



## Fridley Public Schools School Board Work Session Agenda

Tuesday, December 15, 2020 at 5:30 PM  
Virtual Meeting 12/15/2020  
VIRTUAL MEETING 1/19/2021  
Join by phone  
+1 971-301-4531, PIN 768013533# 55432

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# FRIDLEY PUBLIC SCHOOLS

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Fridley Public Schools Policies Presented for Second Reading  
December 15, 2020

#	Policy Name	Change/Revision
407	Employee Right to Know-Exposure to Hazardous Substances	MSBA recommended changes adding blood borne pathogens to policy
409	Employee Publications, Instructional Materials, Inventions and Creations	NEW policy

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## **407 EMPLOYEE RIGHT TO KNOW–EXPOSURE TO HAZARDOUS SUBSTANCES**

### **I. PURPOSE**

The purpose of this policy is to provide school district employees a place of employment and conditions of employment free from recognized hazards that are likely to cause death or serious injury or harm. (Minn. Stat. § 182.653, Subd. 2)

### **II. GENERAL STATEMENT OF POLICY**

The policy of this school district is to provide information and training to employees who may be routinely exposed to a hazardous substance, harmful physical agent or infectious agent, or blood borne pathogen.

### **III. DEFINITIONS**

- A. “Commissioner” means the Commissioner of Labor and Industry.
- B. “Routinely exposed” means that there is a reasonable potential for exposure during the normal course of assigned work or when an employee is assigned to work in an area where a hazardous substance has been spilled.
- C. “Hazardous substance” means a chemical or substance, or mixture of chemicals and substances, which:
  - 1. is regulated by the Federal Occupational Safety and Health Administration under the Code of Federal Regulations, title 29, part 1910, subpart Z; or
  - 2. is either toxic or highly toxic; an irritant; corrosive; a strong oxidizer; a strong sensitizer; combustible; either flammable or extremely flammable; dangerously reactive; pyrophoric; pressure-generating; compressed gas; carcinogen; teratogen; mutagen; reproductive toxic agent; or that otherwise, according to generally accepted documented medical or scientific evidence, may cause substantial acute or chronic personal injury or illness during or as a direct result of any customary or reasonably foreseeable accidental or intentional exposure to the chemical or substance; or
  - 3. is determined by the commissioner as a part of the standard for the chemical or substance or mixture of chemicals and substances to present a significant risk to worker health and safety or imminent danger of death or

serious physical harm to an employee as a result of foreseeable use, handling, accidental spill, exposure, or contamination.

- D. “Harmful physical agent” means a physical agent determined by the commissioner as a part of the standard for that agent to present a significant risk to worker health or safety or imminent danger of death or serious physical harm to an employee. This definition includes but is not limited to radiation, whether ionizing or nonionizing.
- E. “Infectious agent” means a communicable bacterium, rickettsia, parasites, virus, or fungus determined by the commissioner by rule, with approval of the commissioner of health, which according to documented medical or scientific evidence causes substantial acute or chronic illness or permanent disability as a foreseeable and direct result of any routine exposure to the infectious agent. Infectious agent does not include an agent in or on the body of a patient before diagnosis.
- F. “Blood borne pathogen” means a pathogenic microorganism that is present in human blood and can cause disease in humans. This definition includes, but is not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

#### IV. TARGET JOB CATEGORIES

Annual training will be provided to all full and part-time employees who are “routinely exposed” to a hazardous substance, harmful physical agent, infectious agent, or blood borne pathogen as set forth above.

#### V. TRAINING SCHEDULE

Training will be provided to employees before beginning a job assignment as follows:

- A. Any newly-hired employee assigned to a work area where he or she is determined to be “routinely exposed” under the guidelines above.
- B. Any employee reassigned to a work area where he or she is determined to be routinely exposed under the above guidelines.

#### ***Legal References:***

Minn. Stat. Ch. 182 (Occupational Safety and Health)  
Minn. Rules Ch. 5205 (Safety and Health Standards)  
Minn. Rules Ch. 5206 (Employee Right to Know Standards)  
29 C.F.R. § 1910.1050, App. B (Substance Technical Guidelines)



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***Cross References:***

MSBA/MASA Model Policy 420 (Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions)

MSBA/MASA Model Policy 807 (Health and Safety Policy)

***School Board Action:***

Adopted at Policy 407 March 16, 2004

Revised December 15, 2020

Second Reading

## 409 EMPLOYEE PUBLICATIONS, INSTRUCTIONAL MATERIALS, INVENTIONS AND CREATIONS

### I. PURPOSE

The purpose of this policy is to identify and reserve the proprietary rights of the school district to certain publications, instructional materials, inventions, and creations which employees may develop or create, or assist in developing or creating, while employed by the school district.

### II. GENERAL STATEMENT OF POLICY

Unless the employee develops, creates or assists in developing or creating a publication, instructional material, computer program, invention or creation entirely on the employee's own time and without the use of any school district facilities or equipment, the employee shall immediately disclose and, on demand of the school district, assign any rights to publications, instructional materials, computer programs, materials posted on websites, inventions or creations which the employee develops or creates or assists in developing or creating during the term of employee's employment. In addition, employees shall sign such documents and perform such other acts as may be necessary to secure the rights of the school district relating to such publications, instructional materials, computer programs, materials posted on websites, inventions and/or creations, including domestic and foreign patents and copyrights.

### III. NOTICE OF POLICY

The school district shall give employees notice of this policy by such means as are reasonably likely to inform them of this policy.

***Legal References:***

Minn. Stat. § 181.78 (Agreements; Terms relating to Inventions)  
17 U.S.C § 101 et seq. (Copyrights)

***School Board Action:***

Adopted December 15, 2020



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## 423 EMPLOYEE-STUDENT RELATIONSHIPS

### I. PURPOSE

The school district is committed to an educational environment in which all students are treated with respect and dignity. Every school district employee is to provide students with appropriate guidance, understanding, and direction while maintaining a standard of professionalism and acting within accepted standards of conduct.

### II. GENERAL STATEMENT OF POLICY

- A. This policy applies to all school district employees at all times, whether on or off duty and on or off of school district locations.
- B. At all times, students will be treated by all school district employees with respect, courtesy, and consideration and in a professional manner. Each school district employee is expected to exercise good judgment and professionalism in all interpersonal relationships with students. Such relationships must be and remain on an employee-student basis.
- C. Staff must be mindful of their inherent positions of authority and influence over students.
- D. Sexual relationships between school district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to criminal liability.
- E. Other actions that violate this policy include, but are not limited to, the following:
  - 1. Dating students.
  - 2. Having any interaction/activity of a sexual nature with a student.
  - 3. Committing or attempting to induce students or others to commit an illegal act or act of immoral conduct which may be harmful to others or bring discredit to the school district.
  - 4. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances.
- F. School district employees shall, whenever possible, employ safeguards against improper relationships with students and/or claims of such improper relationships.



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- G. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.
- H. School district employees will adhere to applicable standards of ethics and professional conduct in Minnesota law.

### III. REPORTING AND INVESTIGATION

- A. Complaints and/or concerns regarding alleged violations of this policy shall be handled in accordance with MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons) unless other specific complaint procedures are provided within any other policy of the school district.
- B. All employees shall cooperate with any investigation of alleged acts, conduct, or communications in violation of this policy.

### IV. SCHOOL DISTRICT ACTION

Upon receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. It also may include reporting to appropriate state or federal authorities, including the Minnesota Professional Educator Licensing and Standards Board or the appropriate licensing authority and appropriate agencies responsible for investigating reports of maltreatment of minors and/or vulnerable adults. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and school district policies.

### V. SCOPE OF LIABILITY

Employees are placed on notice that if an employee acts outside the performance of the duties of the position for which the employee is employed or is guilty of malfeasance, willful neglect of duty, or bad faith, the school district is not required to defend and indemnify the employee for damages in school-related litigation.

#### ***Legal References:***

Minn. Stat. § 13.43, Subd. 16 (School District or Charter School Disclosure of Violence or Inappropriate Sexual Contact)



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Minn. Stat. § 122A.20, Subd. 2 (Mandatory Reporting to Professional Educator Licensing and Standards Board or Board of School Administrators)

Minn. Stat. § 122A.40, Subds. 5(b) and 13(b) (Mandatory immediate discharge of teachers with license revocations due to child or sex abuse convictions)

Minn. Stat. §§ 609.341-609.352 (Defining “intimate parts” and “position of authority” as well as detailing various sex offenses)

Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors)

Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)

Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)

Minn. Rules Part 8710.2100 (Code of Ethics for Minnesota Teachers)

***Cross References:***

MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)

MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)

MSBA/MASA Model Policy 306 (Administrator Code of Ethics)

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)

MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

MSBA/MASA Model Policy 421 (Gifts to Employees and School Board Members)

MSBA/MASA Model Policy 507 (Corporal Punishment)

***School Board Action:***

## Personnel Changes 2020-21 School Year

### New Contracts and Amendments per Master Agreements (2020-2021)

First Name	Last Name	Assignment	Step/Lane/Salary	School
Sarah	Bennek	Student Council Advisor	Schedule C	FMS
Blair	Berger	Builders Club Advisor	Schedule C	FMS
Ezekiel	Miltenberger	Lifeguard/WSI	\$10.66 / \$14.61 per hour	FCC
Joshua	Morros	CE Classroom Assistant	\$15.01 per hour	FCC
Anthony	Nichols	CE Classroom Assistant	\$15.01 per hour	FCC
Anne	Rae	LTS Social Worker	BA/step 1	District
Jonathan	Schuh	Asst Basketball Coach	Schedule C	FHS
Josh	Thurston	MS Yearbook Club Advisor	Schedule C	FMS

### Resignations (2020-2021)

- Caitlyn Williams resigned her classroom assistant position at Fridley Community Center, effective December 1, 2020.
- Ashishasia Young-Harris resigned her paraeducator position at Fridley Community Center, effective November 11, 2020.

### Leave Requests (2020-2021)

- Jenna Lange has requested a leave of absence from her dean of students position at Fridley Middle Schools from February 19, 2021 through May 6, 2021.
- Hope Osifuye has extended her leave of absence from her Equity and Inclusion Specialist position at Stevenson through February 1, 2021.
- Samantha Schenkelberg has requested a leave of absence from her teacher position at Fridley Middle School from March 15, 2021 through May 25, 2021.

### Terminations (2020-2021)

- Ayan Ahmed's employment as a custodian at Fridley High School has been terminated, effective November 30, 2020.
- Fatima Alkaabi's Building Monitor position ended November 20, 2020 due to the change in learning models from hybrid to distance learning at the elementary schools.



