

# SHAKOPEE PUBLIC SCHOOLS



SCHOOL BOARD AGENDA





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December 14, 2015  
6:00 PM

1. 6:00PM CALL TO ORDER AND ROLL CALL - TRUTH IN TAXATION HEARING - CHAIR BOWERMAN.
2. 6:25PM (approximately) - ADJOURNMENT OF HEARING.
3. 6:30PM (approximately) - CALL TO ORDER AND ROLL CALL - BOARD BUSINESS MEETING - CHAIR BOWERMAN.
4. WE ARE SHAKOPEE SCHOOLS - GOOD NEWS ITEMS.
5. RECOGNITION OF VISITORS TO BOARD MEETING.
6. CONSIDERATION OF AGENDA AS PRESENTED AND ADDITIONS.
7. CONSENT ITEMS
  7. 1. Personnel Items

**7.1.1 Acceptance of Resignations**

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

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

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

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

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

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

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

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

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

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

**Recommended Action**

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

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

Last Name, First Name, Position, Location, Grade, Step, FTE, Effective, Salary

Annual

Richards, Patricia, Teacher, ECFE, Central Family Center, BA + 10, 15, .50,  
11/12/2015, \$30.41/hr

Kuepker, Jill, Teacher, Special Services, High School, Ed Specialist, 10, .60,  
11/18/2015, \$27,239.89 (prorated)

Wong, Kara, Teacher, Speech Language Pathologist, High School, BA, 9, 1.0,  
11/18/2015, \$36,250.67 (prorated)

**Recommended Action**

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

**7.1.3 Approval of Non-Certified Contracts**

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

Messner, Susan, Program Support Assistant, Sun Path Elementary School,  
\$14.02, 11/16/2015

Montgomery, Amber, Program Support Assistant, Sweeney Elementary School,  
\$14.02, 11/30/2015

Patterson, Amy, Program Support Assistant, Sun Path Elementary School, \$14.02,  
12/3/2015

Russo, Ruth, Food Service , West Junior High School, \$11.15, 11/10/2015

Sames, Corrine, Program Support Assistant, High School, \$15.95, 11/30/2015

Thomas, Beatrice, Program Support Assistant, Central Family Center, \$14.02,  
11/18/2015

**Recommended Action**

Approve non-certified contracts as presented.

**7.1.4 Approval of Long Term Substitute Contracts**

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

Krieg, Caitlin, Hoeschen, JoAnn, Teacher, Special Services, East Junior High School,  
11/18/2015 through approx. 01/04/2016, BA Step 3, 42, 1.0, \$206.88/day

Stock, Jonathan, Klick, Rachel, Teacher, Biology, High School, 11/02/2015 through  
approx. 12/18/2015, BA Step 3, 34, 1.0, \$206.88/day

Rodstein, Abigayle, Adams, Dawn, Teacher, Science, East Junior High School,  
1/04/2016 through approx. 3/25/2016, BA Step 3, 60, 1.0, \$206.83/day

Sovine, Robin, Saine, Betsy, Teacher, Special Services, Pearson 6th Grade Center,  
12/01/2015 through approx. 3/04/2016, Ed Specialist Step 6, 60, .80, \$250.78/day

**Recommended Action**

Approve long term substitute contracts as presented.

7. 2. Approval of minutes of the Board Business Meeting held on November 9, 2015 and 6  
the Board Learning Session held November 23, 2015.

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

7. 4. Approval of wires report.	11
7. 5. Approval of 2016 School Resource Officer Agreement	12
<b>Recommended Action</b>	
Approve the 2016 SRO Agreement as presented.	
7. 6. Acceptance of Gifts	16
<b>Recommended Action</b>	
Accept the gifts to the district as presented and thank them for their support of the Shakopee Public Schools.	
8. OLD BUSINESS DISCUSSION ITEMS	
8. 1. 2016-17 Course and Program Proposals	21
The Teaching and Learning department will present the course and program proposals for the upcoming 2016-17 school year. Presentation will include a brief overview with most of the time reserved for Q & A. This is a first reading with final approval of course and program changes being requested at the January 11th School Board meeting.	
Presenter: Nancy Thul, Director of Teaching & Learning, Nika Summer, Teaching & Learning Supervisor, Ed Cox, Teaching & Learning Supervisor, Erin Heilman, HP & Innovative Programs Coordinator and Ryan Krominga, Teaching & Learning Coordinator	
Time: 15 minutes	
9. OLD BUSINESS ACTION ITEMS	
9. 1. Approval of 2015 Payable 2016 Levy	
Following the Truth in Taxation Hearing, the 2015 Payable 2016 Levy will be presented for approval. Total Levy - \$32,554,295.68	
<b>Recommended Action</b>	
Certified the 2015 Payable 2016 Levy as presented.	
Presenter: Finance Director Mike Burlager	
Time: 5 minutes	
9. 2. Acceptance of 2014-15 Audit	
The 2014-15 audit will be presented for final acceptance.	
<b>Recommended Action</b>	
Accept the Fiscal Year 2014-15 audit as presented.	
Presenter: Finance Director Mike Burlager	
Time: 10 minutes	
10. NEW BUSINESS DISCUSSION ITEMS	
10. 1. Update from the Excellence with Equity Team	
Our Excellence with Equity Team will be present an update on progress made the first few months of the program. Two students from the High School will share their personal stories of success from their involvement with our new team.	
Presenter: Excellence with Equity Team	
Time: 15 minutes	

