerated 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>.

**Follow these directions to download the High School 16-17 guide:**

Click on the link below, it will bring you to a website to download the new high school registration guide. The site will say “whoops”, because the file is larger than 100 MB, click download on this page. You may be asked to click download a second time if your computer system scans for viruses, choose to the download button again.

<https://drive.google.com/a/shakopeeschools.org/file/d/0B9IEacj1ERqmOEo3eENVRXI4OXc/view?usp=sharing>



# AIA Document G701™ - 2001

## Change Order

**PROJECT** (Name and address):  
Sun Path and Sweeney Elementary  
Parking Expansions  
Sun Path Elementary  
2250 17th Avenue East  
Shakopee, MN 55379

**CHANGE ORDER NUMBER:** 001  
**DATE:** December 11, 2015

**OWNER:**   
**ARCHITECT:**   
**CONTRACTOR:**   
**FIELD:**   
**OTHER:**

Sweeney Elementary  
1001 Adams Street South  
Shakopee, MN 55379

**TO CONTRACTOR** (Name and address):  
Northwest Asphalt  
1451 Stagecoach Road  
Shakopee, MN 55379

**ARCHITECT'S PROJECT NUMBER:** 142196  
**CONTRACT DATE:** April 7, 2015  
**CONTRACT FOR:** General Construction

### THE CONTRACT IS CHANGED AS FOLLOWS:

(Include, where applicable, any undisputed amount attributable to previously executed Construction Change Directives)

- 1) PCO #001 / Wold PR #001 - Civil Revisions. ADD: \$17,647.18
- 2) PCO #002 / Wold SI #001 - Added 48" storm structure. ADD: \$3,002.00
- 3) PCO #003 / Wold PR #002 - Light pole revision. DEDUCT: (\$1,000.00)
- 4) PCO #004 / GC Change Request #4 - Retrofit structures due to changes to storm trap ADS system. ADD: \$3,263.25
- 5) PCO #005 / GC Change Request #5 - Soils correction in parking lot. ADD: \$10,305.00
- 6) PCO #006 / Wold PR #002 - Added striping. ADD: \$495.00
- 7) PCO #007 / GC Change Request #6 - Upgrade handicap posts and sign panels to bring into compliance. ADD: \$445.50

TOTAL THIS CHANGE ORDER = ADD: \$34,157.93

The original Contract Sum was	\$ 378,950.00
The net change by previously authorized Change Orders	\$ 0.00
The Contract Sum prior to this Change Order was	\$ 378,950.00
The Contract Sum will be increased by this Change Order in the amount of	\$ 34,157.93
The new Contract Sum including this Change Order will be	\$ 413,107.93

The Contract Time will be unchanged by Zero (0) days.

The date of Substantial Completion as of the date of this Change Order therefore is August 1, 2015.

**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.

### NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

Wold Architects Engineers  
**ARCHITECT** (Firm name)

332 Minnesota Street, Suite W2000  
St. Paul, MN 55101

**ADDRESS**

**BY** (Signature)

Nick Marcucci  
(Typed name)

*NICK MARCUCCI*

Northwest Asphalt  
**CONTRACTOR** (Firm name)

1451 Stagecoach Road  
Shakopee, MN 55379

**ADDRESS**

**BY** (Signature)

John Anderson  
(Typed name)

*John Anderson*

Independent School District #720  
**OWNER** (Firm name)

1200 Town Square Mall  
Shakopee, MN 55379

**ADDRESS**

**BY** (Signature)

Michael Burlager  
(Typed name)



**SECTION 00 11 13**

**ADVERTISEMENT FOR BIDS**

**VAUGHAN FIELD STADIUM/CONCESSIONS IMPROVEMENTS**

**200 10<sup>th</sup> Avenue East  
Shakopee, Minnesota 55379**

Independent School District #720 will receive single prime sealed bids for Vaughan Field Stadium/Concessions Improvements until 2:00 p.m. local time on February 4, 2016 at the District Office, 1200 Shakopee Town Square, Shakopee, Minnesota, 55379, at which time and place all bids will be publicly opened and read aloud. **Absolutely no bids will be accepted after 2:00 p.m.**

Bidding documents, including the Proposal Form, Drawings and Specifications, will be on file at the Offices of the Architect, Wold Architects and Engineers, 332 Minnesota Street, Suite W2000, Saint Paul, Minnesota 55101. (651) 227-7773; the Owner's Representative, ICS Consulting, Inc., 3890 Pheasant Ridge Drive NE, Suite #180, Blaine, Minnesota 55449, (763) 354-2670; at the Minnesota Builders Exchange; McGraw Hill Construction/Dodge Plan Center; Reed Construction; and from iSqFt Plan Room (St. Paul, MN).

A pre-bid meeting is scheduled for January 18, 2016 at 3:30 p.m. at Vaughan Field. Meet at the main entrance to Shakopee Junior High School at 3:30 p.m. and we will walk to Vaughan Field as a group. Attendance at this meeting is highly recommended.

This project includes: Site improvements including grading, concrete curbing, asphaltic and concrete paving, running track surfacing, fencing and landscaping; bleachers; construction of ticketing/school store, concessions and storage/team room buildings.

Bidding Documents are available for Download to prospective bidders and subcontractors by contacting the Owner's Representative, ICS Consulting, Inc., 3890 Pheasant Ridge Drive NE, Suite #180, Blaine, Minnesota 55449, (763) 354-2670. Prospective Bidders and Subcontractors will be given instructions and a password allowing them to download complete sets of the bidding documents free of charge. The downloads will be made available January 12, 2016.

Make proposals on the bid forms supplied in the Project Manual. No oral, telegraphic or telephonic proposals or modifications will be considered. Submit with each bid, Minnesota Responsible Contractor Compliance Affidavit, as well as a certified check or acceptable bidder's bond payable to Independent School District #720 in an amount equal to five percent (5%) of the total bid. The successful bidder will be required to furnish satisfactory Labor and Material Payment Bond, and Performance Bond.

Bids may not be withdrawn within forty-five (45) days after the scheduled time of opening bids, without the consent of the Owner. The Owner reserves the right to accept any bid or to reject any or all bids, or parts of such bids, and waive informalities or irregularities in bidding.

The Owner requires Substantial Completion of the project on or before August 12, 2016.

Board of Education

INDEPENDENT SCHOOL DISTRICT #720



# Teaching & Learning Newsletter

## Elementary Articulation Groups

### Language Arts

- Implemented a District-wide common assessment for fluency in grades 4-5.
- Working to develop and pilot a writing for argument unit in grades K-5 in coordination with our E-12 District-wide Rubric.

### Math

- Implemented assessments that align with top ten high leverage skills. These skills represent the most important math skills at each grade level, are aligned E-5, and will help us provide timely supports and interventions to students.
- Trained articulation Reps in Add+Vantage Math Recovery. This is a foundational training on how children develop number sense, including an assessment process that will allow us to identify strengths and areas for growth in the area of number sense.

### Health

- Piloting integrated lessons in language arts.

### Social Studies

- Implemented newly aligned standards K-5.

It's been a busy fall in Teaching and Learning. Thank you to all of our faculty and staff for the work that you have done. We had over 150 staff participate in articulation this fall! Multi-year plans have been reviewed and action plans for the 16-17 year have been developed and recommended.

Here are our top takeaways from fall articulation:

## District-wide Articulation Groups

### High Potential and Innovative Programming

- Proposed a change in secondary HP service model to improve programming for students. This includes:
  - a proposal for a 6th-8th multi-age highly gifted Social Studies/ Language Arts block program.
  - a proposal for a Talent Development Elective called IGNITE!.
  - additional HP services for students and teachers.

Final approval for this change will be sought in March during staffing process.

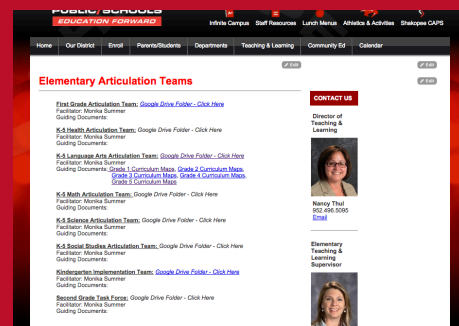
- Developed a proposal for expanding the K-2 Young Scholars program to roll up to all elementary grades K-5.