# FRIDLEY PUBLIC SCHOOLS

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**Barbie Roessler, Director of Finance & Operations**

barbie.roessler@fridley.k12.mn.us | 763-502-5004

## MEMORANDUM

TO: Members of the School Board and Dr. Hiel

FROM: Barbie Roessler, Director of Finance and Operations

DATE: December 15, 2020

RE: Approve the 2020 Payable 2021 Property Tax Levy

### Recommendation

**For the Board of Education to approve and certify the final property tax levy for taxes payable in 2021 in the amount of \$12,312,057.25.**

### Attachments:

Pay 2021 Fund Summary

Pay 2021 Levy Summary



## Fridley Public School District, ISD 14

Comparison of Actual Tax Levy Payable in 2020 to Proposed Levy Payable in 2021

Fund Levy Category	Actual Levy Payable in 2020	Proposed Levy Payable in 2021	\$ Change	% Change
<b>General</b>				
Voter Approved Operating Referendum	1,399,359.10	1,537,773.00	\$138,414	
Local Optional Revenue (LOR)	1,851,785	1,867,084	15,299	
Equity	435,329	425,446	(9,883)	
Capital Project Referendum	924,145	987,134	62,989	
Operating Capital	181,870	195,250	13,380	
Alternate Teacher Compensation	272,631	280,026	7,396	
Achievement and Integration	219,119	228,592	9,473	
Safe Schools	157,865	154,336	(3,529)	
Long Term Facilities Maintenance	1,179,715	1,154,778	(24,937)	
Instructional Lease	587,227	584,730	(2,497)	
Other	156,522	233,998	77,477	
Prior Year Adjustments	15,689	(46,508)	(62,197)	
<b>Total, General Fund</b>	<b>\$7,381,256</b>	<b>\$7,602,641</b>	<b>\$221,385</b>	<b>3.0%</b>
<b>Community Service</b>				
Basic Community Education	\$120,409	\$120,409	\$0	
Early Childhood Family Education	50,270	50,437	167	
School-Age Child Care	165,000	175,000	10,000	
Other	1,129	1,244	115	
Prior Year Adjustments	50,494	74,607	24,113	
<b>Total, Community Service Fund</b>	<b>\$387,303</b>	<b>\$421,698</b>	<b>\$34,395</b>	<b>8.9%</b>
<b>Debt Service</b>				
Voter Approved	\$2,311,681	\$2,253,775	(\$57,906)	
Other	264,390	263,183	(1,207)	
Long-Term Facility Maintenance	1,413,761	1,451,430	37,669	
Other Post Employment Benefits	567,084	572,623	5,539	
Reduction for Debt Excess	(203,564)	(304,391)	(100,827)	
Prior Year Adjustments	58,308	51,098	(7,209)	
<b>Total, Debt Service Fund</b>	<b>\$4,411,660</b>	<b>\$4,287,719</b>	<b>(\$123,941)</b>	<b>-2.8%</b>
<b>Total Levy, All Funds</b>	<b>\$12,180,219</b>	<b>\$12,312,057</b>	<b>\$131,838</b>	<b>1.1%</b>
<b>Subtotal by Truth in Taxation Categories:</b>				
Voter Approved	4,574,310	4,671,343	97,033	
Other	7,605,909	7,640,714	34,806	
<b>Total</b>	<b>\$12,180,219</b>	<b>\$12,312,057</b>	<b>\$131,838</b>	<b>1.1%</b>

LINE #	LIMITATION COMPONENTS	2019 PAY 2020 LIMITATION	2019 PAY 2020 CERTIFIED LEVY	2020 PAY 2021 LIMITATION	2020 PAY 2021 PROPOSED LEVY	2020 PAY 2021 CERTIFIED LEVY NOTES
SUBTOTALS BY LEVY CATEGORY						
(5001)	GENERAL-RMV VOTER-JOBZ EXEMPT	1,412,385.42	1,412,385.42	1,543,767.56	1,543,767.56	
(5002)	GENERAL-RMV OTHER-JOBZ EXEMPT	2,339,555.37	2,339,555.37	2,238,435.40	2,238,435.40	
(5003)	GENERAL-NTC VOTER-JOBZ EXEMPT	924,144.62	924,144.62	987,134.11	987,134.11	
(5004)	GENERAL-NTC OTHER-GENED-EXEMPT	N/A	N/A	N/A	N/A	N/A *1
(5005)	GENERAL-NTC OTHER-JOBZ EXEMPT	2,705,170.92	2,705,170.92	2,833,304.15	2,833,304.15	
(5011)	COMMUNITY SERV-NTC OTHER-EXEMPT	387,302.69	387,302.69	421,697.50	421,697.50	
(5016)	GENL DEBT-NTC VOTER-NONEXEMPT	2,237,780.22	2,237,780.22	2,140,441.44	2,213,087.13	*2
(5017)	GENL DEBT-NTC OTHER-NONEXEMPT	1,633,406.26	1,633,406.26	1,607,440.57	1,611,361.93	*2
(5023)	OPEB DEBT-NTC VOTER-NONEXEMPT					
(5024)	OPEB DEBT-NTC OTHER-NONEXEMPT	540,473.29	540,473.29	539,836.52	539,836.52	
SUBTOTALS BY FUND						
(5006)	GENERAL FUND	7,381,256.33	7,381,256.33	7,602,641.22	7,602,641.22	
(5011)	COMMUNITY SERVICES FUND	387,302.69	387,302.69	421,697.50	421,697.50	
(5018)	GENERAL DEBT SERVICE FUND	3,871,186.48	3,871,186.48	3,747,882.01	3,824,449.06	
(5025)	OPEB/PENSION DEBT SERVICE FUND	540,473.29	540,473.29	539,836.52	539,836.52	
SUBTOTALS BY TAX BASE						
	REFERENDUM MARKET VALUE	3,751,940.79	3,751,940.79	3,782,202.96	3,782,202.96	
	NET TAX CAPACITY	8,428,278.00	8,428,278.00	8,529,854.29	8,606,421.34	
SUBTOTALS BY TRUTH IN TAXATION CATEGORY						
	VOTER APPROVED	4,574,310.26	4,574,310.26	4,671,343.11	4,743,988.80	
	OTHER	7,605,908.53	7,605,908.53	7,640,714.14	7,644,635.50	
TOTAL LEVY						
	TOTAL LEVY	12,180,218.79	12,180,218.79	12,312,057.25	12,388,624.30	
ALLOWABLE INCREASE						
	ALLOWABLE INCREASE AMOUNT				76,567.05-	
	MAXIMUM ALLOWABLE CERTIFIED LEVY				12,312,057.25	

FOOTNOTES:

\*1 STUDENT ACHIEVEMENT (GENED) LEVY PHASED OUT AFTER PAY 2017

\*2 SCHOOL BUILDING BOND AGRICULTURAL CREDIT WILL BE CALCULATED USING THE GENERAL DEBT SERVICE LEVY CATEGORIES

NOTE TO SCHOOL DISTRICTS: MUST CERTIFY PROPOSED AND FINAL LEVIES VIA THE WEB-BASED LEVY CERTIFICATION SYSTEM AVAILABLE ON THE MDE WEBSITE, HTTP://EDUCATION.STATE.MN.US.





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

#### ADMINISTRATION

**Dr. Kim Hiel**

*Fridley Public Schools Superintendent*

**Ms. Patty Hand**

*Fridley High School Principal*

**Mr. Kelly McConville**

*Fridley High School Assistant Principal*

**Mr. Dan Roff**

*Fridley Activities Director*

#### STUDENT SUPPORT OFFICES

**Ms. Fatima Alnizami**

*Registrar—Guidance Office*

763-502-5612

**Mr. Jim Cummings**

*Dean of Students*

Last names starting with the letters A - F

763-502-5617

**Ms. Amy Engler**

*Dean of Students*

Last names starting with the letters G - M

763-502-5610

**Ms. Darian Winslow**

*Dean of Students*

Last names starting with the letters N-Z

763-502-5619

#### IB COORDINATORS

**Ms. Kari Reiter**

763-502-5036

**Ms. Jessica Baker**

763-502-5062

## A MESSAGE FROM PRINCIPAL HAND



*Patty Hand, Principal*

Welcome to Fridley High School for the 2021-22 school year. Fridley High School is an IB World School. We are proud and committed to offer a comprehensive curriculum in a caring environment.

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

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

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

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

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

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

Good luck as you plan for the upcoming school year.

Sincerely,

<sup>15</sup>  
Fridley High School Principal



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

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

*To accomplish this mission, we will:*

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

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# HOW TO USE THIS REGISTRATION GUIDE

## TERMINOLOGY AND DEFINITIONS

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

### **Prerequisite Course**

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

### **Required Course**

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

### **Elective Course**

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

### **International Baccalaureate Diploma Programme**

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

### **DP SL Course: Diploma Programme Standard Level:**

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

### **DP HL Course: Diploma Programme Higher Level:**

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



## REGISTRATION INSTRUCTIONS

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

## CLASS CHANGE REQUESTS

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

# INTRODUCTION

## GRADUATION REQUIREMENTS & CRITERIA

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

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

## PLANNING COURSES

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

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



## CREDITS REQUIRED

SUBJECT	Credits
Language & Literature	4
Individuals & Societies (Social Studies)	3.5
Sciences	3
Physical & Health Education	1.5
Arts (Performing & Visual)	1
Design (Business, FACS, Technology)	1
Language Acquisition (Chinese, German, Spanish, EL)	2
<b>Total Required Credits</b>	<b>19</b>
Elective Credits For Graduation	8
<b>Total Credits For Graduation</b>	<b>24</b>

# IB MIDDLE YEARS PROGRAMME (MYP)

## HOW IS THE IB MIDDLE YEARS PROGRAMME UNIQUE?

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

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

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

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

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

## APPROACHES TO LEARNING

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

These skills are organized into the following categories:

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

## PERSONAL PROJECT

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

## SERVICE IN ACTION

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



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

Arts (Performing/Visual)

Design

(Business/FACS/Technology)

Individuals & Societies

Language Acquisition  
(Chinese/German/Spanish/EL)

Language & Literature

Mathematics

Physical & Health Education

Sciences



# GRADES 9-10 MYP: Course Sequencing

## International Baccalaureate Middle Years Programme Planning Worksheet

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

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

### LET'S PLAN AHEAD!

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

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



## IB DIPLOMA CANDIDATES

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



## EXTENDED ESSAY

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

## THEORY OF KNOWLEDGE (2 semesters)

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

## CAS - CREATIVITY, ACTIVITY, SERVICE

### **(Approximately 150 hours over two years)**

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

## IB COURSE STUDENTS

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

## IB DP AT FRIDLEY HIGH SCHOOL

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



# IB CAREER-RELATED PROGRAMME (DP)

## IB CAREER-RELATED PROGRAMME

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

### THE CP ENABLES STUDENTS TO:

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

### THE IBCP FRAMEWORK IS BUILT AROUND THREE INTERCONNECTED ELEMENTS:

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



IB CP AT FRIDLEY HIGH SCHOOL

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

FRIDLEY IB CP PATHWAYS:	
Health Career Pathway	IT Career Pathway
EMR/EMT	A+ Software & Hardware Intro to Computer Programming