11. NEW BUSINESS ACTION ITEMS

12. OTHER

13. COMMITTEE REPORTS

14. UPCOMING MEETINGS AND IMPORTANT DATES

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

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

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

(a quorum of the Board may be present)

January 14 & 15, 2016 MSBA Leadership Conference

(a quorum of the Board may be present)

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

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

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

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

15. ADJOURNMENT

# Minutes of Board Business Meeting

## School Board Shakopee Public Schools

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A Board Business Meeting of the School Board of Shakopee Public Schools was held Monday, November 9, 2015, beginning at 6:00 PM in the Shakopee Public Schools District Office, 1200 Town Square, Shakopee, MN 55379.

1. CALL TO ORDER AND ROLL CALL - CHAIR BOWERMAN.

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

ABSENT: None

2. WE ARE SHAKOPEE SCHOOLS - GOOD NEWS ITEMS.

3. RECOGNITION OF VISITORS TO BOARD MEETING.

4. CONSIDERATION OF AGENDA AS PRESENTED AND ADDITIONS.

Romansky/Swanson moved to approve the agenda with the addition to 5.1.1 Acceptance to Resignations as presented; motion passed unanimously.

5. CONSENT ITEMS

Romansky/McKeand moved to approve the consent agenda as presented; motion passed unanimously.

5. 1. Personnel Items

**5.1.1 Acceptance of Resignations**

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

Kes, Dawn, Program Support Assistant, Sweeney Elementary School, 11/16/2015

Niska, Michelle, Teacher, TOSA LEP Coordinator, District Wide, 11/10/2015

Palya, Stacy, Health Assistant, Sun Path Elementary School, 11/13/2015

Sanders, Rebecca, Program Support Assistant, Pearson 6th Grade Center, 11/06/2015

Schatzlein, Rachel, Program Support Assistant, Sun Path Elementary School, 10/23/2015

Toth, Jenny, Program Support Assistant, High School, 9/08/2015

Savage, Mike, Principal, Central Family Center, 6/30/2016

**Recommended Action**

Accepted the resignations as presented.

**5.1.2 Approval of Unaffiliated Contract**

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

Kalash, Kelly, Benefit Specialist, District Office, 11/02/2015, \$60,000.00

**Recommended Action**

Approved the unaffiliated contract as presented.

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

Last Name, First Name, Position, Location, Grade, Step, FTE, Effective, Salary Annual

Osberg, Renee, Teacher, Grade 5, Sun Path Elementary School, MA 10, 8, .63, 10/12/2015,

\$29,149.20 (Prorated)

Stripling, Heather, Permanent Substitute Teacher, Sweeney Elementary School, N/A, N/A, 1.0, 11/02/2015,

\$125.00/day

**Recommended Action**

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

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

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

Cardozo, Dora, Program Support Assistant, High School, \$14.02/hr, 10/12/2015  
Howard , Tanya, Program Support Assistant, High School, \$14.02/hr, 10/19/2015  
Jeffrey, Jessica, Program Support Assistant , Red Oak Elementary School, \$14.02/hr, 9/23/2015  
Kluess, Alexandra, Program Support Assistant, High School, \$14.02/hr, 10/19/2015  
Love, Kellie, LPN, Pearson 6th Grade Center, \$18.58/hr, 10/05/2015  
Monnens, Anthony, Custodian, High School, \$15.77/hr, 10/27/2015  
Muenchow, Kurt, Custodian, Sun Path Elementary School, \$16.27/hr, 10/26/2015  
Mussey, Shauna, Program Support Assistant, Sun Path Elementary School, \$12.58/hr, 10/26/2015  
Newgard, Joyanne, Program Support Assistant, Jackson Elementary School, \$12.58/hr, 10/08/2015  
Weeks, Kally, Program Support Assistant, Sun Path Elementary School, \$14.02/hr, 10/12/2015

#### **Recommended Action**

Approved non-certified contracts as presented.

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

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

Hennen, Karen, Heinen, Heather, Program Support Assistant, Red Oak Elementary School, 11/06/2015 through Approx. 12/18/2015, Grade 3, Step 1, 30, .843, \$14.02/hr  
Sabin, Cindy, Tangeman, Ine, Program Support Assistant, Central Family Center, 9/21/2015 through Approx. 12/18/2015, Grade 3, Step 1, 63, .875, \$14.02/hr

#### **Recommended Action**

Approved long term substitute contracts as presented.