### Media

- Recommended pilot projects for transforming our spaces to be more relevant for teaching and learning.
- Expanding makerspaces and looking at mobile makerspaces at the elementary level.

## Check Out Our New Articulation Website!

- Login to the district website with your Shakopee Login
- Locate the **Curriculum Articulation Page**, under the Teaching & Learning tab.



### ***K-5 Music/Physical Education/Art/Media***

- Implemented a common report card process and grading scale across all buildings and specialist areas.

### ***Kindergarten***

- Training in Project Lead the Way (PLTW) for upcoming implementation of modules. PLTW modules are designed around the Next Generation Science Standards, are STEM focused, and align to our secondary PLTW programs.

### ***First Grade***

- Implementation of iPads.
- Training in Project Lead the Way (PLTW) for upcoming implementation of modules.
- Implementation of standards-based report card.
- Implementation of writing workshop based on summer institute.
- Implementation of a common process for teaching reading and writing informational text.

### ***Second Grade***

- Updating curriculum maps and planning for standards-based reporting and implementation.

### ***Central Family Center***

- Launched building-wide PLCs.
- Mapping out essential learnings based on MN Early Learning Standards.
- Implemented a stem lab offering opportunities for children to be curious, explore and investigate.
- Implemented a Full-Day 4s program.

## **Secondary Areas of Interest Articulations Groups**

*Arts & Communication*  
*Business & Entrepreneurship*  
*Engineering & Manufacturing*  
*Health Science*  
*Human Services*  
*Science & Technology*

- Continued development of the curriculum and training for Middle School elective courses.
- Developed an updated version of the Programs of Study within each area of interest.
- Identified new and modified elective courses, within each area of interest, to be taught.
- Expanded elective offerings for 9th grade students
- Created course proposals and action plans that identify resources, training, and time to develop each of the new or modified course.

## **Secondary Articulation Groups**

### ***English***

- Recommended an Accelerated English Model with new courses starting in grades 6 & 9.
- Developed Writing for Argument Rubric for grades 9-12.

### ***Mathematics***

- New course proposals, including a name change from Algebra 3 to FST.

### ***Social Studies***

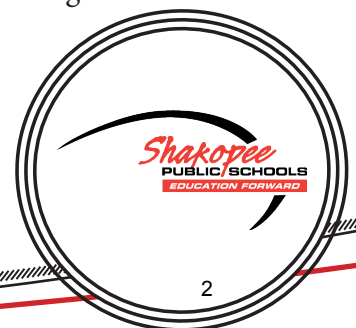
- Discussed the role of civics in high school and how we will teach civics in our required courses.
- Working on our curriculum maps and articulating technology skills into those maps.

### ***Science***

- Course proposals have been developed for the Physics First implementation next fall.
- Proposal has been submitted to offer an Accelerated Physical Science in 6th grade.

Thank you again for all your work this fall. We look forward to our continued work together second semester.

Teaching & Learning  
Department



# Middle School Course Changes

## New Courses

### **ACCELERATED READING AND LANGUAGE ARTS 6**

Grade: 6  
Credits: 4 Credits – Required  
Eligibility: Placement based on District identification criteria  
Schedule: Full-Year (2 Periods)

The Accelerated English 6 is the first of a two course (grades 6 & 7) accelerated Language Arts sequence. This course will compact and address critical 6th and 7th grade standards in one year. Accelerated students will work at a rigorous pace with complex texts in a variety of fictional genres, including modern & classic poetry, biographies & autobiographies, and classic novels. A heavy emphasis will also be placed on the critical analysis of nonfiction texts. Additionally, students will be expected to demonstrate high-level critical thinking of both fiction and nonfiction through writing.

### **ACCELERATED PHYSICAL SCIENCE 6**

Grade: 6  
Credits: 2 Credits – Required  
Eligibility: Placement based on District identification criteria  
Schedule: Full-Year

This course is designed to introduce students to chemistry, physics, and engineering. Throughout the year students will conduct investigations, write lab reports, read science related articles, and utilize the scientific method and the engineering design process in order to solve problems. This course will cover topics of the regular 6th grade curriculum, but incorporate high school standards.

## Revised Courses

### **DIGITAL STORYTELLING**

Grade: 7, 8  
Credits: 1 Credit – Elective  
Schedule: 1 Semester

Do you tweet fifty times a day? Are you all over Instagram? Do you aspire to be a YouTube celebrity? Learn how to use your desire to tell stories and stay connected In Digital Storytelling, students with an interest in telling stories about their world and their school will learn how to move beyond social media and create publications in print, digital, and video formats. Make your voice be heard!

### **SPANISH FOR SPANISH SPEAKERS I**

Grade: 7, 8

Credits: 2 Credits – 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: Full-Year

This course is designed for students that speak Spanish conversationally or fluently and want to improve their Spanish skills. The class will be taught exclusively in Spanish, but it is not assumed students know academic Spanish; academic vocabulary will be taught. The emphasis will be placed on developing reading, writing, spelling, and grammar. The objective is to support the student in their linguistic skills and provide them with the necessary academic skills to use written and spoken language in a more sophisticated way, both in Spanish and by transferring these skills to English. The class will include study of historic events, their effects on Hispanic culture, and the implications today.

Este curso ha sido diseñado para el estudiante que habla español y quiere mejorar sus habilidades lingüísticas. La clase será impartida estrictamente en español, pero no se supone que los alumnos entienden español académico. El énfasis será puesto en el desarrollo de las habilidades en la lectura, la redacción, la ortografía, 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.

### **SPANISH FOR SPANISH SPEAKERS II**

Grade: 7, 8

Credits: 2 Credits – 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: Spanish for Spanish Speakers I or Placement based on District identification criteria

Schedule: Full-Year

This course is designed for the student who speaks Spanish conversationally or fluently, and wants to improve their linguistic skills. The class will be taught strictly in Spanish, but it will include instruction of academic vocabulary. The emphasis will be placed on improving skills in reading, writing composition, grammar, and will present more complex literature. The objective of this course is to support students in developing the academic skills necessary to use more sophisticated language in both writing and speaking. The class will also include study of Hispanic culture, with an emphasis on analysis of the historical forces that influence the development of Hispanic culture, and the implications on today’s culture.

Este curso ha sido diseñado por el estudiante que habla español y quiere mejorar sus habilidades lingüísticas. La clase será impartida estrictamente en español, pero va a incluir enseñanza de vocabulario y español académico. El énfasis será puesto en el mejoramiento de las habilidades 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.

## **Eliminated Course**

Honors Reading & Language Arts 6

# High School Course Changes

## New Courses

### Accelerated English 9 – A & B

**Grade Level:** 9

**Credits/Length:** 3 Credits – Full Year

(Additional credit due to acceleration)

**Prerequisite:** None

**Eligibility:** Placement based on District identification criteria

**NCAA Core Course**

**Description:** The Accelerated English 9 course is the first of a two course English sequence (grades 9 & 10) that will fulfill 9th-12th grade standards. This course will compact and address critical 9th and 10th grade standards in one year. The course is designed for students who possess superior language arts skills and have the desire to learn at an intense, rigorous, accelerated pace. This is a challenging class designed for students who enjoy reading, writing, and interpersonal communication. Students will be expected to demonstrate high level critical thinking of both fiction and nonfiction through writing.

### Calculus

**Grade Level:** 11,12

**Credits/Length:** 2 Credits – Full Year

**Prerequisite:** Pre-Calculus

**NCAA Core Course**

**Description:** This course is designed for students who want an introduction to calculus. The course focuses on the major topics of calculus and their applications. In this course, Algebra and Pre-calculus topics are reviewed with limits and continuity introduced intuitively and numerically. Students will study methods of calculating derivatives, as well as applications of derivative functions and their graphs. Definite integrals are introduced and used to calculate area and volume. Students will have the opportunity to enroll in CIS Calculus upon successful completion of Calculus (see CIS Calculus for additional course prerequisites).

### Physics 9 – A & B

**Grade Level:** 9

**Credits/Length:** 2 Credits – Full Year

**Prerequisite:** None

**NCAA Core Course**

**Description:** Physics 9 is a student-centered, activity-based, concept-focused physics course that utilizes small group work and student discussion to develop concepts and solve problems. This course includes a study of motion, forces, energy, waves, and electromagnetism. Emphasis is placed on laboratory work and applying principles of physics to practical and common situations.