### REDUCING THE “ACADEMIC VERSUS VOCATIONAL” DIVIDE

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

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

# GRADES 11-12 DP: Course Sequencing

## International Baccalaureate Diploma Programme Planning Chart

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

# Minnesota Career Fields, Clusters & Pathways

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

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

## CAREER FIELDS

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

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



## CAREER CLUSTERS

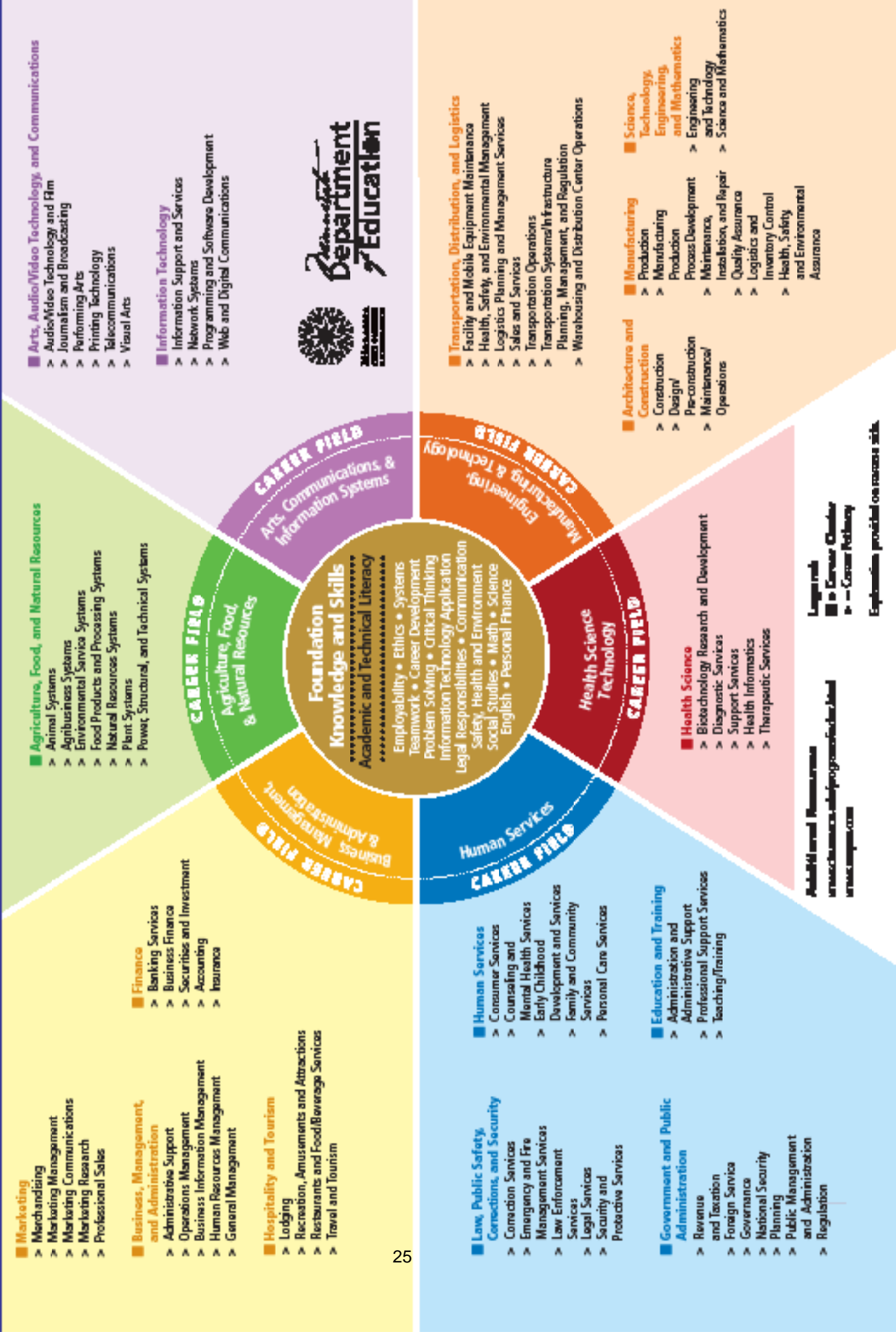
Career Clusters, which are identified in the bold, colored bullets (■), represent a grouping of occupations and broad industries into a national classification of 16 clusters that are based upon common knowledge and skills. Career clusters include hundreds of occupations that may be grouped into pathways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

## CAREER PATHWAYS

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



# Minnesota Career Fields, Clusters & Pathways



# Business, Management & Administration

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

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

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

# Engineering, Manufacturing & Technology

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

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

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

# Health Science Technology

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

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

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



# Human Services

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

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

# Arts, Communications & Information Systems

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

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

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



# Program Options

## AVID

### What is AVID?

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

### Mission of AVID

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

### The AVID Student

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

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

### Course Overview:

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

### Course Philosophy

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



## Articulated Courses

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

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

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



### Articulated Math Course Offered through Anoka Ramsey Community College

Through an agreement with Anoka-Ramsey Community College, students can take an early college math course, Statistics, at Fridley High School during the regular school day from a credentialed District teacher who has partnered with an Anoka-Ramsey Community College faculty mentor. To earn college credit in this dual enrollment course, students must earn a least a C average on the ARCC grading scale and demonstrate proficiency in all essential outcomes.

# Program Options

## Post Secondary Enrollment Option (PSEO)

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

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

### Specifically this act provides:

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

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

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

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

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

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

# Preparing for Post High School Education



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

## College / Post-Secondary Education

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

## Community Colleges

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

## Technical Colleges

There are many public vocational-technical schools throughout the region that offer more than 300 different types of training for students who are high school graduates. Technical colleges follow an open enrollment policy. Some programs do have specific entrance requirements. Technical programs are typically completed in two years or less and are geared toward hands-on learning. Some credits may transfer to 4-year colleges. Technical training programs include licensed practical nursing, auto mechanics, plumbing, baking, optical technology, machinist, secretarial training, commercial art, and a variety of other options. Students should contact the college for more information.

## Private Technical Schools

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

## Specialized Training Programs

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

# Preparing for Post High School Education

## 4-Year Colleges and Universities

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

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



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

### University of Wisconsin System



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



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



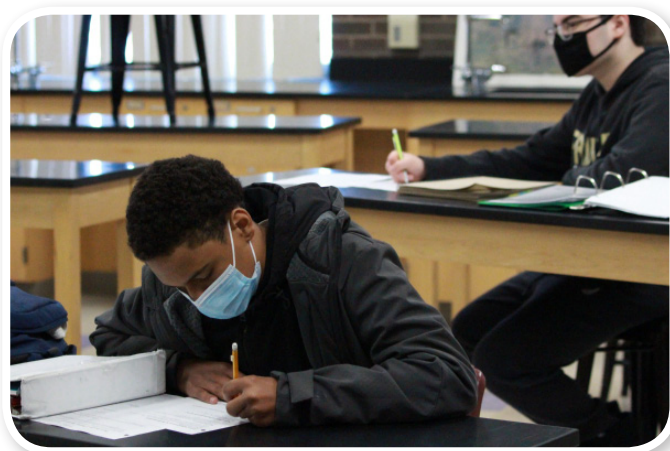
- 4 years/credits of English
- 3 years/credits of Math  
(to include algebra, geometry, advanced algebra)
- 3 years/credits of Sciences  
(to include biology, physical Sciences, and 1 year with significant laboratory experience)
- 3 years/credits of Social Studies  
(to include US History and World Studies)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

# Academic Testing

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

## PreACT (Preliminary American College Testing Assessment)

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



## PSAT (Preliminary Scholastic Aptitude Test)

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



## ACT (American College Testing Assessment)

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

## SAT (Scholastic Aptitude Test)

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

## SAT Subject Tests

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

## Accuplacer

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

## Your Responsibility as a Prospective Student Athlete:

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

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

## Apply for certification.

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

**Information and application process can be found at:** [ncaaclearinghouse.org](http://ncaaclearinghouse.org).

**Please see a Dean for assistance in completing your NCAA application.**

Consider College Characteristics	
Knowing entrance standards of a college will give you some idea of how likely you are to be accepted	
Admission Standard	Typical Composite ACT Score
Open	17-20
Liberal	19-21
Traditional	20-24
Selective	25-27
Highly Selective	30 or higher



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# Career Planning

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

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



MN Career Information System  
[www.mncis.intocareers.org](http://www.mncis.intocareers.org)

Financial Aid Page  
[www.finaid.org](http://www.finaid.org)

Nat'l. Collegiate Athletic Association (NCAA)  
[www.ncaa.org](http://www.ncaa.org)

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

Free Application for Student Aid [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

Navigate (resources for undocumented students)  
[www.navigatemn.org](http://www.navigatemn.org)

American College Testing  
[www.actstudent.org](http://www.actstudent.org)

Free Practice for Standardized Tests  
[www.studyguidezone.com](http://www.studyguidezone.com)

Peterson's Education & Career Center  
[www.petersons.com](http://www.petersons.com)

College Board Online (SAT information)  
[www.collegeboard.com](http://www.collegeboard.com)

Minnesota State Colleges & Universities  
[www.mnscu.edu](http://www.mnscu.edu)

Princeton Review  
[www.princetonreview.com](http://www.princetonreview.com)

College Quest  
[www.collegequest.com](http://www.collegequest.com)

Minnesota Private Colleges  
[www.mnprivatecolleges.org](http://www.mnprivatecolleges.org)

Selective Service Site  
[www.sss.gov](http://www.sss.gov)

Construction Careers (English & Spanish)  
[www.constructioncareers.org](http://www.constructioncareers.org)

MN Office of Higher Education  
[www.ohe.state.mn.us](http://www.ohe.state.mn.us)

U.S. Department of Education  
[www.ed.gov/index.jsp](http://www.ed.gov/index.jsp)

Fast Web (scholarship search)  
[www.fastweb.com](http://www.fastweb.com)

Know How to Go - Prepare for College  
[knowhow2go.acenet.edu](http://knowhow2go.acenet.edu)

University of Minnesota System  
[www.umn.edu](http://www.umn.edu)

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

College Admission Testing Information  
<https://careerwise.minnstate.edu/education/admissions.html>

University of Wisconsin System  
[www.uwhelp.wisconsin.edu](http://www.uwhelp.wisconsin.edu)

# College & Career Planning Timeline

## GRADE 9

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

## GRADE 10

### Fall

- Review your post high school plan

### Winter

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

### Spring

- Take the PreACT Test

## GRADE 11

### Fall

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

### Winter

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

### Spring

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

## GRADE 12

### Fall

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

### Winter

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

### Spring

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

## FAQs

All questions can be answered by a Dean.

### How do I sign up for Diploma Programme courses?

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

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

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

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

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

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

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

### INDIVIDUAL EDUCATION PLAN (IEP):

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

### SECTION 504 ACCOMMODATION:

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

### ENGLISH LEARNERS (EL)

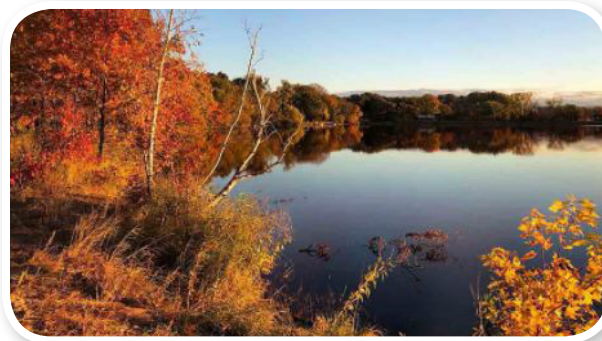
The EL (English Learner) program offers courses to students whose primary language is not English and meet district/state EL program entrance requirements. Courses are designed to support academic language development of ELs at all levels in all four domains: reading, writing, speaking and listening.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

# Arts: Visual & Music

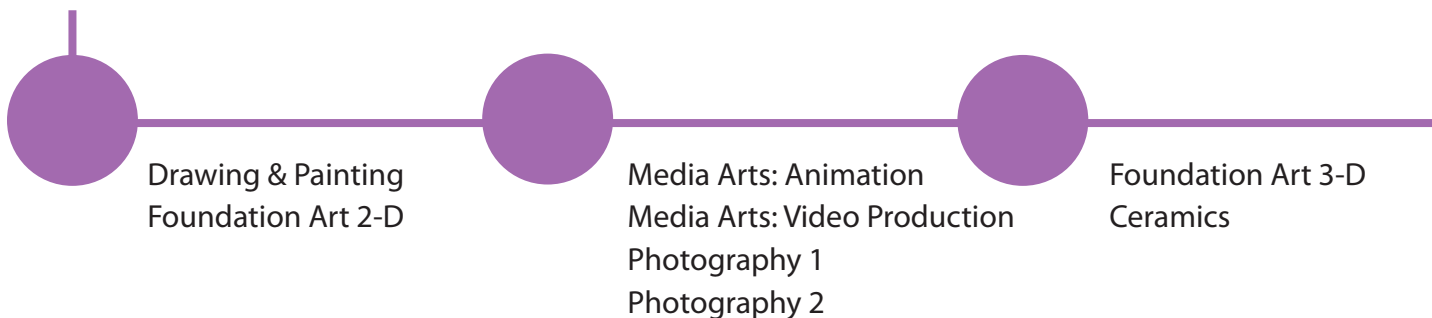
Students are required to take 1 credit (2 courses) of arts to fulfill graduation requirements. Students may take courses from visual arts or music area to fulfill this requirement.