#### **5.1.7 Memorandum of Understanding**

#### **Recommended Action**

Approved the Memorandum of Understanding Health Care Savings Plan for the Minnesota School Employees Association of Shakopee as presented.

5. 2. Approved the minutes of the Board Business Meeting held on October 12, 2015.

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

5. 4. Approved the wires report.

#### **6. OLD BUSINESS DISCUSSION ITEMS**

##### **6. 1. Participatory Planning Update**

Pat Overom, ICS Consulting and Scott McQueen, Wold Architects provided an update on the design and phases of the building projects.

#### **7. OLD BUSINESS ACTION ITEMS**

##### **7. 1. 2nd Readings of the School District Series 100, 200 & 300 Policies**

Assistant Superintendent John Bezek presented School District Series 100, 200 & 300 Policies for 2nd Reading approval.

2nd Reading for the following with no change:

101.1 Name of the School District  
102 Equal Educational Opportunity  
203.2 Order of the Regular School Board Meeting  
203.6 Consent Agendas  
204 School Board Meeting Minutes  
207 Public Hearings  
211 Criminal or Civil Action Against School District  
214 Out-of-State Travel by School Board Members  
303 Superintendent Selection

- 304 Superintendent Contract, Duties and Evaluation
- 305 Policy Implementation
- 306 Administrator Code of Ethics
- 2nd Reading for the following with recommended changes:
  - 101 Legal Status of the School District
  - 103 Complaints - Students, Employees, Parents, Other Persons
  - 104 School District Mission Statement
  - 201 Legal Status of the School Board
  - 202 School Board Officers
  - 203 Operation of the School Board - Governing Rules
  - 203.5 School Board Meeting Agenda
  - 205 Open Meetings and Closed Meetings
  - 206 Public Participation in School Board Meetings
  - 208 Development, Adoption, and Implementation of Policies
  - 209 Code of Ethics
  - 210 Conflict of Interest - School Board Members
  - 212 School Board Member Development
  - 213 School Board Committees
- 301 School District Administration
- 302 Superintendent
- 2nd Reading to add the following:
  - 203.1 School Board Procedures; Rules of Order
- 2nd Reading to remove the following:
  - 201.1 General Organization of the School Board

**Recommended Action**

Hallett/Tucker moved to accept the 2nd Readings of the School District Series 100, 200 & 300 Policies as presented; motion passed unanimously.

- 7. 2. Resolution Canvassing Returns of Votes of School District General and Special Election  
The Board was presented with a resolution canvassing returns of votes of the School District General and Special Election held November 3, 2015.

**Recommended Action**

Tucker/Hallett moved to certify the results of the General and Special Election held November 3, 2015 as follows: BE IT RESOLVED by the School Board of Independent School District No. 720, State of Minnesota, as follows: 1. It is hereby found, determined and declared that the general election of the voters of this school district held on November 3, 2015, was in all respects duly and legally called and held. 2. As specified in the attached Abstract and Return of Votes Cast, a total of 4,972 voters of the district voted at said general election on the election of three (3) school board members for four (4) year term vacancies on the board caused by expiration of term on the first Monday in January next following the general election as follows: Reggie Bowerman 2,515, Angela Tucker 2,212, Matt McKeand 1,910, Ken Ludzack 1,677, Anthony Bonsante 1,392, BethAnn Lavoie 968. 3. Reggie Bowerman, Angela Tucker, and Matt McKeand having received the highest number of votes, are elected to four year terms beginning on the first Monday in January 2016. 4. As specified in the attached Abstract and Return of Votes Cast, a total of 4,972 voters of the district voted at said special election on the election of one (1) individual to fill the vacancy in the term of school board member expiring January 1, 2018, as follows: Tony Pass 2,197 and John Canny 2,016. 5. Tony Pass, having received the higher number of votes, is elected to fill the vacancy in the term of school board member expiring January 1, 2018. Said individual shall take office as soon as he or she qualifies. 6. The clerk is hereby directed to certify the results of the election to the county auditor of each county in which the school district is located in whole or in part; motion passed unanimously.

- 8. NEW BUSINESS DISCUSSION ITEMS
- 9. NEW BUSINESS ACTION ITEMS
- 10. OTHER

11. COMMITTEE REPORTS

12. UPCOMING MEETINGS AND IMPORTANT DATES

November 23, 2015 Board Learning Session 5:00PM

December 14, 2015 Board Business Meeting and Truth in Taxation Hearing 6:00PM

13. ADJOURNMENT

At 7:02PM, Swanson/McKeand moved to adjourn as presented; motion passed unanimously.

# Minutes of School Board Learning Session

## School Board Shakopee Public Schools

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A School Board Learning Session of the School Board of Shakopee Public Schools was held Monday, November 23, 2015, beginning at 5:00 PM in the Shakopee Public Schools District Office, 1200 Town Square, Shakopee, MN 55379.

1. CALL TO ORDER AND ROLL CALL - CHAIR BOWERMAN

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

ABSENT: Romansky

2. Consideration of Agenda as presented and additions

Swanson/Hallett moved to approve the agenda as presented; motion passed unanimously.

