

Cambridge-Isanti High School Registration Guide 2026-2027

Request for Changes - DECEMBER 2025

SUMMARY OF CHANGES

Type of Change	Course Name	Strategic Plan Connection & Rationale
Course Changes Due to Statute Changes	<i>None</i>	<p><u>Alignment with Strategic Plan Goals:</u></p> <p><u>Rationale & Details:</u></p> <ul style="list-style-type: none"> •
Course Additions	Unmanned Aircraft/Drones	<p><u>Alignment with Strategic Plan Goals:</u></p> <p>1.14 Ensure that the continuous improvement process addresses and aligns curriculum with current state, national, and industry standards.</p> <p><u>Rationale & Details:</u></p> <ul style="list-style-type: none"> • Grades 10-12 • 1 elective credit • No pre-requisite courses • For students interested in aviation and drones. This course would prepare students to earn the Part 107 Remote Pilot Certificate – an industry-recognized FAA credential that can be obtained while still in high school. The course will help students build technical and decision-making skills relevant to growing career fields in aviation, agriculture, construction, emergency response, and media production. Additionally, students will be introduced to post-secondary pathways through partnerships with flight schools, technical colleges, and workforce programs.
	Introduction to Aviation	<p><u>Alignment with Strategic Plan Goals:</u></p> <p>1.14 Ensure that the continuous improvement process addresses and aligns curriculum with current state, national, and industry standards.</p> <p><u>Rationale & Details:</u></p> <ul style="list-style-type: none"> • Grades 10, 11, 12 • The Introduction to Aviation course is designed to give high school students a broad foundation in the concepts, systems, operations, and careers of aviation and aerospace. It aims to spark interest in aviation-related fields, develop critical thinking and technical literacy, and provide students with contextual understanding of how flight, regulation, safety, and technology intersect in the aviation system. • This course serves multiple roles: <ul style="list-style-type: none"> • Exploratory / Career Awareness – expose students to aviation careers (pilots, air traffic control, aerospace engineering, airport operations, unmanned systems,

		<p>maintenance, etc.).</p> <ul style="list-style-type: none"> • STEM Integration – allow students to apply and see connections between physics, mathematics, earth science (meteorology), geography, and technology in real-world contexts. • Aviation Literacy – give students the vocabulary, systems knowledge, and safety mindset to understand how the aviation system works (airspace, navigation, communications, aircraft performance). • Foundational Preparation – prepare interested students for subsequent aviation or aerospace courses with a solid base of knowledge and curiosity. • Critical Thinking & Decision Making – encourage students to engage with safety, human factors, risk management, and regulatory tradeoffs in aviation.
	World History A: <i>Through Film</i>	<p><u>Alignment with Strategic Plan Goals:</u></p> <p>1.14 Ensure that the continuous improvement process addresses and aligns curriculum with current state, national, and industry standards.</p> <p><u>Rationale & Details:</u></p> <ul style="list-style-type: none"> • Grade 10 • Fulfills 1 of the 2 World History Graduation Requirements • Students can choose World A or World A Film • World History A explores human civilization from prehistory through 1600 CE, emphasizing cultural, political, economic, and technological developments. Students will analyze primary and secondary sources, evaluate perspectives, and connect history to current global issues. <ul style="list-style-type: none"> ○ Films will be used as historical case studies—not as entertainment—to spark discussion, contextual analysis, and evidence-based writing. ○ Course Outcomes: <ul style="list-style-type: none"> • Analyze cause-and-effect relationships in world history. • Evaluate historical accuracy in film and media. • Compare global belief systems and civilizations. • Connect past cultural and political systems to modern societies. • Develop historical writing and critical thinking skills.
	US History B: <i>The Soundtrack of America</i>	<p><u>Alignment with Strategic Plan Goals:</u></p> <p>1.14 Ensure that the continuous improvement process addresses and aligns curriculum with current state, national, and industry standards.</p> <p><u>Rationale & Details:</u></p> <ul style="list-style-type: none"> • Grade 11 • The purpose of this course is to support district educational goals by engaging students in meaningful, standards-aligned learning that develops critical thinking, media literacy, and historical understanding. By using music as a lens to study U.S. history, the course promotes student interest, expands instructional choice, and helps learners connect content to real-world culture and societal issues, preparing them for college, career, and

		<p>civic life.</p> <ul style="list-style-type: none"> • "The Soundtrack of America" explores U.S. history from the 1920s to today through its music. Students will look at how songs and artists reflect and influence social change, from jazz and rock 'n' roll to protest music and hip-hop. Through listening, discussions, readings, and multimedia activities, students will examine how music connects to politics, culture, and identity, gaining a deeper understanding of America's history and its diverse musical traditions.
Course Modifications	Trades & Industry	<p><u>Alignment with Strategic Plan Goals:</u> 1.14 Ensure that the continuous improvement process addresses and aligns curriculum with current state, national, and industry standards.</p> <p><u>Rationale & Details:</u></p> <ul style="list-style-type: none"> • Course Description Change: <ul style="list-style-type: none"> ◦ Change course description to: Before you can build something, you must first be able to design it on a computer. This class will teach you how to use computer-aided drafting (CAD) to design things followed by 3D printing your model so you can see your design in action. The knowledge you gain from this course will be beneficial in many different areas such as engineering, robotics, welding, machining, woodworking, and any area that involves engineering something with a computer prior to construction. • Course Grade Level Changes: <ul style="list-style-type: none"> ◦ Construction Trades from 11, 12 → 10, 11, 12 ◦ Vocational Woods A & B from 11, 12 → 10, 11, 12 ◦ Vocational Welding A, B, C from 11, 12 → 10, 11, 12 • Course Name Changes: <ul style="list-style-type: none"> ◦ Machining & Manufacturing 1 → Metals & Manufacturing 1 ◦ Machining & Manufacturing 2 → Metals & Manufacturing 2 • Make it easier for the kids to understand and keep it industry standard • Our advisory team recommended to get kids into trades classes earlier to better prep them at a younger age for the AMP program.
	Social Studies	<p><u>Alignment with Strategic Plan Goals:</u> 1.14 Ensure that the continuous improvement process addresses and aligns curriculum with current state, national, and industry standards.</p> <p><u>Rationale & Details:</u></p> <ul style="list-style-type: none"> • Intro to Social Sciences → Intro to Social Studies <ul style="list-style-type: none"> ◦ Despite the accuracy of the term, it was confusing to have the name "Sciences" for a non-Science course at the high school. None of the curriculum will be changing.

Course Deletions	<i>None</i>	<u>Alignment with Strategic Plan Goals:</u> <u>Rationale & Details:</u> <ul style="list-style-type: none">•
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