### AP Physics 1 – A & B

**Grade Level:** 9

**Credits/Length:** SHS: 2 Credits – Full Year

**College:** Possible college credit with a score of 3 or better on the National AP Exam

**Prerequisite:** Completion of or concurrent enrollment in Accelerated Algebra II or Algebra II

**NCAA Core Course**

**Description:** AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.

## Global Electives

### CIS: German 1003 – A & B

**Grade Level:** 11,12

**Credits/Length:** SHS: 2.5 Credits – Full Year

**College:** 5 semester credits for the year from the University of Minnesota/Twin Cities

**Prerequisite:** Multiple years of high school German

**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:** German/English dictionary

**NCAA Core Course**

**Description:** 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 German. Emphasis is on proficiency in reading, writing, speaking, and listening based on the intermediate level of the national standards. Students will utilize their German skills through the study of history, art, culture, and literature of German-speaking countries.

## Areas of Interest

### Aerospace Engineering (PLTW) – A & B

**Grade Level:** 10,11,12

**Credits/Length:** 2 Credits – Full Year

**Prerequisite:** Introduction to Engineering Design (IED)

**Description:** Aerospace Engineering propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software and explore robot systems through projects such as remotely operated vehicles. Students are able to gain college credit through successful completion of the end of course exam and maintaining an 85% average.

## AP Physics C – A & B

**Grade Level:** 10,11,12

**Credits/Length:** SHS: 2 Credits – Full Year

**College:** Possible college credit with a score of 3 or better on the National AP Exam.

**Prerequisite:** A physics course and previous or concurrent enrollment in calculus.

**NCAA Core Course**

**Description:** AP Physics C is a year-long, calculus-based course in introductory physics. Topics for this course include a semester-long study in Forces and Motion and a semester-long study in Electricity and Magnetism. The content and pace of this course is equivalent to a first-year college physics course for students in physical science and engineering. Students should have taken a year of calculus or be concurrently enrolled in calculus. AP Physics C students will explore these topics through extensive problem solving, laboratory experience, and peer collaboration.

## Business Dynamics

**Grade Level:** 9,10,11,12

**Credits/Length:** 1 Credit – 1 Semester

**Prerequisite:** None

**Description:** Amazon knows... Nike knows...Mark Zuckerberg knows...how to turn passion into profit! Uncover business secrets and learn the skills necessary to succeed in today's dynamic business environment. This course exposes you to the business cornerstones of marketing, entrepreneurship, finance, management, marketing and more. Students will participate in hands-on activities and have the opportunity to put concepts and skills into practice by competing at local, state, and national levels. Begin your journey to business success today!

## Ceramics 2

## Fine Arts Credit

**Grade Level:** 10,11,12

**Credits/Length:** 1 Credit – 1 Semester

**Prerequisite:** Ceramics I

**Fee:** A fee may be assessed for consumable supplies

**Description:** Wanted: Students with a passion for clay and desire to challenge themselves. Ceramics 2 will challenge you to create clay works you didn't know you could make. Students will explore the medium of clay as a method to communicate form and function. Functional and sculptural clay artwork will be created through hand building and wheel throwing. Student choice is vital in this studio based class and will be shown in student's choice of theme, clay technique, and finishing options.

## Civil Liberties and Litigation

**Grade Level:** 9,10,11,12

**Credits/Length:** 1 Credit – 1 Semester

**Prerequisite:** None

**Description:** Course will examine Supreme Court decisions concerning civil liberties impacting the 1st, 4th, 5th, 6th, 8th, and 14th Amendments of the United States Constitution. Students will look specifically at free speech, including obscene speech; 4th Amendment guarantees against unreasonable searches and seizures; the 5th Amendment right against self-incrimination; 8th Amendment prohibitions against cruel and unusual punishment; as well as related cases that have recognized rights of historically marginalized groups in United States history. Emphasis will be placed on how the Supreme Court has developed arguments that have expanded and contracted "rights" and "liberties."

## Computer Science and Engineering (PLTW) – A & B

**Grade Level:** 9,10,11,12

**Credits/Length:** 2 Credits – Full Year

**Prerequisite:** None

**Description:** With billions of unique connected computer devices in the world, it is shocking how little most of us know about how these powerful tools work. Computer Science deals with the digital automation of the algorithms that make this possible. In this introduction to the discipline of Computer Science, students create apps for mobile devices, automate tasks in a variety of languages, find patterns in data, and interpret simulations.

Students will have the option to take the AP Computer Science Principles Exam at the end of the course.

## Computer Service & Management

**Grade Level:** 10,11,12

**Credits/Length:** 1 Credit – 1 Semester

**Prerequisite:** None

**Eligibility:** An application and interview with technology staff is required

**Description:** Do you like to take stuff apart? Do you have a desire to fix broken computers and tablets? Do you like to set up wireless networks for your neighbors, friends, and family? Are you interested in learning how to manage technology in large environments? This semester-long course is a hands-on study of technology repair and maintenance, computer literacy, and management of all things related to the technology that we use at school daily. You will learn how to repair laptops and tablets and put these skills to use to help others. In addition, you will complete and maintain projects that research, review and recommend the latest applications used in an educational setting.

## Culinary Arts 1

**Grade Level:** 9,10,11,12

**Credits/Length:** 1 Credit – 1 Semester

**Prerequisite:** None

**Fee:** A fee may be assessed for consumable supplies

**Description:** If you are passionate about food and are considering a career in the culinary field, this course will help you develop the professional skills to be successful in the food & lodging industry. You will be immersed in hands-on labs and lessons to build your professional culinary skill set. You will master the fundamental techniques on how to make sauces, stocks, soups, breakfast foods and sandwiches. We will also explore nutrition, kitchen basics, food service equipment and safety and sanitation. This course is the first level of the ProStart® Program which is a two-semester industry-based program that prepares students for careers in the restaurant and foodservice industry.

## Digital Design 2

## Fine Arts Credit

**Grade Level:** 10,11,12

**Credits/Length:** 1 Credit – 1 Semester

**Prerequisite:** Digital Design I

**Required Materials:** USB Flash Drive

**Description:** Are you looking to build your skills in creative problem solving? Do you want improve your ability to communicate visually in this visual world? This course will continue to build on the skills using the Adobe Creative Cloud (CC), and gain exposure to additional Adobe CC applications. Project objectives may include illustration, publication layout, animation, typography, image editing, package design, and web design. 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.

## Entertainment and Tourism

**Grade Level:** 9,10,11,12

**Credits/Length:** 1 Credit – 1 Semester

**Prerequisite:** None

**Description:** The Entertainment & Tourism course will introduce students to the world's largest industries, from destination planning, hotel and restaurant management to sports, entertainment and event management. You will learn how geography, economics, and cultures affect this industry around the world. You will gain skills needed to tackle the challenges of this dynamic and fun industry through hands-on projects, collaboration with businesses and other student-based projects.

## The Future of Science: Research and Exploration

**Grade Level:** 9,10,11,12

**Credits/Length:** 1 Credit – 1 Semester

**Prerequisite:** None

**Description:** The face of science is changing rapidly. With new evidence about the formation of our universe, how living organisms work at a biochemical level, and how our planet is changing in response to its human inhabitants, there is so much still to learn. In this course, students will learn how scientists explore and inform themselves about cutting edge science. Student interest will direct what topics are investigated. All students will learn more about how scientists research and communicate their ever-growing knowledge and understandings.

## Instructional Technology Solutions

**Grade Level:** 12

**Credits/Length:** 1 Credit – 1 Semester

**Prerequisite:** None

**Eligibility:** An application and interview with technology staff is required

**Description:** Are you the person your friends run to for tech help? Do you have a knack for working with people? This semester-long course is a hands-on study of technology integration and customer service in a technology-rich educational context. You will be required to assess the tech issues of your peers and teachers throughout the day and find the best approach to addressing or solving the problem. In addition, you will complete and maintain projects that research, review and recommend the latest applications used in an educational setting.

## Intro to Sport Performance

**Grade Level:** 9

**Credits/Length:** 1 Credit – 1 Semester

**Prerequisite:** None

**Graduation Requirement:** Physical Education

**Description:** In this course, students will learn how to develop a personal performance program based on the Six Components of Sport Performance. Activities in this course will include strength training and force production, flexibility and balance, plyometric training, and competitive sport participation through the development of the National Physical Education Standards. This course may best suit the student who is interested in competitive physical activity and improving their sport performance.