3. 2014-15 Fiscal Audit

Presented by: Director of Finance Mike Burlager

4. Participatory Planning Update

Presented by: Scott McQueen, Wold Architects and Pat Overom, ICS Consultants

5. Areas of Interest: Discussion and Feedback

Presented by: Director of Teaching & Learning Nancy Thul

6. Change from Odd to Even Year Elections

Presented by: Superintendent Rod Thompson

7. Other

8. UPCOMING MEETINGS AND IMPORTANT DATES

December 14, 2015 Board Business Meeting 6:00PM  
and Truth in Taxation Hearing

9. ADJOURNMENT

At 8:01PM, Swanson/Pass moved to adjourn as presented; motion passed unanimously.

## November 2015 Wires

### Wires In

Nov 1 15 Servs Payment	\$ 212,552.23	
Nov 4 15 County Check	4,598,787.53	
MSDLAF Int Nov 15	697.56	
MSDLAF Building Int Nov 15	(207,911.96)	
Health Trust Int Nov 15	3.16	
Dental Trust Int Nov 15	2.38	
PFM OPEB Int Nov 15	<u>(5,148.42)</u>	
<b>Total Wires In</b>		<b>4,598,982.48</b>

### Wires Out

Nov 3 15 Taxes	\$ 900,000	
Nov 9 15 Board	400,000	
Nov 12 15 Payroll	2,300,000	
Nov 15 Health Trust	650,000	
Nov 15 Dental Trust	30,000	
Nov 16 15 Taxes	900,000	
Nov 25 15 Payroll	1,300,000	
Nov 25 15 Board Checks	400,000	
Nov 30 15 Taxes	900,000	
Nov 1508 Bldg Expense	90,000	
Nov 15 2015 Bldg Expense	320,000	
Nov 2015 Health Trust Payment	741,998	
11/2015 Dental Trust Payment	57,266	
PFM OPEB Payment for FY 2015	<u>335,300</u>	
<b>Total Wires Out</b>		<b>9,324,564.17</b>

**Net November 2015** (4,725,581.69)

**SCHOOL RESOURCE OFFICER AGREEMENT BY AND BETWEEN  
SHAKOPEE INDEPENDENT SCHOOL DISTRICT #720 AND  
THE CITY OF SHAKOPEE**

This agreement made and entered into this 15<sup>th</sup> day of December, 2015, by and between the CITY OF SHAKOPEE and SHAKOPEE SCHOOL DISTRICT #720.

**GOALS AND OBJECTIVES**

1. Establish a positive working relationship in a cooperative effort to prevent juvenile delinquency and assist in student development.
2. Maintain a safe and secure environment on campus, which will be conducive to learning.
3. Promote positive attitudes regarding the police role in society and to inform students of their rights and responsibilities as lawful citizens.

**A. EMPLOYMENT AND ASSIGNMENT OF SCHOOL RESOURCE OFFICER**

1. The City agrees to provide a total of four (4) School Resource Officers (SRO's) to the district for assignment as needed to the Junior/Senior High Schools and/or the Middle and Elementary Schools for the 2016 calendar year.
2. The City shall select the School Resource Officers and assign one to each school.
3. In the event the SRO is absent from work, the SRO is to notify both his/her police supervisor and the principal at the school to which they are assigned. The City agrees to assign a SRO alternate in case of long-term illness.
4. School Resource Officers shall remain employees of the City and shall not be employees of Shakopee School District #720. The School District and the City acknowledge that the School Resource Officers remain responsive to the command of the Shakopee Police Department.
5. The City shall provide any required clothing, uniforms, vehicles, necessary equipment and supplies for the SRO to perform law enforcement duties. The School District shall provide the School Resource Officers with an office, telephone, and other supplies necessary to perform required duties as outlined pursuant to Section C. of this agreement.

**B. HOURS AND SPECIAL EVENTS**

1. Each SRO is assigned to a school on a full-time basis. The SRO's shall be on duty at their assigned schools prior to school's start and at school's dismissal, except in cases when the SRO is flexing their schedule to attend a school event outside regular school hours. During regular hours, SRO's may be off campus performing such tasks as may be required by their assignment (i.e., Court, Training, Arrest).

2. If authorized by his/her supervisor, the SRO shall be present at school special events that occur outside of normal school hours. The City shall be responsible for any overtime pay associated with the SRO's attendance at these events.
3. All School Resource Officers shall wear their duty uniform a majority of the time and carry their duty weapon while at school. A uniform will be worn when the SRO is engaged in teaching and public speaking duties.