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

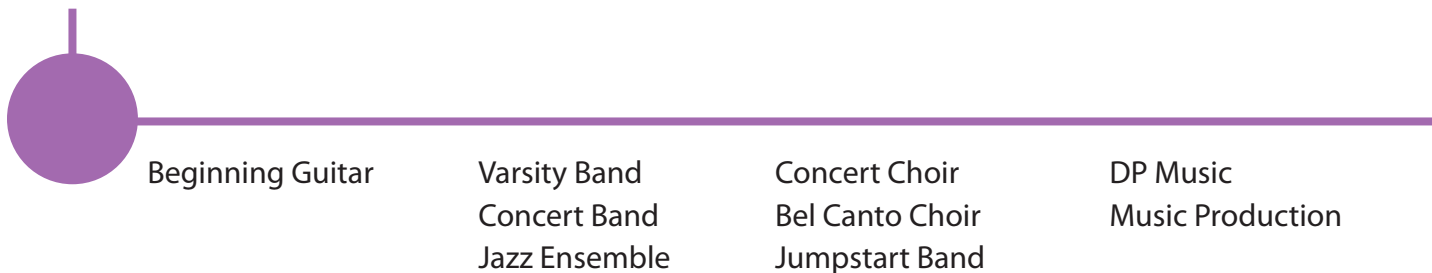
Study in the arts also develops social skills like empathy and cross-cultural understanding that are necessary for engaged citizenship in an increasingly pluralistic Societies and global community. According to celebrated author Daniel Pink, "We urgently need people to think like artists. This is especially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



## Visual Arts



## Music Arts



## FOUNDATION ART 2D: 0656

Credit: .5 One Semester

Open To: Grades 9, 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

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

### **Possible Career Pathways:**

#### **2 Year College degree:**

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

#### **4 Year College degree:**

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

## FOUNDATION ART 3D: 0657

Credit: .5 One Semester

Open To: Grades 9, 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

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

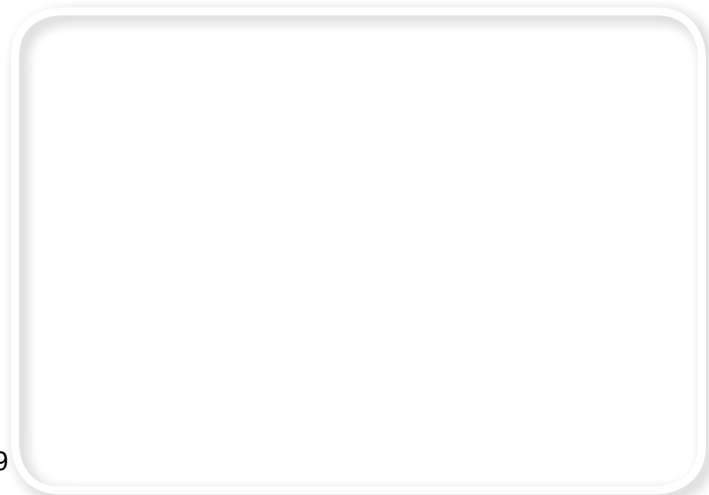
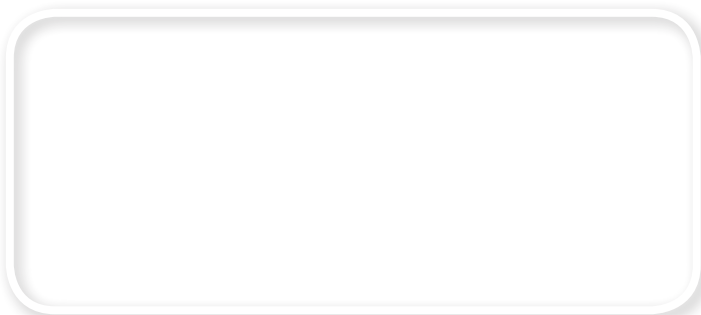
### **Possible Career Pathways:**

#### **2 Year College degree:**

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

#### **4 Year College degree:**

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



## DRAWING & PAINTING: 0659

Credit: .5 One Semester

Prerequisite: Foundation Art 2D

Open To: Grades 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

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

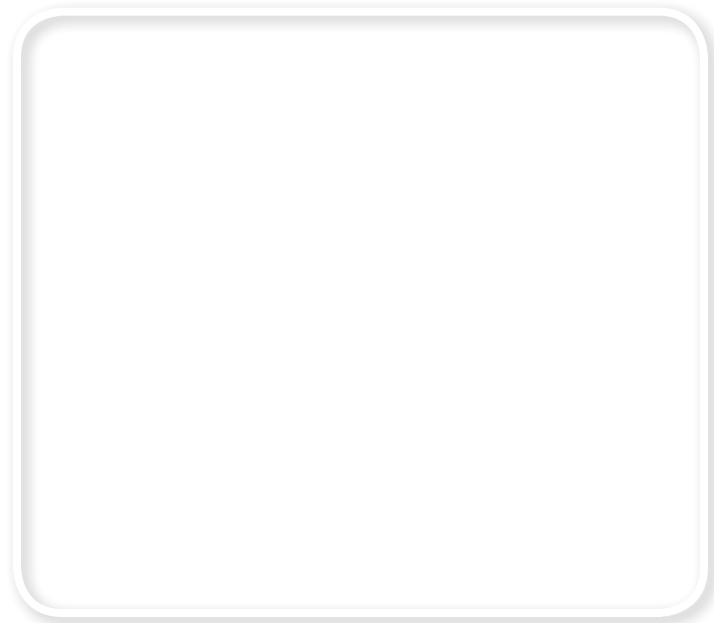
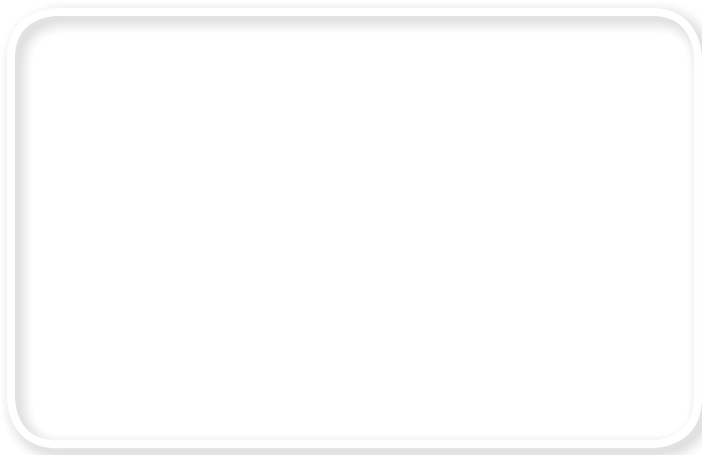
### **Possible Career Pathways:**

#### **2 Year College degree:**

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

#### **4 Year College degree:**

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



## PHOTOGRAPHY 1: 0664

Credit: .5 One Semester

Open To: Grades 9, 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

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

### **Possible Career Pathways:**

#### **2 Year College degree:**

Fine Art Photographer, Photojournalist, Industrial Photographer, Scientific Photographer

#### **4 Year College degree:**

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

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## PHOTOGRAPHY 2: 0665

Credit: .5 One Semester Prerequisite: Photography 1  
Open To: Grades 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

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

### **Possible Career Pathways:**

#### **2 Year College degree:**

Fine Art Photographer, Photojournalist, Industrial Photographer, Scientific Photographer

#### **4 Year College degree:**

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

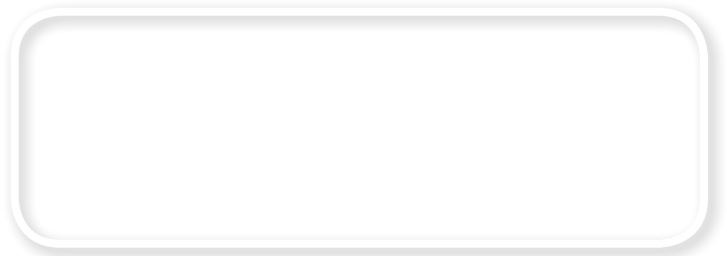


## CERAMICS: 0658

Credit: .5 One Semester Prerequisite: Foundation 3D Art  
Open To: Grades 9, 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

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



## MEDIA ARTS: ANIMATION: 0667

Credit: .5 One Semester Prerequisite: Photography 1  
Open To: Grades 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