## Marketing 1

**Grade Level:** 10,11,12

**Credits/Length:** 1 Credit – 1 Semester

**Prerequisite:** None

**Description:** What do Coca-Cola, Apple, Under Armor and other top brands have in common? They are all able to maximize the success and profile of their business by generating excitement and hype around their products.

Whether developing a new energy drink or offering a promotion for the cell phone you cannot live without, marketing focuses on satisfying customer needs and wants while turning a profit. As we learn the "art of the sale," students engage in the marketing and promotion of products and learn how to increase profits through the development of a 21st century advertising campaign. Students will use print, video, and online media resources to create promotional campaigns to demonstrate the core marketing principles of Product, Place, Price and Promotion. Students will explore how companies brand their products and services to compete in a global marketplace.

## Medical Interventions (PLTW) – A & B

**Grade Level:** 9,10,11,12

**Credits/Length:** 2 Credits – Full Year

**Prerequisite:** None

**Fee:** A fee may be assessed for consumable supplies

**Description:** Medical Interventions (MI) allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. A “How-To” manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each case scenario will introduce multiple types of interventions; reinforce concepts learned in the previous two courses, and present new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders.

### Public Advocacy

**Grade Level:** 9,10,11,12

**Credits/Length:** 1 Credit – 1 Semester

**Prerequisite:** None

**Description:** This first course in the area of Public Policy and International Affairs is designed to empower students with the knowledge and skills to effectively lobby and build support for change on a local to international level. Emphasis will be placed on how one informs, persuades and manages a message and public perception. Students will learn to employ both informal and formal systems from social media to nonprofit organizations to government agencies as they build coalitions for change.

### Rock Band Essentials **Fine Arts Credit**

**Grade Level:** 10,11,12

**Credits/Length:** 1 Credit – 1 Semester

**Prerequisite:** None

**Description:** Do you want to learn about the music industry? Rock Band Essentials I is the first step in your journey. Students will benefit from unique hands on instruction that incorporates learning basic chords and progressions, rock beats, bass lines, vocals, and songwriting. Study will include, but not be limited to digital drums, keyboards, and guitars. In this course, students will form a band and learn about the difficult, but rewarding process of bringing together a group of individuals into a rock band.

## Revised Courses

### Functions, Statistics, & Trigonometry – A & B (Formerly Algebra III)

**Grade Level:** 10,11,12

**Credits/Length:** 2 Credits – Full Year

**Prerequisite:** Algebra 2 – A & B

**NCAA Core Course**

**Description:** This is a two-semester course focusing on functions, statistics and trigonometry. Topics include; probability, statistics, logarithmic and exponential functions, trigonometric functions, piecewise functions, graphs and basic identities, rational and radical functions, as well as MCA III and ACT review.

## Global Electives

### Spanish for Spanish Speakers 1 – A & B

(Formerly Spanish for Native Speakers)

**Grade Level:** 9,10,11,12

**Credits/Length:** 2 Credits – Full Year

**Prerequisite:** None

**Description:** This course is designed for students that speak Spanish conversationally or fluently and want to improve their Spanish skills. The class will be taught exclusively in Spanish, but it is not assumed students know academic Spanish; academic vocabulary will be taught. The emphasis will be placed on developing reading, writing, spelling, and grammar. The objective is to support the student in their linguistic skills and provide them with the necessary academic skills to use written and spoken language in a more sophisticated way, both in Spanish and by transferring these skills to English. The class will include study of historic events, their effects on Hispanic culture, and the implications today.

Este curso ha sido diseñado para el estudiante que habla español y quiere mejorar sus habilidades lingüísticas. La clase será impartida estrictamente en español, pero no se supone que los alumnos entienden español académico. El énfasis será puesto en el desarrollo de las habilidades en la lectura, la redacción, la ortografía, 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.

## Spanish for Spanish Speakers 2 – A & B

(Formerly Spanish Heritage Speakers)

**Grade Level:** 9,10,11,12

**Credits/Length:** 2 Credits – Full Year

**Prerequisite:** Spanish for Spanish Speakers I or Placement based on District identification criteria

**Description:** This course is designed for the student who speaks Spanish conversationally or fluently, and wants to improve their linguistic skills. The class will be taught strictly in Spanish, but it will include instruction of academic vocabulary. The emphasis will be placed on improving skills in reading, writing composition, grammar, and will present more complex literature. The objective of this course is to support students in developing the academic skills necessary to use more sophisticated language in both writing and speaking. The class will also include study of Hispanic culture, with an emphasis on analysis of the historical forces that influence the development of Hispanic culture, and the implications on today's culture.

Este curso ha sido diseñado por el estudiante que habla español y quiere mejorar sus habilidades lingüísticas. La clase será impartida estrictamente en español, pero va a incluir enseñanza de vocabulario y español académico. El énfasis será puesto en el mejoramiento de las habilidades 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.

## Areas of Interest

### Acting 1

**Fine Arts Credit**

(Formerly Theatre II)

**Grade Level:** 10,11,12

**Credits/Length:** 1 Credit – 1 Semester

**Prerequisite:** Theatre

**Description:** Students will continue at an advanced level to examine the history of theatre and include development of character roles for the stage. This course will survey historical aspects of theatre, including Greek and Shakespearean studies through Contemporary styles of performance and stage work. Students will focus more on acting skills, interpretation of character, studying script. Students will journal personal reflections of various in-class individual and group performances. A critical review of a professional live performance will be required in this class. An end project will be a capstone or theatre performance before an audience of peers.

Coursework based upon 2014 National Core Arts Council standards for theatre.

## Art Foundations

**Fine Arts Credit**

(Formerly Introduction to Art)

**Grade Level:** 9,10,11,12

**Credits/Length:** 1 Credit – 1 Semester

**Prerequisite:** None

**Required Materials:** USB Flash Drive

**Description:** Are you looking to explore the world of art? Do you want to try out a variety of art materials? 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 may include drawing, clay, painting, printmaking, sculpture, photography, and fiber art. In addition to hands on projects the students will work to develop their art language, build artistic skills, offer written and oral critiques, and reflect on their work.

Students who have taken elective art courses in 7th or 8th grade should not take this course before moving on to a related art medium.

## Circuits, Power & Networking

(Formerly Electricity)

**Grade Level:** 10,11,12

**Credits/Length:** 1 Credit – 1 Semester

**Prerequisite:** None

**Fee:** A fee may be assessed for consumable supplies

**Description:** Circuits, Power and Networking is an introduction to electricity and its use in IT networks. Concepts are applied and reinforced through project-based learning. We will explore the world of circuitry, basic wiring, networking design, and construction of electrical projects. If you enjoy disassembling electronics and trying to figure out how they connect, Circuits, Power and Networking is the class for you!

## Construction 1 – A & B

**Grade Level:** 10,11,12

**Credits/Length:** 2 Credits – Full Year

**Prerequisite:** None

**Fee:** A fee may be assessed for consumable supplies

**Description:** Have you ever walked or driven by a new residential neighborhood, and asked yourself how these giant structures were being built? Construction 1 takes students through the basic steps needed for wood framed residential construction. Students will understand how carpenters and other trades people skillfully, design, construct, install, and repair structures to comply with existing codes.

Students will also read blueprints and specifications pertaining to standards and materials used in construction. Students will also get first-hand experience with creating a small business, which will allow them opportunities to run a company, work with a client, and provide new construction to the community.

## Digital Design 1

(Formerly Graphic Design)

**Grade Level:** 9,10,11,12

**Credits/Length:** 1 Credit – 1 Semester

**Prerequisite:** None

**Required Materials:** USB Flash Drive

**Description:** Communicating through art! Whether it be to advertise or sell, persuade or explain the graphic arts communicates with a targeted audience. The Adobe Creative Suite (Photoshop, Illustrator and InDesign) will be examined as the primary tools used to plan and execute graphically designed visual artwork. Students study the design principles, color theory, composition and spatial relationships. Projects may include image collage, typography, building a logo design/stationery, magazine cover/article layout, and poster design for advertisement. This class builds skills that are applicable to the real world in the visual arts industry; the focus will be on finding creative visual solutions to communication problems using technical skills. 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.