**C. DUTIES OF THE SCHOOL RESOURCE OFFICER**

1. The SRO shall assist the principal in developing plans and strategies to prevent and/or minimize dangerous situations that may occur on campus, and also address other issues determined important by the principal.
2. The SRO shall present programs on various topics to students. Subjects shall include a basic understanding of law, role of law enforcement, drug awareness, anger management, and the mission of law enforcement.
3. The SRO's are encouraged to interact with students on an individual basis and in small groups.
4. The SRO shall make him/herself available for conferences involving teachers, parents and faculty.
5. The SRO shall be familiar with agencies and resources that offer assistance to youth and their families, and make referrals to agencies when necessary.
6. The SRO shall take law enforcement action when necessary.
7. The SRO shall contact the principal of the school or their designee about his or her actions to make them aware of arrest or crime.
8. The SRO shall notify the principal or their designee before removing a student from school.
9. The SRO can take law enforcement action against intruders and unwanted guests who appear on school property.
10. The SRO shall conduct investigations of crimes, which occur at their assigned schools, and use other resources, if needed, for follow-up investigations.
11. The SRO will turn in a monthly summation report to the SRO supervisor at the end of every month.
12. The SRO shall not be used as a school disciplinarian. If the principal believes an incident is a violation of the law, they may contact the SRO to see if law enforcement action is needed.

13. The SRO shall follow the Shakopee Police Department's Standard Operating Procedures and General Orders when confiscating drugs from students on school property.
14. The SRO shall follow the guidelines of the Minnesota State Statutes, Case Law, School Board Policy and the Shakopee Police Department's Standard Operating Procedures and General Orders in regards to investigations, interviews and searches relating to juveniles.

**D. PRIVACY OF PUPIL RECORDS**

Both the City and School District agree they will be in compliance with all data privacy laws and rules.

**E. RIGHTS AND DUTIES OF SHAKOPEE SCHOOL DISTRICT #720**

The School District shall provide to the full-time SRO the following materials and facilities, which are deemed necessary to the performance of the SRO:

1. Access to a temperature controlled and properly lighted private office containing a telephone line to be used for general business purposes.
2. A desk with drawers, a chair and a filing cabinet, which can be locked and secured.
3. Access to a computer terminal or computer hook-up.

The City will supply the officers with the usual and customary office supplies and forms required in the performance of their duty.

**F. PROGRAM FUNDING**

The School District will fund 33.5% of three officers' annual salary and benefits for the school year, which totals \$106,949.95. The School District will also fund 100% of the fourth SRO's salary and benefits, which totals \$83,814.99. The total program funding amount for the 2016 calendar year totals \$190,746.95 for the School District.

**G. INDEMNIFICATION**

Except for claims arising out of the willful or negligent act of the other party or its representatives, each party shall indemnify and defend the other party against all claims, expenses, and liabilities incurred, including reasonable attorney fees, related to claims for loss of life, personal injury, and/or damage to property arising out of any occurrence in, upon or at the School District properties in accordance with the execution of the School Resource Officers' duties under this contract.

**H. NOTICE**

Any notice, demand, request, or other communication that may or shall be given or served by the parties, shall be deemed to have been given or served on the date the same is deposited in the United States mail, registered or certified, postage prepaid, and addressed as follows: If to the City - Attn: Police Chief, Shakopee Police Department, 475 Gorman Street, Shakopee, Minnesota 55379; and, If to the School District - Attn: Superintendent, 1200 Town Square, Shakopee, Minnesota 55379.

**I. DISMISSAL OF SRO**

1. In the event the principal of the school that the SRO is assigned to feels that the particular SRO is not effectively performing his or her duties and responsibilities, the principal shall contact the SRO supervisor. Within a reasonable amount of time, after receiving the information from the principal, the SRO supervisor shall advise the Chief of Police of the principal's request. If the Chief of Police desires, the principal and the Chief of Police, or their designees, shall meet with the SRO to mediate or resolve any problems, which may exist.
2. The Chief of Police may dismiss or reassign a SRO based upon the Shakopee Police Department's rules, Regulations and General Orders.
3. Either party may terminate this agreement upon a sixty (60) day written notice to the other of such termination. In the event of a termination, any payments due shall be prorated.

**J. ENTIRE AGREEMENT; AMENDMENTS**

This contract constitutes the entire agreement between the parties and no other agreement prior to this agreement or contemporaneous herewith shall be effective except as expressly set forth or incorporated herein. Any purported amendment shall not be effective unless it shall be set forth in writing and executed by both parties.

**IN WITNESS WHEREOF**, the parties have caused this agreement to be signed by their duly authorized officers.

Signed, sealed and delivered in the presence of:

SHAKOPEE SCHOOL DISTRICT #720, SHAKOPEE, MINNESOTA

\_\_\_\_\_  
Dr. Rod Thompson, Superintendent

\_\_\_\_\_  
Chair, ISD #720 Board of Directors

\_\_\_\_\_  
Mayor

\_\_\_\_\_  
City Clerk

\_\_\_\_\_  
City Administrator



The Toro Company Giving Program

8111 Lyndale Avenue South, Bloomington, Minnesota 55420-1196  
• Phone 952/888-8801 • www.thetorocompany.com • Fax 952/887-8258

December 7, 2015

Kain Smith  
Buildings & Grounds Manager  
Shakopee Public School  
1200 Shakopee Town Square  
Shakopee, MN 55379

Dear Kain,

Thank you for submitting an application for a donation of equipment from The Toro Company. We are pleased to donate facility maintenance equipment to Shakopee Public School, valued at \$14,354. The unit is on order and will be shipped to our distributor. You will be contacted by our distributor or a local Toro representative to arrange the delivery of your donation. Below are the details of the donation:

Donated Product:	Retail Value:	Model Number:	Quantity:
Toro Workman	\$14,354	07359	1

We would appreciate your sending along several photos of the product in use. Since the photos may be used in a publication, we would appreciate them in an electronic format of the highest quality available.