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

### **Possible Career Pathways:**

#### **2 Year College degree:**

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

#### **4 Year College degree:**

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

**MEDIA ARTS: VIDEO PRODUCTION: 0668**

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

**Open To:** Grades 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

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

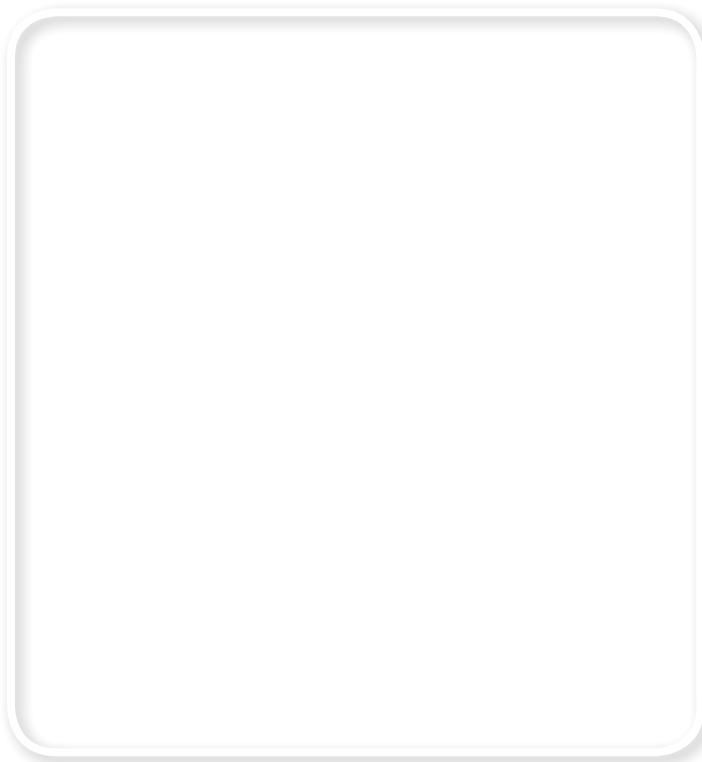
**Possible Career Pathways:**

**2 Year College degree:**

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

**4 Year College degree:**

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



## JUMPSTART BAND: 0726

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

**Open To:** Grade 9, 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

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

**(FEE: Instrument rental fee \$35)**

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



## MUSIC PRODUCTION: 0727

**Credit:** .5 One Semester

**Open To:** Grades 9, 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

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

## BEGINNING GUITAR : 0728

**Credit:** .5 each semester - 1 Semester Course

**Open To:** Grade 9, 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

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



## VARSITY BAND: 0724, 0725

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

**Open To:** Grade 9, 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

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

## CONCERT BAND: 0731, 0732

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

**Prerequisite:** Audition For 9th & 10th Graders

**Open To:** Grade 9, 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

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

### JAZZ ENSEMBLE: 0734

**Credit:** .5 each year - 1 Semester Course

**Prerequisite:** Audition

**Open To:** Grade 9, 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

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

### CONCERT CHOIR: 0778, 0779

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

**Open to:** Grade 9, 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

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



### BEL CANTO CHOIR: 0735, 0736

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

**Open To:** 9, 10, 11, 12 Females

**Graduation Requirement:** Elective

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



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

**Credit:** .5 per semester - 1 Semester Course

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

**Graduation Requirement:** Meets Arts Requirement



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

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

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



## AVID 9:

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

**PREREQUISITE:** Application and Interview.

**Coordinator Consent Required**

**OPEN TO:** Grade 9

**GRADUATION REQUIREMENT:** Elective

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

## AVID 10:

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

**PREREQUISITE:** AVID 9 or Application and Interview.

**Coordinator Consent Required**

**OPEN TO:** Grade 10

**GRADUATION REQUIREMENT:** Elective

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

## AVID 11:

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

**PREREQUISITE:** AVID 9 or 10 or Application and Interview.

**Coordinator Consent Required**

**OPEN TO:** Grade 11

**GRADUATION REQUIREMENT:** Elective

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

## AVID 12:

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

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

**Coordinator Consent Required**

**OPEN TO:** Grade 12

**GRADUATION REQUIREMENT:** Elective

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



# Career & Technical Education (Design)



## BUSINESS

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

### **Possible Business Courses:**

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

### **MICROSOFT WORD: 0504**

**Credit:** .5 One Semester

**Open To:** Grades 9, 10, 11, 12

**Graduation Requirement:** Meets Design Requirement

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

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



### **COMPUTER APPLICATIONS: 0505**

**Credit:** .5 One Semester

**Prerequisite:** Microsoft Word

**Open To:** Grades 10, 11, 12

**Graduation Requirement:** Meets Design Requirement

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

**Career Pathways:** Information Technology, Marketing, Communications



### **ENTREPRENEURSHIP: 0524**

**Credit:** .5 One Semester

**Open To:** Grades 10, 11, 12

**Graduation Requirement:** Meets Design Requirement

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

**Career Pathways:** Entrepreneurship, Management



## MARKETING: 0522



**Credit:** .5 One Semester

**Open To:** Grades 10, 11, 12

**Graduation Requirement:** Meets Design Requirement

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

**Career Pathways:** Marketing

## ACCOUNTING 1: 0520



**Credit:** .5 One Semester

**Open To:** Grades 10, 11, 12

**Graduation Requirement:** Meets Design Elective

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

## ACCOUNTING 2: 0521



**Credit:** .5 One Semester

**Prerequisite:** Accounting 1

**Open To:** Grades 10, 11, 12

**Graduation Requirement:** Meets Design Requirement

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

**Career Pathways:** Finance, Management

## PERSONAL FINANCE: 0525

**Credit:** .5 One Semester

**Open To:** Grades 9, 10, 11, 12

**Graduation Requirement:** Meets Design Elective

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

**Career Pathways:** Finance

## DP BUSINESS MANAGEMENT

**SL: 0511, 0512**



**Credit:** .5 each semester

(Both semesters recommended)

This is a 1-Year Course

**Open To:** Grades 11, 12

**Graduation Requirement:** Elective

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

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

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



# Career & Technical Education (Design)

## FAMILY AND CONSUMER SCIENCES

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

### CHILD & HUMAN DEVELOPMENT: 0824



**Credit:** .5 One Semester

**Open To:** Grades 9, 10, 11, 12

**Graduation Requirement:** Meets Design Requirement

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

### FUNDAMENTALS OF FOOD PREPERATION (FOODS1): 0825



**Credit:** .5 One Semester

**Open To:** Grades 9, 10, 11, 12

**Graduation Requirement:** Meets Design Requirement

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



### CULINARY FOODS (FOODS 2): 0826



**Credit:** .5 One Semester

**Prerequisite:** Fundamentals of Food Preparation

**Open To:** Grades 9, 10, 11, 12

**Graduation Requirement:** Meets Design Requirement

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



# Career & Technical Education (Design)

## TECHNOLOGY

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



### Graphic Design and Printing Technologies Pathway

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

#### Courses for this Pathway

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

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

### Programming and Software Development Pathway

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

#### Courses for this Pathway

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

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

### Construction Pathway

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

#### Courses for this Pathway

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

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

## WEB PAGE DESIGN AND ANIMATION: 0918

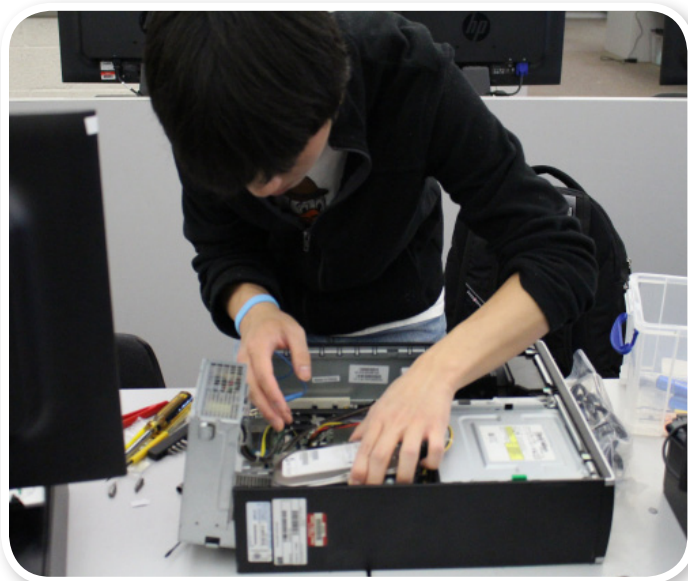
**Credit:** .5 One Semester  
**Open to:** Grades 9, 10, 11, 12

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

## GRAPHIC ARTS TECHNOLOGY: 0921

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

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



## ADVANCED GRAPHIC ARTS: 0922

**Credit:** .5 One Semester  
**Open to:** Grades 10, 11, 12  
**Prerequisite:** Graphic Arts Technology

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



## BEGINNING ADOBE ILLUSTRATOR: 0909

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

## A+ PROGRAMMING – SOFTWARE & HARDWARE: 0911, 0912

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

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

## INTRODUCTION TO COMPUTER SCIENCE: 0913, 0914

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

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

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

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

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



### WOODWORKING TECHNOLOGY: 0923

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

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



### ADVANCED WOODWORKING TECHNOLOGY: 0924

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

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



### HOME REPAIR: 0925

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



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

## WORK BASED LEARNING

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



### WORK EXPERIENCE SEMINAR: 0926

**Credit:** .5 One Semester

**Open to:** Grades 10, 11, 12

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

### WORK EXPERIENCE INTERNSHIP: 0927

**Credit:** .5 One Semester

**Prerequisite:** Successful Completion of Work Experience Seminar

**Open to:** Grades 11, 12

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



# Individuals & Societies (Social Studies)

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

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

## Individuals & Societies (Social Studies) Pathways



### Grade 9

U.S. History

### Grade 10

World History/  
Geography

#### Electives:

Psychology  
Abnormal Psychology  
Basic Law

### Grade 11

DP History HL 11  
or  
DP Global Politics SL 11

#### Electives:

Psychology  
Abnormal Psychology  
Basic Law  
World Religions  
Sociology

### Grade 12

DP History HL 12  
or  
DP Global Politics SL 12

#### Electives:

Psychology  
Abnormal Psychology  
Basic Law  
World Religions  
Sociology

#### U.S. HISTORY: 0400, 0401

**Credit:** .5 each semester - 2 semester course

**Open To:** Grades 9

**Graduation Requirement:** Required

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

#### WORLD HISTORY / GEOGRAPHY: 0404, 0405

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** US History

**Open To:** Grades 10

**Graduation Requirement:** Required

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

#### BASIC LAW: 0412

**Credit:** .5 One Semester

**Open To:** Grades 10, 11, 12

**Graduation Requirement:** Elective

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

#### PSYCHOLOGY: 0413

**Credit:** .5 One Semester

**Open To:** Grades 10, 11, 12

**Graduation Requirement:** Elective

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

### DP HISTORY HL:

(YEAR 1 Gr:11) 0424, 0425

(YEAR 2 Gr:12) 0427, 0428

**Credit:** .5 each semester

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

**Open To:** Grades 11, 12

**Graduation Requirement:** Meets requirement

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

### ABNORMAL PSYCHOLOGY: 0430

**Credit:** .5 One Semester

**Open To:** Grades 10, 11, 12

**Graduation Requirement:** Elective

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



### SOCIOLOGY: 0418

**Credit:** .5 One Semester

**Open To:** Grades 10, 11, 12

**Graduation Requirement:**

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

### WORLD RELIGIONS: 0419

**Credit:** .5 One Semester

**Open To:** Grades 10, 11, 12

**Graduation Requirement:** Elective

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

### DP GLOBAL POLITICS:

(YEAR 1 Gr:11) 0421,

(YEAR 2 Gr:12) 0422, 0423

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

**Graduation Requirement:** Meets Requirement

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

**(Fee: \$35 DP Exam Fee)**



# Language & Literature (English)

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

## English

### English 9 and 10

#### IB Middle Years Programme Language and Literature

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

### English 11 and 12

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

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

#### ENGLISH 9: 0010, 0011

**Credit:** .5 each semester - 2 semester course

**Open To:** Grade 9

**Graduation Requirement:** Required

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

#### ENGLISH 10: 0016, 0017

**Credit:** .5 each semester - 2 semester course

**Open To:** Grade 10

**Graduation Requirement:** Required

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



## ENGLISH 11: DP LANGUAGE AND LITERATURE STANDARD LEVEL

(SL): 0022, 0023 or  
HIGHER LEVEL (HL): 0030, 0031

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

**Open To:** Grades 11

**Graduation Requirement:** Required

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



## ENGLISH 12: DP LANGUAGE AND LITERATURE STANDARD LEVEL

(SL): 0028, 0029 or  
HIGHER LEVEL (HL): 0047, 0048

**Credit:** .5 each semester – 2 semester course

**Open To:** Grades 12

**Graduation Requirement:** Required

**Course Description:** Both SL and HL classes build on the work done during English 11. SL students may choose to opt into the HL class for their senior year and should speak to their English 11 teacher if interested. Similarly, HL students can opt into the SL class. Students will register for DP exams in the fall of their senior year, and the exam fee is \$35. The exams are optional for SL students while HL students are required to take the exam as part of the course. If you have any questions please speak to your English teacher, your dean or the Diploma Programme coordinator.

**(\$35 DP Exam Fee)**



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

**Credit:** .5 - One Semester Each Year

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

**Open To:** Grades 11, 12

**Graduation Requirement:** Elective

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



# Language Acquisition (World Languages/EL)

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

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

### SPANISH 1: 0109, 0110

**Credit:** .5 each semester - 2 semester Course

**Open To:** Grades 9, 10, 11, 12

**Graduation Requirement:** Meets Language B requirement

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

### SPANISH 2: 0111, 0112

**Credit:** .5 each semester - 2 semester Course

**Prerequisite:** Spanish 1

**Open To:** Grades 9, 10, 11, 12

**Graduation Requirement:** Meets Language B requirement

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

### SPANISH 3: 0115, 0116

**Credit:** .5 each semester - 2 semester Course

**Prerequisite:** Spanish 2

**Open To:** Grades 9,10,11,12

**Graduation Requirement:** Meets Language B requirement

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

### SPANISH 4: 0117, 0118

**Credit:** .5 each semester - 2 semester Course

**Prerequisite:** Spanish 3

**Open To:** Grades 10, 11, 12

**Graduation Requirement:** Meets Language B requirement

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

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

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

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

**Prerequisite:** Spanish 4

**Open To:** Grades 11, 12

**Graduation Requirement:** Meets Language B requirements

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

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



**GERMAN 6: DP GERMAN SL: (YEAR2) 0101, 0102**

**Credit:** .5 each semester –2 semester course each year

**Prerequisite:** German 5

**Open To:** Grades 11, 12

**Graduation Requirement:** Meets Language B requirements

**Course Description:** In this course, we will use a variety of authentic materials to explore important topics relating to intercultural understanding, respect, internationalism, and diversity. We will examine the topics with regard to students' personal lives as well as to the global community. Competence will be practiced and assessed in the four primary language skills: listening, reading, writing, and speaking. The development of each language skill involves these three areas: language (grammar skills are practiced in context,) cultural interaction (selecting language appropriate to a particular cultural and social context,) message (understanding ideas and how they are organized in order to communicate appropriately.) German B (SL) is conducted primarily in German. **(Fee: \$35 DP Exam Fee)**