## Energy & Resource Conservation

(Formerly Natural History of Minnesota)

**Grade Level:** 9,10,11,12

**Credits/Length:** 1 Credit – 1 Semester

**Prerequisite:** None

**Description:** Energy, oxygen, water, food, shelter; the five basic resources we need to survive - but with over 7 billion people worldwide, what if these resources are not limitless? Conservation is becoming a larger part of our discussion of survival. Through experiments, research, observations and projects, students will explore the implications of climate change and overpopulation as they impact the sharing of resources. While investigating each resource, students will be exposed to the ethical challenges surrounding each area and will gather and use evidence to propose and support possible solutions.

## Technology Challenges

**Grade Level:** 9

**Credits/Length:** 1 Credit – 1 Semester

**Prerequisite:** None

**Required Materials:** 1 3" 3-ring binder, paper, mechanical pencil

**Fee:** A fee may be assessed for consumable supplies

**Description:** Technology Challenges is a project-based course where Science, Technology, Engineering, and Math (STEM) come alive! Students will be challenged to solve a variety of Technology challenges in the high demand areas of design, robotics, automation, manufacturing, and transportation. Projects could include designing and creating a laser engraved/cut product, competing in a VEX robotics challenge, egg bungee challenge, or fabricating and testing a boat hull. Technology Challenges is your opportunity to apply the engineering design process in order to create, build, and test a variety of exciting projects.

## Fine Arts Credit

## Fashion Merchandising & Design

(Formerly Fashion I)

**Grade Level:** 9,10,11,12

**Credits/Length:** 1 Credit – 1 Semester

**Prerequisite:** None

**Fee:** A fee may be assessed for consumable supplies

**Description:** Interested in the world of fashion? This is your opportunity to explore the concepts of buying and selling clothing in a retail setting as well as explore the creative, fashion design process. You will learn how to use the elements and principles of design to create eye-appealing styles. As an important part of merchandising and design, you will learn how to construct and sew clothing and apply those skills to create a garment of your choice.

## Fit For Life

(Formerly PE 9)

**Grade Level:** 9

**Credits/Length:** 1 Credit – 1 Semester

**Prerequisite:** None

**Graduation Requirement:** Physical Education

**Description:** Are you fit for life? In this class, students will learn and develop personal fitness and nutrition programs based on the 5 Components of Fitness. Activities in this course will include aerobic exercise, resistance training, and non-competitive lifetime activities through the development of the National Physical Education Standards. 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. Be Fit- Be Healthy- Be Happy!

## GLO: Great Leadership Opportunities – A & B

**Grade Level:** 12

**Credits/Length:** 1 Credit – Full Year

**Prerequisite:** None

**Eligibility:** Placement based on teacher recommendation and final approval by instructors

**Description:** Students will have the opportunity to lead homeroom groups throughout the school in a variety of academic, career-planning, culture- and character-building activities. This course is for students interested in a real-life, hands-on leadership experience within the high school. Interested students will be self-motivated and passionate about changing our building for the better. "GLO taught me how to be responsible for something other than just my homework assignments," notes a former GLO leader. "I can't thank you enough for the life long skills you have taught me."

## Interior Design 1

## Fine Arts Credit

**Grade Level:** 9,10,11,12

**Credits/Length:** SHS: 1 Credit – 1 Semester

**College:** Articulated college credit available from Dakota County Technical College for 11<sup>th</sup> and 12<sup>th</sup> grade students successfully completing college requirements.

**Prerequisite:** None

**Description:** When you walk into a room, do you imagine a new design? Do you want to re-create the space in your own way? In Interior Design I, you will learn the basics of designing spaces for the interior and exterior of homes. This course will emphasize designing and drawing floor plans, types of furniture and furniture layout, window treatments, wall coverings, the history of housing and the elements and principles of design, which will guide students to creatively and knowledgeably design rooms. Students will create floor plans and presentation boards that reflect their creativity as an interior designer.

## Intro to Human Development

(Formerly Child Development I)

**Grade Level:** 9,10,11,12

**Credits/Length:** 1 Credit – 1 Semester

**Prerequisite:** None

**Description:** This course will provide you with the background knowledge to work in career fields that focus around helping others. We will study how and why people change and stay the same over their lifetime. Students will focus on social, emotional, physical, cognitive and moral development from birth to end of life. Developmental stages and milestones covered are pregnancy, birth, infancy, childhood, adolescence, adulthood and later years of life. Students will have opportunities to experience the various stages of development through hands-on, project-based learning.

## Nutrition & Foods

(Formerly Foods I)

**Grade Level:** 10,11,12

**Credits/Length:** 1 Credit – 1 Semester

**Prerequisite:** None

**Fee:** A fee may be assessed for consumable supplies

**Description:** Do you know what foods you should be eating to give you energy, prevent diseases, and maintain a healthy lifestyle? Have you ever wondered how you can make “healthy” foods taste delicious? Nutrition and foods is the class for you. It will allow you the opportunity to learn to improve your health and the health of others, through nutrition. You can also expect to deepen your understanding of nutrition through practical food lab experiences. This course will expose you to careers within health and wellness, exercise science, and healthcare.

## Small Gas Engines 1

**Grade Level:** 10,11,12

**Credits/Length:** 1 Credit – 1 Semester

**Prerequisite:** None

**Fee:** A fee may be assessed for consumable supplies

**Description:** Have you ever wondered how an engine works? Have you thought about a career in the automotive, marine or power sport industries? Small Gas Engines is a great way to explore career options while learning the principles of how a small gas engine works. In this class you will learn about the principles of two-cycle and four-cycle 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 classes.

## Theatre

## Fine Arts Credit

(Formerly Theatre I)

**Grade Level:** 9,10,11,12

**Credits/Length:** 1 Credit – 1 Semester

**Prerequisite:** None

**NCAA Core Course**

**Description:** Designed to examine the history of theatre and includes the development of character roles for the stage. A variety of topics and issues will be addressed and incorporated into the study of the craft of performance including: movement, character development, voice, and the audition process. Students will perform dramatic monologue(s) and dialogue(s). A critical review of a professional live performance will be required of each student.

Coursework based upon 2014 National Core Arts Council standards for theatre.

## Writers' Workshop

(Formerly Creative Writing)

**Grade Level:** 10,11,12

**Credits/Length:** 1 Credit – 1 Semester

**Prerequisite:** None

**NCAA Core Course**

**Description:** Writers' Workshop 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.

## Eliminated Courses

Honors English 9

AP Calculus AB

Physical Science 9

Honors Physical Science 9

Accelerated Physics 9

Introduction to Drama

Creative Sewing

World Foods

Career Investigations

Keyboarding/Word Processing

Home Maintenance & Ownership

Consumer Auto

Intro to Bigger, Faster, Stronger

## Shakopee Center For Advanced Professional Studies



### Shakopee CAPS Digital Design

Grades: 11,12  
Credits: **SHS:** 3 credits per semester  
**College:** 6 semester credits from Normandale Community College  
Schedule: 1st semester only (periods 1 - 3)  
Location: Shutterfly  
Recommended: Digital Design 1 or Photography 1  
Eligibility: Entrance to CAPS is based on eligibility criteria and a completed application. Limited space is available - please see page \_\_\_ for more information.

Shakopee CAPS Digital Design is ideal for students who are interested in developing professional and technical skills required to forge forward in exploring areas of graphic design, web design, digital photography and video production. This program will educate students in design methods, theory and creative problem solving utilized in the industry today. Students will learn how to create visual concepts and how those concepts communicate, are perceived and are interpreted.

Students will be fully immersed with our leading business partner, Shutterfly, where they will create a wide array of digital assets in a profession-based learning environment. This will provide opportunities to collaborate, in teams and individually, with mentors and business clients on real digitally produced media projects. This program will be led by a creative educator, and supported by diverse professionals visiting the classroom as guest lecturers and mentors. By networking with mentors and business partners, students will deliver real products to their clients, create a professional portfolio that illustrates their creative talent and explore career opportunities in the area of digital art.

### Shakopee CAPS Digital Design Internship

Grades: 11,12  
Credits: **SHS:** 3 credits per semester  
Schedule: 2nd semester only (periods 1 - 3).  
Location: Various internship locations in Shakopee area  
Prerequisite: Shakopee CAPS Digital Design - Semester 1  
Eligibility: Acceptance into an internship will depend on students application and interview.  
Students are NOT guaranteed placement into an internship.