We extend our best wishes to you for continued success and look forward to hearing about your accomplishments during the year. It is a pleasure to be among your current supporters.

Sincerely,

Judson E. McNeil  
Toro Giving



We would like to hear about the impact of this donation. If you haven't already done so, we encourage your organization to post on our Facebook page at <http://www.facebook.com/Toro.Company>, or tweet at our handle @TheToroCompany on Twitter. Follow us on Instagram @TheToroCompany.





June 5, 2015

Robert Greeley  
Shakopee Public Schools  
1200 Town Square  
Shakopee, MN 55379

Dear Robert,

St. Francis Regional Medical Center is very pleased to help support the Shakopee Public Schools with a contribution of \$1,500.00.

As a faith-based, not-for-profit organization St. Francis is grateful for the many ways we are able to partner in the community.

Please provide a brief update after your event which details how this contribution impacted your work and the communities we serve.

As a receipt for this contribution, please provide the following information in letter form within 60 days:

- 1.) the amount contributed by St. Francis Regional Medical Center to your organization;
- 2.) a statement whether your organization provided any goods or services in exchange for the contribution; and
- 3.) the amount of the contribution that is tax-deductible (the net amount after a good faith estimate of goods or services is deducted from the total contribution).

Thank you for all you do to make our community a better place.

Best to you,

A handwritten signature in black ink, appearing to read "Tamara Severtson".

Tamara Severtson  
Manager Mission Integration  
St. Francis Regional Medical Center  
952-428-2551  
tamara.severtson@allina.com

Enclosure:  
Check

**Page 1**

Shakopee Public Schools

1200 Town Square    Shakopee, M 55379                    8014338  
952-496-5025            952-496-5098                    [www.shakopee.k12.mn.us](http://www.shakopee.k12.mn.us)  
Bob Greeley                    Community Education Director  
952-496-5025                    [bgreeley@shakopee.k12.mn.us](mailto:bgreeley@shakopee.k12.mn.us)  
Yes                                    Public School District

Project/program support

\$1500

November 10, 2015

June 30, 2016

\$2.236 million (Community Education Fund 04 budget)

Project Budget: \$3750

**Page 2**

Healthy Technology Use: Preschoolers thru High School students

An evening November 10, 2015 **Successful Parent Workshop** being held at Shakopee High School. Free event with meal. Keynote speaker and three breakout sessions. Nine Carver-Scott area school districts helping to support this event along with other health-related sponsors. Target audience is parents.

**Mission and Goals**

By 2016, Shakopee Public Schools will provide:

- \*High value educational experiences for each student
- \*Robust educational tools for learning in all classrooms
- \*Clear Shakopee public schools identity and brand
- \*Aligned programming and facilities for lifelong learners
- \*High quality staff – the right people, in the right seat, doing the right work
- \*Partnership with engaged parents and community

**Request**

A November 10, 2015 Successful Parent Workshop being held at Shakopee High School. All school districts in Carver & Scott Counties are inviting their early children thru grade 12 parents to attend (Montgomery-Lonsdale-LeCenter school district also). Request will help support the event costs (publicity, food, staffing, etc.)

**Provide details**

The parent workshop is on technology use. Keynoter and there breakout sessions. Free event. Dinner provided.

**Populations and geographic areas**

Carver & Scott counties, along with the Tri-City School District. All early childhood through grade 12 parents.

**Number of people expected to impact**

We anticipate between 200-400 parents to attend.

**Why is this important? Why should we fund this request?**

Parent workshops and any opportunity to provide lifelong learning opportunities like this are always important. By attempting to reduce barriers (cost to attend), we hope that parents will attend. The topic of technology and its use by our children is real and alive in our society today. Promoting the healthy use of technology is a major goal for this workshop.

**Event reach, audience, and recognition of sponsors**

The November 10, 2015 activity will be marketed in all of the SouthWest Metro (Carver & Scott) fall community education catalogs. Those school districts include: Shakopee, Prior Lake-Savage, New Prague, Belle Plaine, Jordan, Eastern Carver Schools, Waconia, Norwood Young America, and Tri-City United (Montgomery-Lonsdale-LeCenter). Additionally, many of these districts will send home student flyers on this workshop, along with social media efforts, website marketing, and other creative ways to invite parents to attend. Sponsors will be listed & highlighted on all public relation & marketing efforts.