**CHINESE 1: 0140, 0141**

**Credit:** .5 each semester - 2 semester Course

**Open To:** Grades 9, 10, 11, 12

**Graduation Requirement:** Meets Language B requirement

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

**CHINESE 2: 0142, 0143**

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** Chinese 1

**Open To:** Grades 9, 10, 11, 12

**Graduation Requirement:** Meets Language B requirement

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

**CHINESE 3: 0144, 0145**

**Credit:** .5 each semester - 2 semester Course

**Prerequisite:** Chinese 2

**Open To:** Grades 9, 10, 11, 12

**Graduation Requirement:** Meets Language B requirement

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



#### CHINESE 4: 0146, 0147

**Credit:** .5 each semester - 2 semester Course

**Prerequisite:** Chinese 3

**Open To:** Grades 9, 10, 11, 12

**Graduation Requirement:** Meets Language B requirement

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

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

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

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

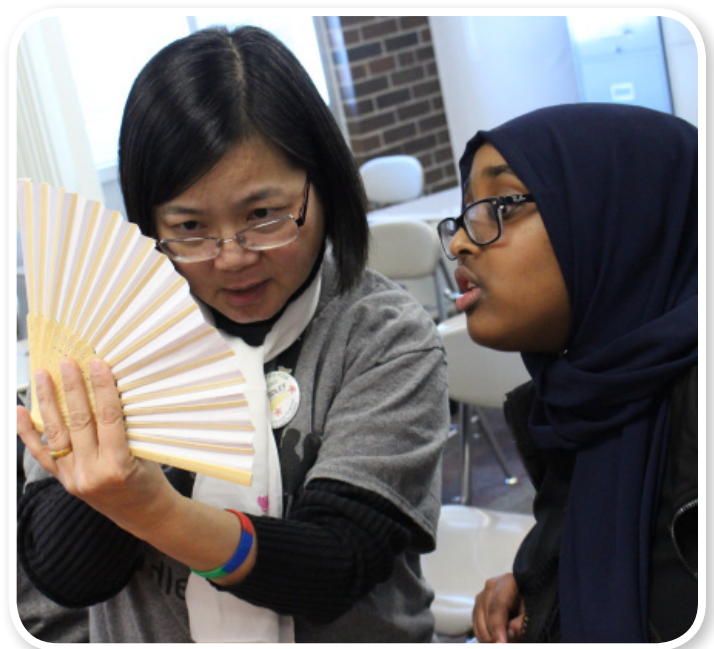
**Prerequisite:** Chinese 4

**Open To:** Grades 11, 12

**Graduation Requirement:** Meets Language B requirements

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

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



#### EL 1 LITERACY: 0150, 0151

**Credit:** .5 each semester - 2 semester Course

**Prerequisite:** Placement

**Open To:** Teacher Placement

**Graduation Requirement:** Meets Lang & Lit Requirement

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

#### EL 2 LITERACY: 0162, 0163

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** Placement

**Open To:** Teacher Placement

**Graduation Requirement:** Meets Lang & Lit Requirement

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

#### EL 3 LITERACY: 0183, 0184

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** Placement

**Open To:** Teacher Placement

**Graduation Requirement:** Meets Lang & Lit Requirement

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

**EL 4 LITERACY: 0165, 0166**

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** Placement

**Open To:** Teacher Placement

**Graduation Requirement:** Meets Lang & Lit Requirement

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

**EL SCIENCE: 0175, 0176**

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** Placement

**Open To:** Teacher Placement

**Graduation Requirement:** Meets Sciences Requirement

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

**EL HISTORY: 0178, 0179**

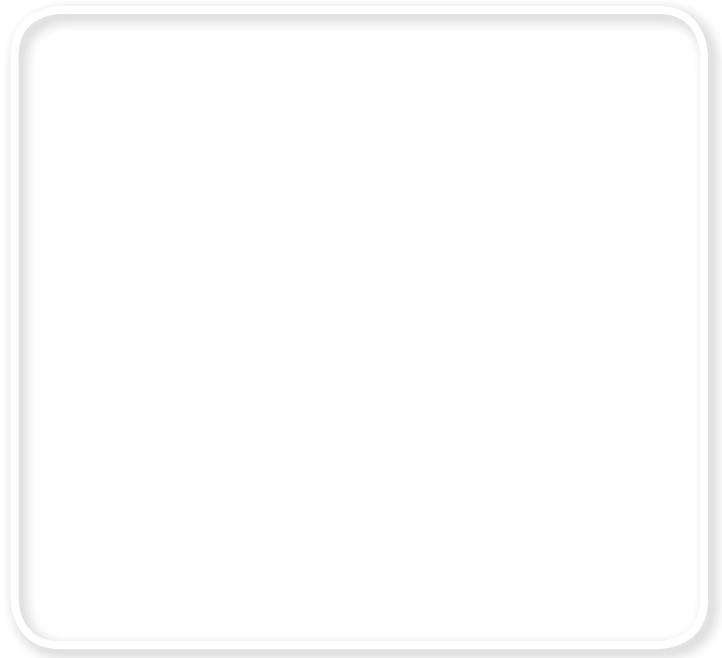
**Credit:** .5 each semester - 2 semester course

**Prerequisite:** Placement

**Open To:** Teacher Placement

**Graduation Requirement:** Meets Individuals & Societies Requirement

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

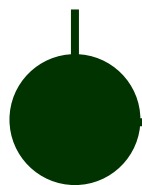


# Mathematics

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

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

## Math Pathway



Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Linear Algebra	Non-Linear Algebra	Geometry	Algebra 2	DP Applications
Geometry	Geometry	Algebra 2	DP Applications	DP Analysis/Intro to Stats
	Algebra 2	DP Analysis 1	DP Analysis 2	Intro to Stats

### MATH FOUNDATIONS: 0199, 0200

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** Teacher Recommendation Only

**Open To:** Grades 9

**Graduation Requirement:** Meets Elective Requirement

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

### NON-LINEAR ALGEBRA: 0197, 0198

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** Middle School Algebra

**Open To:** Grades 9,10

**Graduation Requirement:** Meets Math Requirement

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

### GEOMETRY: 0204, 0205

**Credit:** .5 each semester-2 semester course

**Prerequisite:** Algebra 8

**Open To:** Grades 9, 10

**Graduation Requirement:** Required

**Course Description:** The Geometry course includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. Topics include logic and proof, parallel lines and polygons, perimeter and area analy-

sis, volume and surface area analysis, similarity and congruence, trigonometry, and analytic geometry. Emphasis will be placed on developing critical thinking skills as they relate to logical reasoning and argument. Students will be required to use different technological tools and manipulates to discover and explain much of the course content.

### ALGEBRA 2: 0213, 0214

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** Geometry

**Open To:** Grades 9, 10, 11

**Graduation Requirement:** Required

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

**DP MATH: APPLICATIONS & INTERPRETATION SL 0219, 0220**



**Credit:** .5 each semester - 2 semester course

**Prerequisite:** Geometry and Algebra 2

**Open To:** Grades 10, 11, 12

**Graduation Requirement:** Meets DP and Math Requirement

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

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



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

**Prerequisite:** Algebra 2

**Open To:** Grade 10, 11, 12

**Graduation Requirement:** Meets DP and Math Requirement

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

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



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

**Prerequisite:** Teacher Recommendation

**Open To:** Grade 10, 11, 12

**Graduation Requirement:**

**Course Description:** The topics studied in this course are those traditionally offered in the first full year of Calculus in college. This course is designed for students who wish

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



**ANOKA-RAMSEY**  
COMMUNITY COLLEGE

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

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** Algebra 2

**Open To:** Grades 11, 12

**Graduation Requirement:** Meets Math Requirement

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

# Physical and Health Education

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

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

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



**HEALTH & PHYSICAL EDUCATION 1: 0489**  
Credit: .5 each semester-1 semester course  
Open To: Grade 9

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

**HEALTH & PHYSICAL EDUCATION 2: 0490**  
Credit: .5 each semester-1 semester course  
Open To: Grade 10

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



**HEALTH & PHYSICAL EDUCATION 3: 0491**

Credit: .5 each semester-1 semester course

Open To: Grade 11

Graduation Requirement: Required for PE

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

**FRIDLEY FIT: 0492**

Credit: .5 each semester-1 semester course

Open To: 10, 11, 12

Graduation Requirement: Meets elective requirement

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

**LEADERSHIP: 0486**

Credit: .5 each semester-1 semester Course

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets elective requirement

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

**DANCE: 0494**

Credit: .5 each semester-1 semester course

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets elective requirement

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

**STRENGTH TRAINING & CONDITIONING: 0496**

Credit: .5 each semester-1 semester course

Open To: Grades 9,10,11,12

Graduation Requirement: Meets elective requirement

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

**TEAM SPORTS: 0495**

Credit: .5 each semester-1 semester course

Open To: Grades 10, 11, 12

Graduation Requirement: Meets elective requirement

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

**UNIFIED PHYSICAL EDUCATION: 0498**

Credit: .5 each semester-1 semester Course

Open To: Grades 11, 12

Graduation Requirement: Meets elective requirement

Unified Physical Education (Unified PE) is a concept for bringing students with and without disabilities together, as equals, in a physical education setting where all students earn physical education credit. This course combines student of all abilities to participate in developmentally appropriate activities including lifetime activities, physical fitness, and sport. Unified PE present a unique opportunity to increase college and career readiness, as well as social and emotional (SEL) learning competencies. The class is structured around the national physical education standards and grade-level

outcomes, which include gaining the knowledge and skills necessary to maintain a health-enhancing level of fitness. Based on the Framework for the 21st Century Learner, a Unified PE course can provide students with opportunities to develop flexibility, adaptability, leadership, responsibility, critical thinking, communication, and collaboration skills. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students

must complete all required education and training by both the National Registry of Emergency Medical Technicians and the Minnesota Emergency medical Services Regulator Board. Students will need to complete 10 patient contacts preferably with an Advanced Life Support ambulance service. Students will have to successfully pass a state required FisDap written pre-test prior to taking the National Registry EMT written examination. Students in EMT are concurrently enrolled with Pine Technical and Community College for 6 college credits in the Minnesota State School System.

#### EMERGENCY MEDICAL RESPONDER: 0483

**Credit:** .5 each semester

**Prerequisite:** PE 1 & PE 2

**Open To:** Grades 11, 12

**Graduation Requirement:** Meets elective requirement

**Course Description:** This course is designed to cover all materials required for the Emergency Medical Responder student. The students will know the necessary skills, didactic and clinical information to successfully function as a registered Emergency Medical Responder as defined, by the National Educational Standards for the Emergency Medical Responder, in Minnesota. Students will also become certified as Basic Life Support providers (CPR) through the American Heart Association at the Health Care Provider level. These educational standards were developed by the United States Department of Transportation, National Highway Traffic Safety Administration. Students will be taught to utilize “Critical Thinking Skills” to evaluate and care for various trauma and medical situations they may encounter. Students who have an interest in pursuing a career in all areas of medicine or related fields will benefit from the EMR course. Students in EMR are concurrently enrolled with Pine Technical and Community College for 3 college credits in the Minnesota State School System. Required Text/Reading – Essentials for the Emergency Medical Responder; Authors: Joseph A. Grafft & Katherine Kuzma Grafft.