The Shakopee CAPS Digital Design Internship will give students direct experience working in the field of digital design. Students will gain invaluable professional skills working alongside graphic design and business professionals. Internship experiences will be tailored to student interest and availability. All students will apply and interview for these competitively placed positions. Students will create first-hand with design professionals. Students who have participated in internships show a higher chance of completing college and with less debt. Come get a start on your future and develop your competitive edge.

## **Shakopee CAPS Healthcare and Medicine**

Grades: 11,12

Credits: **SHS:** 3.5 credits per semester

**College:** 7 semester credits from Normandale Community College

Schedule: 1st semester only (periods 1 - 3)

Location: St. Francis Regional Medical Center

Recommended: Previous or concurrent enrollment in Biology

Eligibility: Entrance to CAPS is based on eligibility criteria and a completed application. Limited space is available - please see page \_\_\_ for more information.

Shakopee CAPS Healthcare and Medicine program fully immerses students in St. Francis Regional Medical Center providing unprecedented access to real world experiences in the dynamic field of healthcare and medicine. Partnering with experienced medical professionals, students will advance their understanding of healthcare systems, communications, legal issues, medical terminology, patient care, professionalism, ethics, and explore many career opportunities in healthcare.

Shakopee CAPS requires students to be active, independent learners and fosters empowerment, self-discovery, collaboration, and critical thinking skills. Students will engage in a variety of opportunities including case studies, problem and project-based learning, and tours.

## **Shakopee CAPS Healthcare and Medicine Internship**

Grades: 11,12

Credits: **SHS:** 3 credits per semester

Schedule: 2nd semester only (periods 1 - 3)

Location: Various internship locations in Shakopee area

Prerequisite: Shakopee CAPS Healthcare and Medicine - Semester 1

Eligibility: Acceptance into an internship will depend on students application and interview.  
Students are NOT guaranteed placement into an internship.

The Shakopee CAPS Healthcare and Medicine internship will give students direct experience working in the medical field. Students will gain invaluable professional skills working alongside medical professionals. Internship experiences will be tailored to student interest and availability. All students will apply and interview for these competitively placed positions. Students will learn first-hand the high expectations of the medical industry. Students who have participated in internships show a higher chance of completing college and with less debt. Come get a start on your future and develop your competitive edge.

## **Shakopee CAPS Entertainment and Tourism Management (Draft)**

Grades: 11,12

Credits: **SHS:** 4 credits per semester

**College:** 4-8 semester credits will be available from Normandale Community College

Schedule: 1st semester only (periods 1-3)

Location: ValleyFair

Prerequisite: None

Eligibility: Entrance to CAPS is based on eligibility criteria and a completed application. Limited space is available - please see page \_\_\_ for more information.

Shakopee CAPS Entertainment and Tourism program explores the dynamic field of hospitality, travel and tourism with unparalleled access to RiverSouth - Land of Big Fun (Mystic Lake, Valleyfair, Canterbury Park and Renaissance Festival). Students will learn from leading experts in hospitality and tourism management including entertainment, attractions, hotels, restaurants, food service and marketing. Shakopee CAPS requires students to be active, independent learners and fosters empowerment, self-discovery, collaboration, and critical thinking skills. Students will engage in a variety of opportunities including case studies, problem and project-based learning, and tours.

## **Shakopee CAPS Entertainment and Tourism Management Internship (Draft)**

Grades: 11,12

Credits: **SHS:** 3 credits per semester

**College:** 2 semester credits may be available from Normandale Community College

Schedule: 2nd Semester only (periods 1-3)

Location: Various internship locations in Shakopee area

Prerequisite: Shakopee CAPS Entertainment and Tourism Management - Semester 1

Eligibility: Acceptance into an internship will depend on students application and interview.  
Students are NOT guaranteed placement into an internship.

The Shakopee CAPS Entertainment and Tourism Internship will give students direct experience working in the Hospitality field. Students will gain invaluable professional skills working alongside professionals. Internship experiences will be tailored to student interest and availability. All students will apply and interview for these competitively placed positions. Students will learn first-hand the high expectations of the industry. Students who have participated in internships show a higher chance of completing college and with less debt. Come get a start on your future and develop your competitive edge.

# Curriculum Framework for Areas of Interest/Academies

## History

In August of 2014, the School Board approved the Secondary Design Team report and recommendations to improve our secondary academic programs. One of the key initiatives was to design a plan to organize elective courses (grade 6-12) based on Areas of Interest: Arts & Communication, Business & Entrepreneurship, Engineering & Manufacturing, Health Sciences, Human Services, and Science & Technology. Last year this work began by forming six Area of Interest Articulation teams. These teams included teacher representation from multiple content areas to determine programming and structure for these areas. The team defined great implementation as:

## Vision Statement:

Grade 6-12 elective courses will allow students to explore a variety of career and college preparatory experiences and dive deeply into an Area of Interest. All programs of study will help students develop the Shakopee 6 C's. (Character, Collaboration, Communication, Creativity, Critical Thinking, & Cultural Competence)

## Great Implementation Looks Like:

- Vertical alignment of courses in grades 6-12 and/or E-12 (when possible) for each Area of Interest.
- A progression of courses that increase in depth and complexity and include “mini” capstone experiences to prepare for 11th and 12 grade capstone experiences, including an immersion option (CAPS) for students.
- 11th and 12th grade electives will include value added programming, such as dual credit, internship/apprenticeship, capstone, certificate or degree programs, etc.
- Courses will focus on relevant professional or industry standards and involve community, business, and post-secondary partnerships to ensure real world application.
- Course alignment will offer flexibility to ensure student options for exploration and the ability to go deeper into a specific area of interest or program of study.

The passage of the referendum allowed this curriculum framework to become the foundation for the “Academies of Shakopee”.

## The Articulation Process

The Area of Interest Articulation teams have drafted the curriculum framework for each area. Last year these teams proposed changes to our middle school elective program. Changes were made to the middle school master schedule to allow more student choice of electives at grades 7-9 and new gateway and elective courses were proposed. This year new or revised courses will be proposed at the High School introductory level targeted at 9<sup>th</sup> and 10<sup>th</sup> graders. Below is a multiple year plan for these Articulation teams.

2014-15	2015-16	2016-17	2017-18	2018-19
<ul style="list-style-type: none"> <li>Defined the purpose of each Area of Interest and programs of study</li> <li>Proposed new MS gateway and elective courses</li> </ul>	<ul style="list-style-type: none"> <li>Implemented MS courses</li> <li>Draft of HS framework</li> <li>Proposed HS introductory courses</li> </ul>	<ul style="list-style-type: none"> <li>Implement new introductory courses</li> <li>Revise draft of HS framework</li> <li>Propose intermediate courses</li> </ul>	<ul style="list-style-type: none"> <li>Implement new intermediate courses</li> <li>Revise draft of HS framework</li> <li>Propose additional intermediate or advanced courses</li> </ul>	<ul style="list-style-type: none"> <li>Implement new intermediate/advanced courses</li> <li>Finalize draft of HS framework</li> <li>Propose additional intermediate and advanced courses as needed</li> </ul>

**Terms Defined**

**Area of Interest** – Broad area of interests commonly used by universities and the Minnesota Department of Education as career clusters.

**Programs of Study** – a sequence of courses that increase in depth and complexity in a more focused program within an Area of Interest.

**Gateway Course** – a quarter length course which introduces each Area of Interest and is a requirement for 6<sup>th</sup> and 7<sup>th</sup> grade students at the middle level.

**Introductory Course** – the first course in a sequence of courses within a program of study. Typically, taken by 9<sup>th</sup> or 10<sup>th</sup> graders.

**Intermediate Course** – the second course in a sequence of courses within a program of study. Typically taken by 9<sup>th</sup> to 11<sup>th</sup> graders.

**Advanced Course** – the third course in a sequence of courses within a program of study. These courses must include a value added programming. Typically, taken by 11<sup>th</sup> and 12<sup>th</sup> graders.

**Global Elective** – a course that is not embedded within an academy.

**Curriculum Frameworks – Key Assumptions**

The curriculum frameworks for all six Areas of Interest are listed below. Please note the color legend.

**Orange = Proposed or revised courses      Black = Existing courses with little or no modification needed      Blue = Brainstorm/Potential Electives**

**Assumptions include:**

- Proposed courses are still being reviewed and subject to change.
- These frameworks are preliminary drafts and subject to change or revision over the next few years.
- Brainstorm/Potential Electives are conceptual not course titles. There are too many for our current student population and we will need to reduce or eliminate other courses to ensure “sustainable” course options for students.
- Programs of Study within Areas of Interest will be subject to change and revision over time. Areas of Interest are the names of our six “Academies of Shakopee”.