**How will you measure success?**

We will provide feedback opportunities for participants at the conclusion of the workshop (hard copy forms and using electronic surveys)

**Clear and Achievable Goals**

- Provide a safe workshop environment
- Provide a healthy meal
- Provide experts on the workshop topic
- Provide the audience with a great experience
- Provide a free event
- Invite and engage with sponsors & providers
- Plan and communicate well
- Provide great customer service

**Engagement opportunities for Allina Health employees**

Ability to attend the workshop at no cost and receive 1.5 CEU's. If Allina employees would like to join the event planning committee, those opportunities exist.

**Allina Health contribution to your organization in the past five years?**

Yes. Wheelies Event helmets, STARS, EPIC, Run n' Read, International Festival, Baby Fair. We were able to provide better access to families and youth in providing affordability in these activities.



# Teaching & Learning Newsletter

## Elementary Articulation Groups

### Language Arts

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

### Math

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

### Health

- Piloting integrated lessons in language arts.

### Social Studies

- Implemented newly aligned standards K-5.

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

Here are our top takeaways from fall articulation:

## District-wide Articulation Groups

### High Potential and Innovative Programming

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

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

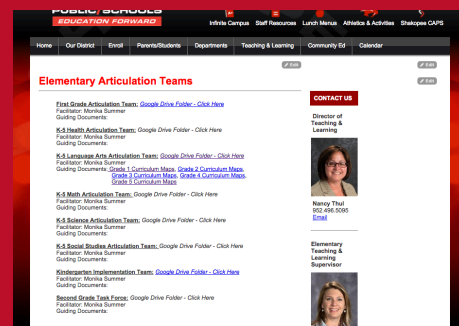
- Developed a proposal for expanding the K-2 Young Scholars program to roll up to all elementary grades K-5.

### Media

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

## Check Out Our New Articulation Website!

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



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

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

### ***Kindergarten***

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

### ***First Grade***

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

### ***Second Grade***

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

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

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

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

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

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

## **Secondary Articulation Groups**

### ***English***

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

### ***Mathematics***

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

### ***Social Studies***

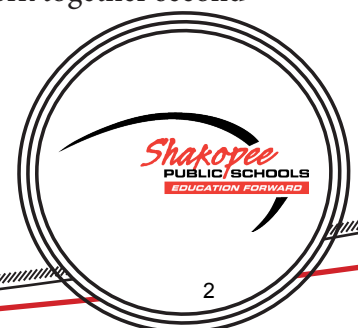
- Discussed the role of civics in high school and how we will teach civics in our required courses.
- Working on our curriculum maps and articulating technology skills into those maps.

### ***Science***

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

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

Teaching & Learning  
Department



# Middle School Course Changes

## New Courses

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

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

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

### **ACCELERATED PHYSICAL SCIENCE 6**

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

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

## Revised Courses

### **DIGITAL STORYTELLING**

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

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

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

Grade: 7, 8

Credits: 2 Credits – Elective (Successful completion of this course will also result in 2 High School Elective credits that will be considered a “Pass” and not impact a student’s high school grade point average.)

Schedule: Full-Year

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

Este curso ha sido diseñado para el estudiante que habla español y quiere mejorar sus habilidades lingüísticas. La clase será impartida estrictamente en español, pero no se supone que los alumnos entienden español académico. El énfasis será puesto en el desarrollo de las habilidades en la lectura, la redacción, la ortografía, y la gramática. El objetivo es el de proveer al estudiante con las habilidades académicas necesarias para manejar el lenguaje en el discurso escrito y oral, y para transmitir las habilidades lingüísticas a otras clases y lecturas en inglés. La clase enfocará en literatura de culturas hispanas y ofrecerá al estudiante la oportunidad de aprender a apreciar la riqueza de la cultura hispana por medio de elementos históricos, culturales y lingüísticos.

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

Grade: 7, 8

Credits: 2 Credits – Elective (Successful completion of this course will also result in 2 High School Elective credits that will be considered a “Pass” and not impact a student’s high school grade point average.)

Pre-requisite: Spanish for Spanish Speakers I or Placement based on District identification criteria

Schedule: Full-Year

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

Este curso ha sido diseñado por el estudiante que habla español y quiere mejorar sus habilidades lingüísticas. La clase será impartida estrictamente en español, pero va a incluir enseñanza de vocabulario y español académico. El énfasis será puesto en el mejoramiento de las habilidades en la lectura, la redacción, y la gramática, y presentará literatura más compleja. El objetivo es el de apoyar al estudiante en sus estudios lingüísticos, y proveerle con las habilidades académicas necesarias para manejar el lenguaje más sofisticadamente en el discurso escrito y oral. La clase también incluirá estudio de la cultura hispana, con análisis de las fuerzas históricas que han desarrollado la cultura hispana y las implicaciones en la cultura de hoy.