#### EMERGENCY MEDICAL TECHNICIAN: 0484

**Credit:** .5 each semester – This is a 2 hour block class

**Prerequisite:** Emergency Medical Responder

**Open to:** Grades 11,12

**Course Description:** This course is designed to cover all materials required for the Emergency Medical Technician student to be eligible to take the National Registry of EMT’s written and practical examinations. The students will know the necessary skills, didactic and clinical information to successfully function as a registered Emergency Medical Technician as defined, by the National Educational Standards for the Emergency Medical Technician, in Minnesota. These educational standards were developed by the United States Department of Transportation, National Highway Traffic Safety Administration. Students will be taught to utilize, “Critical Thinking Skills” to evaluate and care for various trauma and medical situations they may encounter. Students

# Science

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

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

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

## PHYSICS 9: 0301, 0302

Credit: .5 each semester-2 semester course

Open To: Grade 9

Graduation Requirement: Required Sciences

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

## CHEMISTRY: 0307, 0308

Credit: .5 each semester- 2 semester course

Prerequisite: Physics

Open to: Grade 10

Graduation Requirement: Required Sciences

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

**BIOLOGY: 0332, 0333**

Credit: .5 each semester-2 semester course

Prerequisite: Physics, Chemistry

Open To Grade 11

Graduation Requirement: Required Sciences

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

**DP BIOLOGY HL: (Gr. 11) 0316, 0317**

(Gr. 12) 0319, 0320

Credit: .5 each semester-Must take 2 semesters each year-

This is a 2-year course

Prerequisite: Physics, Chemistry

Open To Grade 11, 12

Graduation Requirement: Meets Biology requirements

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

**DP PHYSICS SL: 0323, 0324**

Credit: .5 each semester-2 semester course

Prerequisite: Recommend Concurrent Higher Level Math and Physics, Chemistry

Open To Grade 11, 12

Graduation Requirement: Meets Physics requirement

Course Description: A study of the basic laws of nature including: one and two dimensional motion, forces, momentum, energy, waves, light, electricity, and magnetism. This is a lab-oriented course with emphasis on collection and interpretation of lab data. In this course students will learn physics through a series of scientific models, learning to apply them to real-life situations in order to construct a coherent understanding of physics. Graphing and graph

interpretation, diagrams, equations, computer simulations, short presentations with white boards and the writing of research-level lab reports will be emphasized. Computers are integrated into the majority of labs. This course is intended for students ready for a challenge and/or those who intend to pursue a scientific field after high school, such as engineering, chemistry, physics and computer Sciences. This course is a mathematically rigorous course with application of trigonometry concepts. (Fee: \$35 Exam Fee)

**DP ENVIRONMENTAL SYSTEMS SL: 0340, 0341**

Credit: .5 each semester-2 semester course

Prerequisite: Physics, Chemistry, Biology

Open To Grade: 12

Graduation Requirement: Elective credits

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

ANATOMY & PHYSIOLOGY 1: 0310

ANATOMY & PHYSIOLOGY 2: 0311

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

Prerequisite: Anatomy & Physiology 1: Physics, Chemistry,

Prerequisite: Anatomy & Physiology 2: Anatomy & Physiology 1

Open To Grade 11, 12

Graduation Requirement: elective credits

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

COSMOS AND CLIMATE: 0330

Credit: .5 each semester-1 semester course

Prerequisite: Physics, Chemistry

Open To Grade 11, 12

Graduation Requirement: elective credit

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

FORENSIC SCIENCES: 0322

Credit: .5 each semester-1 semester course

Prerequisite: Physics, Chemistry

Open To Grade 11, 12

Graduation Requirement: elective credit

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

# Additional Course Offerings

YEARBOOK: 0040, 0041

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

Open To: Grades 10, 11, 12

Graduation Requirement: Elective

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

PERSONAL & PROFESSIONAL SKILLS:

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

Credit: .5 - One Semester Each Year

Prerequisite: Both semesters are required for the IB CP

Graduation Requirement: Elective

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

Intervention Reading Tier 1, Tier 2, Tier 3

Credit: .5 each semester

Graduation Requirement: Elective

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

APPROACHES TO LEARNING: Grade 9

This course is assigned by teacher recommendation only.

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

THEORY OF KNOWLEDGE: (Gr. 11) 0051

(Gr. 12) 0052

Credit: .5 - One Semester Each Year

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

Open To: Grades 11, 12

Graduation Requirement: Elective

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

# Specialized Services Program (IEP Required)

Students must qualify for specialized services to register for these classes. These services are based on the results of an evaluation and implementation of the IEP plan.

Specialized services courses may fulfill graduation requirements per IEP (Individualized Education Plan)

SRC MATH: 0963,0964

Credit: .5 each semester-1 semester course

Prerequisite: IEP

Open to: Gr 9, 10, 11, 12

Approval by Case manager

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

SRC ENGLISH: 0967, 0968

Credit: .5 each semester-1 semester course

Prerequisite: IEP

Open to: Gr 9, 10, 11, 12

Approval by Case manager

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

CAREER EXPLORATION: 0952

Credit: .5 each semester-1 semester course

Prerequisite: IEP

Open to: Gr 9, 10, 11, 12

Approval by Case manager

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

SRC WORK EXPERIENCE: 0954, 0955

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

Prerequisite: IEP

Open to: Gr 9, 10, 11, 12

Approval by Case manager

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

LIFE PREP ENGLISH : 0569, 0570

Credit: .5 each semester-2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

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

LIFE PREP MATH: 0572, 0573

Credit: .5 each semester-2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

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

LIFE PREP SOCIAL SKILLS: 0594, 0595

Credit: .5 each semester-2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

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

LIFE PREP+: 0608, 0609

Credit: .5 each semester-2 semester course

Prerequisite: IEP

Open to: Grades 11, 12

Approval by Case manager

Course Description: This course will engage and empower students to reach their full potential by participating in a variety of activities to build confidence and increase independence in decision making. With the collaboration of general education peer mentors, they will develop positive and meaningful relationships and discover hidden talents/ interest/career exploration.

LIFE PREP EMPLOYMENT SKILLS : 0610, 0611

Credit: .5 each semester-2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

Course Description: Students will learn and practice the

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

LIFE PREP CAREERS: 0967, 0968

Credit: .5 each semester-2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Course Description: In this course, students will build the skills needed for competitive or supported employment, through the use of independent work experience within a structured, hands-on setting. Students will incorporate teamwork strategies, conflict resolution, attitude, and identifying career goals.

LIFE PREP TRANSITION SKILLS: 0575, 0576

Credit: 1.0 each semester-1 semester course

Prerequisite: IEP

Open to: Gr 9, 10, 11, 12

Approval by Case manager

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

**EXCEL 1: 0612, 0613**

Credit: .5 each semester-2 semester course

Prerequisite: IEP

Open to: Grades 9

Approval by Case manager

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

**EXCEL 2: 0614, 0615**

Credit: .5 each semester-2 semester course

Prerequisite: IEP

Open to: Grade 10

Approval by Case manager

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

**EXCEL 3 : 0616, 0617**

Credit: .5 each semester-2 semester course

Prerequisite: IEP

Open to: Grade 11

Approval by Case manager

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

**EXCEL 4: 0618, 0619**

Credit: .5 each semester-2 semester course

Prerequisite: IEP

Open to: Grade 12

Approval by Case manager

Course Description: Excel is a four-year elective course, de-

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

**TRANSITION 1: PERSONAL FINANCE: 0620**

Credit: .5 each semester-1 semester course

Prerequisite: IEP

Open to: Grade 9

Approval by Case manager

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

**TRANSITION 2: INDEPENDENT LIVING: 0621**

Credit: .5 each semester-1 semester course

Prerequisite: IEP

Open to: Grade 10

Approval by Case manager

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

**GRADUATION PLAN STUDIES: 0072**

Credit: .5 each semester-2 semester course

Prerequisite: IEP

Open to Grades: 12

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

**SOCIAL/EMOTIONAL LEARNING: 0969,0970**

Credit: .5 each semester-2 semester course

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

Approval by Case manager

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

**ATLAS GROUP SOCIAL SKILLS 0788, 0789**

Credit: .5 each semester-2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

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

**ATLAS MATHEMATICS: 0700, 0701**

Credit: .5 each semester-2 semester course

Open to: Grades 9, 10, 11, 12

Approval by Case manager

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

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

Credit: .5 each semester-2 semester course Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

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

**ATLAS PERSONAL FINANCE: 0713, 0714**

Credit: .5 each semester-2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

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

**ATLAS PE/HEALTH: 0715, 0716**

Credit: .5 each semester- 2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

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



















For the updated 2021-22 course guide, the following changes were made:

- **ADDITIONS:**
  - Page 39 – 0926 World Experience Seminar AND 0927 Work Experience Internship added to the CTE program
  - Page 51 – 0498 Unified Physical Education added to the PE department
- **REMOVED** courses:
  - Pages 10, 15, 25, and 29 – DP Visual Arts SL/HL
  - Page 45 – DP German 5
  - Page 46, 47 – EL 1 Writing, EL 2 Reading, and EL 3 Reading
  - Page 57 - SRC Auto Detailing
  - Page 58 – DAPE
  - Page 59 – Transition 3 & 4
  - Page 59 - College Prep Academic
- **Edits:**
  - Page 46, 47 – edited EL Reading level courses to read EL “Literacy”
  - Page 31 – updated course descriptions for Concert Choir, Bel Canto Choir, and Music Production
  - Page 51, 52 – updated course descriptions for Leadership, Emergency Medical Responder, and Emergency Medical Technician
  - Page 59 – updated course descriptions for Transition 1 & 2, and Grad Plan Studies
- Other minor grammatical editing was made

## School Board Organization

School Board Officers	2020 Current
Chair	Prewedo
Vice-Chair	—
Treasurer	Starck
Clerk	Thornton
Director	Adam
Director	Karnopp
Director	Meisner

School Board Representatives	Meetings Per Year	2020
<p>AMSD (Association of Metropolitan School Districts)</p> <ul style="list-style-type: none"> <li>The mission of AMSD is to advocate for state education policy that enables metropolitan school districts to improve student learning.</li> <li>Membership includes representation by the Superintendent and one School Board member from each school district on the AMSD Board of Directors.</li> </ul>	Board of Directors - 10 Monthly Meetings	Starck  Karnopp - alternate
Community Ed Advisory Council	5 meetings/year - Sept, Nov, Jan, March, May	Prewedo
District Advisory Council (Special Education, Title, Indian Education)	4 meeting/year	Starck
District Finance & Facility Committee	4 meetings/year	Thornton
District Re-licensure Committee	1-2 meetings/year or as needed	Prewedo
District Wellness Committee	4 meetings/year	Karnopp
Fridley Public Schools Foundation	Trustee – 4-5 meetings/year	Board Chair or designee
Meet and Confer	As needed	Thornton
Metro ECSU (Metropolitan Educational Cooperative Service Unit) The mission of Metro ECSU is to deliver quality resources and services into the hands of our education partners.	Annual meeting- usually Oct, Nov, or Dec	Karnopp
<p>MSBA (Minnesota School Boards Association) Legislative Representative</p> <ul style="list-style-type: none"> <li>The mission of MSBA is to support, promote and enhance the work of public school boards and public education.</li> <li>The membership provides Minnesota school districts with services designed for School Board members and with model policies.</li> </ul>	<p>MSBA Legislative Committee – contact for MSBA to get information to the full board</p> <p>Serves as an MSBA legislative delegate. Delegate Convention 1.5 days per year.</p>	Starck
<p>Minnesota State High School League</p> <ul style="list-style-type: none"> <li>Local Advisory Committee</li> </ul>	No set meetings	Adam
<p>Negotiations Committees</p> <p>Teachers</p> <p>Paraprofessionals</p> <p>Administrators</p> <p>Clerical</p> <p>Nutritional Services</p> <p>Custodians</p>	As needed	<p>Thornton</p> <p>Starck/Thornton</p> <p>—</p> <p>Karnopp/Starck</p> <p>Adam/Starck</p> <p>Adam/Prewedo</p>

School Board Representatives	Meetings Per Year	2020
Northeast Metro School District 916	11 monthly meetings/year - Aug - June; Plus approximately 4 work sessions/ year as needed	Starck
Northwestern Suburban Integration School District	Joint Powers Board meeting every other month from Sep through June	Karnopp Alternate – Starck
Fridley Schools Representatives High School Middle School Hayes Stevenson Community Center ALC	As needed	-- Starck Karnopp Prewedo Adam Thornton
SEE (Schools for Equity in Education) <ul style="list-style-type: none"> <li>The mission of SEE is “Minnesota school districts working for greater equity and adequacy in public education funding.”</li> </ul>	5 general meetings during school year; plus fall, spring, and summer regional meetings	Thornton Alternate - Starck



MINNESOTA STATE HIGH SCHOOL LEAGUE

# About

## EXPLORE ABOUT

Since 1916, the Minnesota State High School League remains rooted as a non-profit voluntary association that provides service, leadership and extra-curricular opportunities to more than 500 member schools. Through interscholastic athletic and fine arts activities, the League's mission is to provide educational and leadership opportunities for students across its membership of public, private, online, charter and home schools.