# Arts and Communication

Area of Interest Gateway: Heroes (Grade 6)

Middle School Electives (Grade 7,8):

Band 6,7,8, Choir 6,7,8, Music Production, Digital Art, Draw It / Paint It / Print It, Drop a Beat, House of Style, Digital Storytelling, Sculpt It,.

## DRAFT - DRAFT - DRAFT

Program of Study	Intro (Grade 9-10)	Intermediate (Grade 9-11)	Advanced (Grade 11-12)
<b>Musical Arts</b>	<ul style="list-style-type: none"> <li>9th Grade Band</li> <li>9th Grade Choir</li> <li>Rock Band Essentials</li> </ul>	<ul style="list-style-type: none"> <li>Symphonic Band</li> <li>Saber Choir</li> <li>Rock Band Essentials 2</li> </ul>	<ul style="list-style-type: none"> <li>Wind Ensemble</li> <li>Concert Band</li> <li>Concert Choir</li> <li>AP Music Theory</li> <li>Bel Canto</li> <li>Composition</li> <li>Senior Recitals</li> </ul>
<b>Theatre Arts</b>	<ul style="list-style-type: none"> <li>Theatre</li> </ul>	<ul style="list-style-type: none"> <li>Acting 1</li> <li>Acting 2</li> <li>Stagecraft</li> <li>Choreography</li> <li>Writers' Workshop (rename only)</li> <li>Film Study</li> </ul>	<ul style="list-style-type: none"> <li>Capstone course (Original Production Experience/Stage Direction)</li> <li>Filmmaking</li> </ul>
<b>Arts Production and Management</b>	<ul style="list-style-type: none"> <li>Arts and Production Management</li> </ul>	<ul style="list-style-type: none"> <li>Technical Sound and Lighting Design</li> <li>Production Management</li> <li>Electronic Music Production</li> <li>Technical Studio</li> </ul>	<ul style="list-style-type: none"> <li>Arts Board</li> <li>Arts Administration</li> </ul>
<b>Visual Arts</b>	<ul style="list-style-type: none"> <li>Art Foundations</li> <li>Ceramics 1</li> </ul>	<ul style="list-style-type: none"> <li>Sculpture 1</li> <li>Sculpture 2</li> <li>Photo 1 and 2</li> <li>DPP 1 and 2</li> <li>Ceramics 2</li> <li>Maker Studio</li> </ul>	<ul style="list-style-type: none"> <li>AP Studio Art</li> <li>Studio Market</li> </ul>
<b>Design</b>	<ul style="list-style-type: none"> <li>Interior Design 1</li> <li>Fashion Merchandising &amp; Design</li> <li>Digital Design 1</li> <li>Art Foundations</li> </ul>	<ul style="list-style-type: none"> <li>Apparel Construction</li> <li>Digital Design 2</li> </ul>	<ul style="list-style-type: none"> <li>Interior Design 2</li> <li>Fashion 2</li> </ul>
<b>Mass Communications</b>	<ul style="list-style-type: none"> <li>Journalism 1</li> <li>Theatre</li> </ul>	<ul style="list-style-type: none"> <li>Journalism 2</li> <li>Writers' Workshop (rename only)</li> <li>CIS Public Speaking</li> <li>Film Study</li> <li>Technical Studio</li> <li>Acting 1</li> <li>Acting 2</li> </ul>	<ul style="list-style-type: none"> <li>Advanced Broadcast</li> <li>Yearbook Publisher</li> <li>Publications Editor</li> <li>Filmmaking</li> </ul>

# Business and Entrepreneurship

Area of Interest Gateway: Think Tank (Grade 7)

Middle School Electives (Grade 7,8):

Innovation Lab, Money Doesn't Grow on Trees, Teen Chef.

DRAFT - DRAFT - DRAFT

Program of Study	Intro (Grade 9-10)	Intermediate (Grade 9-11)	Advanced (Grade 11-12)
<b>Business Management</b>	<ul style="list-style-type: none"> <li>Business Dynamics</li> </ul>	<ul style="list-style-type: none"> <li>Financial Modeling</li> <li>Accounting</li> <li>Business Management</li> <li>Business Technology</li> <li>International Business and Law</li> </ul>	<ul style="list-style-type: none"> <li>CIS Economics</li> <li>AP Macroeconomics</li> <li>Retail Store Management (Saber Store - include online component)</li> <li>Virtual Enterprise International</li> <li>Microsoft Office Specialist (Concurrent w/Normandale)</li> </ul>
<b>Entrepreneurship</b>	<ul style="list-style-type: none"> <li>Business Dynamics</li> </ul>	<ul style="list-style-type: none"> <li>Marketing 2 (Ecommerce &amp; Social Marketing)</li> <li>Web Design and App Development</li> <li>Financial Modeling</li> <li>Innovation and Change Management</li> <li>Entrepreneurship: Starting Your Own Business</li> </ul>	<ul style="list-style-type: none"> <li>Venture Capitalism (The Lean Launchpad)</li> <li>Fashion Merchandising</li> </ul>
<b>Finance</b>	<ul style="list-style-type: none"> <li>Business Dynamics</li> </ul>	<ul style="list-style-type: none"> <li>Money, Banking, and Investments</li> <li>Financial Modeling</li> <li>Accounting 1</li> <li>Accounting 2</li> </ul>	<ul style="list-style-type: none"> <li>CIS Economics</li> <li>AP Macroeconomics</li> <li>1st Nat'l Bank of Shakopee High School</li> </ul>
<b>Hospitality, Entertainment, Tourism</b>	<ul style="list-style-type: none"> <li>Entertainment &amp; Tourism</li> <li>Culinary Arts 1</li> </ul>	<ul style="list-style-type: none"> <li>Service and retail industries</li> <li>Culinary Arts 2</li> <li>Baking and Pastry 1</li> <li>Baking and Pastry 2</li> </ul>	<ul style="list-style-type: none"> <li>Hospitality and Entertainment Career Capstone</li> </ul>
<b>Marketing and Sales</b>	<ul style="list-style-type: none"> <li>Business Dynamics</li> </ul>	<ul style="list-style-type: none"> <li>Marketing 1</li> <li>Marketing 2 (Ecommerce &amp; Social Marketing)</li> <li>Web Design and App Development</li> <li>Accounting 1</li> </ul>	<ul style="list-style-type: none"> <li>Virtual Enterprise International</li> <li>DECA</li> <li>Fashion Merchandising</li> </ul>

# Engineering and Manufacturing

**Area of Interest Gateway:** Teen Engineer (Grade 7)

**Middle School Electives (Grade 7,8):**

Architecture, Design and Manufacturing, Robotics.

## DRAFT - DRAFT - DRAFT

Program of Study	Intro (Grade 9-10)	Intermediate (Grade 9-11)	Advanced (Grade 11-12)
Architecture, Construction, and Civil Engineering	<ul style="list-style-type: none"> <li>Intro to Engineering Design (IED)</li> <li>Technology Challenges</li> <li>Construction 1</li> </ul>	<ul style="list-style-type: none"> <li>Civil Engineering &amp; Architecture (CEA)</li> <li>Construction 2</li> <li>Principles of Engineering (POE)</li> </ul>	<ul style="list-style-type: none"> <li>Engineering Design &amp; Development (EDD)</li> <li>AP Physics C</li> <li>Architecture (ACE)</li> </ul>
Manufacturing, Fabrication, Chemical and Mechanical Engineering	<ul style="list-style-type: none"> <li>Intro to Engineering Design (IED)</li> <li>Technology Challenges</li> <li>Woodworking 1</li> <li>Welding 1</li> </ul>	<ul style="list-style-type: none"> <li>Computer Integrated Manufacturing (CIM)</li> <li>Woodworking 2</li> <li>Welding 2</li> <li>Material Science / Chemical Engineering</li> <li>Principles of Engineering (POE)</li> </ul>	<ul style="list-style-type: none"> <li>Woodworking 3</li> <li>Engineering Design &amp; Development (EDD)</li> <li>Welding 3</li> <li>AP Chemistry</li> </ul>
Robotics, Automation, Mechanical and Electrical Engineering	<ul style="list-style-type: none"> <li>Intro to Engineering Design (IED)</li> <li>Technology Challenges</li> </ul>	<ul style="list-style-type: none"> <li>Computer Integrated Manufacturing (CIM)</li> <li>Electricity/Electrical Engineering</li> <li>Principles of Engineering (POE)</li> </ul>	<ul style="list-style-type: none"> <li>Engineering Design &amp; Development (EDD)</li> <li>Robotics</li> <li>AP Physics C</li> </ul>
Transportation and Aerospace Engineering	<ul style="list-style-type: none"> <li>Intro to Engineering Design (IED)</li> <li>Small Gas Engines 1</li> </ul>	<ul style="list-style-type: none"> <li>Marine, Motorcycle and Powersports (MMP)</li> <li>Aerospace Engineering (ASE)</li> <li>Principles of Engineering (POE)</li> </ul>	<ul style="list-style-type: none"> <li>Engineering Design &amp; Development (EDD)</li> <li>Super Mileage Vehicle</li> <li>AP Physics C</li> </ul>

# Health Sciences

Area of Interest Gateway: Snack Attack (grade 7)

Middle School Electives (Grade 7,8):

Medical Detectives, 2 Fit 2 Quit, Code Red.

## DRAFT - DRAFT - DRAFT

Program of Study	Intro (Gr.9-10)	Intermediate (Gr.9-11)	Advanced (Gr. 11-12)
<b>Biomedical</b>	<ul style="list-style-type: none"> <li>Medical Interventions (PLTW)</li> </ul>	<ul style="list-style-type: none"> <li>Human Body Systems</li> <li>Forensic Science</li> <li>Principles of Biomedical Science</li> <li>Healthcare Technology</li> </ul>	<ul style="list-style-type: none"> <li>Biomedical Innovation</li> <li>CIS Anatomy and Physiology</li> </ul>
<b>Health and Wellness</b>	<ul style="list-style-type: none"> <li>Fit for Life</li> <li>Nutrition &amp; Foods</li> </ul>	<ul style="list-style-type: none"> <li>Nutrition &amp; Dietetics</li> <li>Community Wellness</li> <li>Kinesiology: Body in Motion</li> <li>Principles of Personal Fitness</li> </ul>	<ul style="list-style-type: none"> <li>Personal Training</li> </ul>
<b>Exercise Science</b>	<ul style="list-style-type: none"> <li>Intro to Sport Performance</li> </ul>	<ul style="list-style-type: none"> <li>Performance Nutrition</li> <li>Kinesiology: Body in Motion</li> <li>Exercise Physiology and Biomechanics</li> <li>Lifetime Sports and Fitness</li> </ul>	<ul style="list-style-type: none"> <li>Physical Therapy and Athletic Medicine</li> </ul>
<b>Healthcare</b>	<ul style="list-style-type: none"> <li>Medical Interventions (PLTW)</li> <li>Nutrition &amp; Foods</li> </ul>	<ul style="list-style-type: none"> <li>Human Body Systems</li> <li>Nutrition &amp; Dietetics</li> <li>Veterinary/Animal Science</li> <li>Dentistry and Orthodontics</li> <li>Microbiology</li> <li>Therapeutics</li> <li>Integrative Healthcare</li> <li>Pharmacology</li> <li>Health Informatics</li> </ul>	<ul style="list-style-type: none"> <li>HCC</li> <li>Nursing Assistant</li> <li>CIS Human Anatomy / Physiology</li> </ul>

# Human Services

**Area of Interest Gateway:** Be The Change (grade 6)

**Middle School Electives (Grade 7,8):**

Law and Order, Stand Up for Shako!.

**DRAFT - DRAFT - DRAFT**

Program of Study	Intro (Grade 9-10)	Intermediate (Grade 9-11)	Advanced (Grade 11-12)
Education and Training	<ul style="list-style-type: none"> <li>Intro to Human Development</li> </ul>	<ul style="list-style-type: none"> <li>Developmental Psychology</li> <li>Advanced Child Development</li> <li>Teacher Cadet 1</li> </ul>	<ul style="list-style-type: none"> <li>CIS Psych</li> <li>Teacher Cadet 2</li> <li>Great Leadership Opportunities</li> <li>Instructional Technology Solutions</li> </ul>
Law and Legal	<ul style="list-style-type: none"> <li>Civil Liberties &amp; Litigation</li> </ul>	<ul style="list-style-type: none"> <li>Applied Ethics and Law</li> <li>Abnormal and Social Psychology</li> <li>Criminal Justice</li> <li>International politics and law</li> </ul>	<ul style="list-style-type: none"> <li>CIS Law</li> <li>Explorer Program</li> </ul>
Public Service and Administration	<ul style="list-style-type: none"> <li>Public Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>Sociology</li> <li>International Affairs</li> <li>Non-profit and government services</li> <li>International politics and law (remove?)</li> </ul>	<ul style="list-style-type: none"> <li>Service Systems</li> <li>CIS Democracy</li> <li>Immersion/Study Abroad</li> <li>Great Leadership Opportunities</li> </ul>
Social and Mental Health Services	<ul style="list-style-type: none"> <li>Family &amp; Social Services</li> </ul>	<ul style="list-style-type: none"> <li>Sociology</li> <li>Abnormal and Social Psychology</li> <li>Mental Health Systems</li> </ul>	<ul style="list-style-type: none"> <li>Therapy Services</li> <li>CIS Psychology</li> </ul>

# Science and Technology

**Area of Interest Gateway:** Programming is Electric (grade 6)

**Middle School Electives (Grade 7,8):**

Invisible World of Science and Technology, Apps Creation.

**DRAFT - DRAFT - DRAFT**

Program of Study	Intro (Grade 9-10)	Intermediate (Grade 9-11)	Advanced (Grade 11-12)
Applied Science and Technology	<ul style="list-style-type: none"> <li>● Circuits, Power, &amp; Networking</li> </ul>	<ul style="list-style-type: none"> <li>● Renewable Energy</li> <li>● Digital Electronics</li> </ul>	<ul style="list-style-type: none"> <li>● Computer Networking and Infrastructure</li> <li>● Computer Service &amp; Management</li> <li>● Super Mileage Vehicle</li> </ul>
Computer Science	<ul style="list-style-type: none"> <li>● Computer Science Engineering (PLTW)</li> <li>● Circuits, Power, &amp; Networking</li> </ul>	<ul style="list-style-type: none"> <li>● Computer Science Applications(PLTW)</li> <li>● Cyber Security(PLTW)</li> <li>● Artificial Intelligence(PLTW)</li> <li>● Web Design and Graphical User Interfaces</li> </ul>	<ul style="list-style-type: none"> <li>● Computational Problem Solving(PLTW) - Aligned to AP Computer Science</li> <li>● Computer Service &amp; Management</li> </ul>
Human and Natural Resource Management	<ul style="list-style-type: none"> <li>● Energy and Resource Conservation</li> </ul>	<ul style="list-style-type: none"> <li>● Renewable Energy</li> <li>● Environmental Sustainability (PLTW)</li> <li>● Food and Agriculture Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>● Ecology &amp; Environmental Ethics</li> <li>● AP Environmental Science</li> </ul>
Investigative Science and Mathematics	<ul style="list-style-type: none"> <li>● The Future of Science: Research and Exploration</li> </ul>	<ul style="list-style-type: none"> <li>● Data Informatics</li> <li>● Pre-Calculus</li> <li>● Research &amp; Technical Writing</li> <li>● Nature of Science and Research Ethics</li> </ul>	<ul style="list-style-type: none"> <li>● AP Stats</li> <li>● AP Calculus</li> <li>● AP Biology</li> <li>● CIS Physics</li> <li>● AP Physics C</li> <li>● AP Chemistry</li> <li>● Advanced Research Topics</li> <li>● Discrete Math &amp; Cryptology</li> </ul>

# CERTIFICATE OF



# COMMENDATION

## PARAPROFESSIONAL RECOGNITION WEEK

January 11-15, 2016

*This certificate is presented as recognition of the more than 20,000 paraprofessionals working in Minnesota schools and educational programs. Therefore, with the appreciation and respect of the people of Minnesota, we recognize:*



I have hereunto set my hand and caused the Great Seal of the State of Minnesota to be affixed at the Capitol in the City of Saint Paul, December 7, 2015.

MARK DAYTON  
GOVERNOR

# STATE OF MINNESOTA

## OFFICE OF THE GOVERNOR