The League consistently ranks among the top state associations across the nation with more than 240,000 high school students participating annually in athletics and fine arts activities. The League also oversees more than 8,000 registered contest officials and judges, as well as provides leadership opportunities for administrators and certification programs for coaches. The League also focuses on programs that are based on the principles of a strong education and teaches students through sportsmanship, recognition and scholarships.

As a non-profit organization, the League neither solicits, nor receives, state funding. The League's primary revenue streams come from state tournament ticket sales, broadcast rights and corporate partnerships.

## Founding Purposes

The Minnesota State High School League is organized for the following educational purposes:

To provide, promote, manage and administer a program of activities for students of the member schools on subsection, section and state levels in athletics and fine arts.

To establish uniform and equitable rules for students in extra-curricular activities.

To elevate standards of sportsmanship and to encourage the growth of responsible citizenship among students, member schools and their communities.

To protect students, member schools and their communities from exploitation by special interest groups.

To provide mutual benefit and relief plans for the assistance of students injured in extra-curricular activities in meeting medical and hospital expenses incurred by reason of such injuries.

## Mission Statement

The Minnesota State High School League provides educational opportunities for students through interscholastic athletics and fine arts programs, and provides leadership and support for member schools.

**Education and Leadership for a Lifetime**

## Beliefs

We believe that:

Participation in school activity programs is a privilege and not a right.

Sportsmanship needs to have a constant presence in all school-based activity programs.

Students should have an equal opportunity to participate in all activities offered by their school.

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Ethical behavior, dignity and respect are non-negotiable.

Student participants who choose to be chemically free must be supported.

Collaborative relationships with parents enhance a school's opportunity to positively impact student success.

Academic priorities must come before participation in athletic or fine arts activities.

Positive role models and an active involvement in a student's life by parents and others are critical to student success.

High school activity programs are designed for student participants, and adults must serve in a supportive role.

The success of the team is more important than individual honors.

Compliance with school, community and League rules is essential for all activity participants.

Participation in school-sponsored activities must be inclusive, not exclusive.

Ethical behavior, fairness, and embracing diversity best serve students and school communities.



## Minnesota State High School and other governing groups of School-based Activities

The **MSHSL** is the governing body of most MN HS competitive Fine Arts and Athletic Activities. Their main purposes are to:

1. Create bylaws and rules for activities and overall fairness of competition.
2. Oversee all state tournaments.
3. Provide a connection to the state legislature and the MN Department of education ensuring responsive decision in line with state government.
4. Ensure voice and representation from schools across the state through various advisory and standing committees.
5. Oversee all Region and Section placement in all activities.

- They are connected nationally to **NFHS**, which is the national governing body of all rules of play for each activity from Speech and Debate to B&G Basketball.
- Being part of the MSHSL also means you are appointed to an **Administrative Region**. In MN, there are a total of 16 Administrative Regions throughout the state, selection based on geography and enrollment size. Fridley is a member of 5AA. The purpose of this body is to coordinate all competitive section championship competition and the main Information distributor and local representation of MSHSL sponsored activities.
- **Section** competition is determined in each sport based on school enrollment and geography and redrawn every four years. Examples Football 4AAAA, Girls' Basketball 5AAA
- Being in a competitive **Activities conference** is a choice made by each school district. It is important because it ensures access of a guaranteed schedule for each activity, opportunities to compete with like schools with a geographical proximity, and the opportunity for collegial relationships that benefit school communities and student opportunities. Fridley is the member of the **Tri Metro Conference**.

**DRAFT TIMELINE FOR SPECIAL ELECTION DATED** --

**April 13, 2021**

**May 11, 2021**

**August 10, 2021**

**November 2, 2021**

**February 8, 2022**

**To Be Completed Prior To:**

Adopt combined polling places resolution by the earlier of 90 days prior to the election or December 31 of the prior calendar year. Combined polling place must be currently designated as a polling place for the county or another municipality. \*\* †

December 31, 2020

December 31, 2020

December 31, 2020

December 31, 2020

November 10, 2021

Notify County Auditor within 30 days of establishment of combined polling places

Within 30 days of Board Adopting Combined Polling Resolution

Finalize scope of project

Determine financing details

Submit Review & Comment application materials to Commissioner of Education (school board must approve application prior to submission)\*

January 13, 2021

February 10, 2021

May 12, 2021

August 4, 2021

November 10, 2021

Receive Review and Comment by

March 23, 2021

April 20, 2021

July 20, 2021

October 12, 2021

January 18, 2022

Adopt formal Resolution Calling the Election (resolution contains form of election notice and ballot - adopt at least 74 days prior to election)\*\*

January 29, 2021

February 26, 2021

May 28, 2021

August 20, 2021

November 26, 2021

Furnish ballot to each County Auditor in which the District lies at least 74 days prior to election\*\*

January 29, 2021

February 26, 2021

May 28, 2021

August 20, 2021

November 26, 2021

Furnish ballot or notice of special election to Commissioner of Education at least 74 days prior to election\*\*

January 29, 2021

February 26, 2021

May 28, 2021

August 20, 2021

November 26, 2021

(1) A mailed notice of new/combined polling places to registered voters is required at least 25 days prior to election\*\* †

March 19, 2021

April 16, 2021

July 16, 2021

October 8, 2021

January 14, 2022

-OR-

(2) If previously established combined precincts to be used, 14 days mailed notice of polling places to every affected household with at least 1 registered voter (exceptions if election falls on date of certain other elections)\*\* †

March 30, 2021

April 27, 2021

July 27, 2021

October 19, 2021

January 25, 2022

Appoint election judges at least 25 days prior to election\*\*

March 19, 2021

April 16, 2021

July 16, 2021

October 8, 2021

January 14, 2022

Publish Review and Comment (at least 20 days but no more than 60 days prior to election date)\*\*

February 12, 2021  
March 24, 2021

March 12, 2021  
April 21, 2021

June 11, 2021  
July 21, 2021

September 3, 2021  
October 13, 2021

December 10, 2021  
January 19, 2022

Hold School Board public meeting to discuss MDE Commissioner's Review & Comment response \*\*

Prior to election, after receipt of MDE response

Publish election notice (publish twice at least one week before election)\*\*

April 6, 2021

Twice by

May 4, 2021

August 3, 2021

Twice by  
October 26, 2021

February 1, 2022

Post election notice at the administrative offices of the district at least ten days prior to election date \*\*

April 3, 2021

May 1, 2021

July 31, 2021

October 23, 2021

January 29, 2022

Post sample ballot (at the administrative offices at least four days prior to election; and at each polling place on the date of election)\*\*

April 9, 2021

May 7, 2021

August 6, 2021

October 29, 2021

February 4, 2022

Distribute informational material

**Hold special election**

**April 13, 2021**

**May 11, 2021**

**August 10, 2021**

**November 2, 2021**

**February 8, 2022**

Provide written notice of certified vote totals to Commissioner of Education in a timely fashion after the election\*\*

\* Commissioner has up to 60 days from date material is received to complete the Review and Comment process and send comment to the District. Additional time should be allotted in the case of questions from the Commissioner, and to ensure the publication and public meeting requirements are able to be met.

\*\* Time frame shown here is a legal requirement.

† These steps are not required if the District's election is being held in conjunction with a federal or statewide election.

## FRIDLEY PUBLIC SCHOOLS ENROLLMENT as of December 1, 2020

		K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Elementary Schools	Hayes	100	92	94	86	101									473
	Stevenson	99	105	93	92	91									480
	<b>Elementary Totals</b>	<b>199</b>	<b>197</b>	<b>187</b>	<b>178</b>	<b>192</b>									<b>953</b>
Secondary Schools	Middle School						184	223	231	203					841
	High School*										229	247	220	182	878
<b>GRAND TOTAL</b>		<b>199</b>	<b>197</b>	<b>187</b>	<b>178</b>	<b>192</b>	<b>184</b>	<b>223</b>	<b>231</b>	<b>203</b>	<b>229</b>	<b>247</b>	<b>220</b>	<b>182</b>	<b>2672</b>

\*High School total does not include full-time PSEO students

### Enrollment Comparison: 2019-2020 to 2020-2021

Grade	2019-2020 School Year										2020-2021 School Year				20-21 Adopted Budget	Current Month + / - Adopted
	EOY	EOY	EOY	EOY	EOY	EOY	EOY	EOY	EOY	EOY	EOY	EOY	EOY			
	Oct 1 2019	Nov 1 2019	Dec 1 2019	Jan 1 2020	Feb 1 2020	Mar 1 2020	Apr 1 2020	May 1 2020	June 1 2020	11 2020	Sep 1 2020	Oct 1 2020	Nov 1 2020	Dec 1 2020		
Kindergarten to 4th	989	997	1005	1009	1006	1010	1013	1012	1015	1015	907	953	950	953	990	-37
5th to 8th	828	839	845	849	854	861	863	865	865	865	819	833	836	841	820	21
9th to 12th*	866	877	877	878	873	884	894	891	892	878	878	889	882	878	815	63
<b>Kindergarten to 12th</b>	<b>2683</b>	<b>2713</b>	<b>2727</b>	<b>2736</b>	<b>2733</b>	<b>2755</b>	<b>2770</b>	<b>2768</b>	<b>2772</b>	<b>2758</b>	<b>2604</b>	<b>2675</b>	<b>2668</b>	<b>2672</b>	<b>2625</b>	<b>47</b>
ECSE	27	28	31	30	31	31	34	36	35	39	12	12	13	13	25	-12
Full-time PSEO Students	47	49	48	48	47	47	48	48	46	46	50	50	51	50	0	51
Transition	6	6	4	3	3	3	3	3	3	3	2	2	2	2	12	-10
Full-time ALC	58	59	64	62	58	57	59	56	49	47	38	49	47	47	57	-10
<b>Not Eligible for 1.0 ADM</b>	<b>138</b>	<b>142</b>	<b>147</b>	<b>143</b>	<b>139</b>	<b>138</b>	<b>144</b>	<b>143</b>	<b>133</b>	<b>135</b>	<b>102</b>	<b>113</b>	<b>113</b>	<b>112</b>	<b>94</b>	<b>18</b>
<b>Total Kindergarten to 12th</b>	<b>2821</b>	<b>2855</b>	<b>2874</b>	<b>2879</b>	<b>2872</b>	<b>2893</b>	<b>2914</b>	<b>2911</b>	<b>2905</b>	<b>2893</b>	<b>2706</b>	<b>2788</b>	<b>2781</b>	<b>2784</b>	<b>2719</b>	<b>65</b>
Four-Year Old Preschool	140	135	139	139	139	139	139	140	140	140	100	108	112	114		
<b>TOTAL ENROLLED</b>	<b>2961</b>	<b>2990</b>	<b>3013</b>	<b>3018</b>	<b>3011</b>	<b>3032</b>	<b>3053</b>	<b>3051</b>	<b>3045</b>	<b>3033</b>	<b>2806</b>	<b>2896</b>	<b>2893</b>	<b>2898</b>		

\*9th to 12th total does not include full-time PSEO students