## **Eliminated Course**

Honors Reading & Language Arts 6

# High School Course Changes

## New Courses

### Accelerated English 9 – A & B

**Grade Level:** 9

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

(Additional credit due to acceleration)

**Prerequisite:** None

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

**NCAA Core Course**

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

### Calculus

**Grade Level:** 11,12

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

**Prerequisite:** Pre-Calculus

**NCAA Core Course**

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

### Physics 9 – A & B

**Grade Level:** 9

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

**Prerequisite:** None

**NCAA Core Course**

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

### AP Physics 1 – A & B

**Grade Level:** 9

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

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

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

**NCAA Core Course**

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

## Global Electives

### CIS: German 1003 – A & B

**Grade Level:** 11,12

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

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

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

**Eligibility:** Must meet the University of Minnesota's course admission requirements: Must be a junior or senior ranked in the top 30% of the class.

**Required Materials:** German/English dictionary

**NCAA Core Course**

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

## Areas of Interest

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

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

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

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

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

## AP Physics C – A & B

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

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

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

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

**NCAA Core Course**

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

## Business Dynamics

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

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

**Prerequisite:** None

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

## Ceramics 2

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

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

**Prerequisite:** Ceramics I

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

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

## Fine Arts Credit

## Civil Liberties and Litigation

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

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

**Prerequisite:** None

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

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

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

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

**Prerequisite:** None

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

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

## Computer Service & Management

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

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

**Prerequisite:** None

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

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

## Culinary Arts 1

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

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

**Prerequisite:** None

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

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

## Digital Design 2

## Fine Arts Credit

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

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

**Prerequisite:** Digital Design I

**Required Materials:** USB Flash Drive

**Description:** Are you looking to build your skills in creative problem solving? Do you want improve your ability to communicate visually in this visual world? This course will continue to build on the skills using the Adobe Creative Cloud (CC), and gain exposure to additional Adobe CC applications. Project objectives may include illustration, publication layout, animation, typography, image editing, package design, and web design. In addition to hands on projects, the students will work to develop their art language, build artistic skills, provide and receive feedback and reflect on and revise their work.

## Entertainment and Tourism

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

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

**Prerequisite:** None

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

## The Future of Science: Research and Exploration

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

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

**Prerequisite:** None

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

## Instructional Technology Solutions

**Grade Level:** 12

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

**Prerequisite:** None

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

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

## Intro to Sport Performance

**Grade Level:** 9

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

**Prerequisite:** None

**Graduation Requirement:** Physical Education

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

## Marketing 1

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

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

**Prerequisite:** None

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

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

## Medical Interventions (PLTW) – A & B

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

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

**Prerequisite:** None

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

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

## Public Advocacy

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

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

**Prerequisite:** None

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

## Rock Band Essentials Fine Arts Credit

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

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

**Prerequisite:** None

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

## Revised Courses

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

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

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

**Prerequisite:** Algebra 2 – A & B

**NCAA Core Course**

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

## Global Electives

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

(Formerly Spanish for Native Speakers)

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

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

**Prerequisite:** None

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

Este curso ha sido diseñado para el estudiante que habla español y quiere mejorar sus habilidades lingüísticas. La clase será impartida estrictamente en español, pero no se supone que los alumnos entienden español académico. El énfasis será puesto en el desarrollo de las habilidades en la lectura, la redacción, la ortografía, y la gramática. El objetivo es el de proveer al estudiante con las habilidades académicas necesarias para manejar el lenguaje en el discurso escrito y oral, y para transmitir las habilidades lingüísticas a otras clases y lecturas en inglés. La clase enfocará en literatura de culturas hispanas y ofrecerá al estudiante la oportunidad de aprender a apreciar la riqueza de la cultura hispana por medio de elementos históricos, culturales y lingüísticos.

## Spanish for Spanish Speakers 2 – A & B

(Formerly Spanish Heritage Speakers)

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

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

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

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

Este curso ha sido diseñado por el estudiante que habla español y quiere mejorar sus habilidades lingüísticas. La clase será impartida estrictamente en español, pero va a incluir enseñanza de vocabulario y español académico. El énfasis será puesto en el mejoramiento de las habilidades en la lectura, la redacción, y la gramática, y presentará literatura más compleja. El objetivo es el de apoyar al estudiante en sus estudios lingüísticos, y proveerle con las habilidades académicas necesarias para manejar el lenguaje más sofisticadamente en el discurso escrito y oral. La clase también incluirá estudio de la cultura hispana, con análisis de las fuerzas históricas que han desarrollado la cultura hispana y las implicaciones en la cultura de hoy.

## Areas of Interest

### Acting 1

(Formerly Theatre II)

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

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

**Prerequisite:** Theatre

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

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

**Fine Arts Credit**

## Art Foundations

(Formerly Introduction to Art)

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

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

**Prerequisite:** None

**Required Materials:** USB Flash Drive

**Description:** Are you looking to explore the world of art? Do you want to try out a variety of art materials? This class provides students with an introduction to a wide variety of art mediums and historical perspectives. It introduces the concepts of the studio classroom with guidance and structure. Techniques explored may include drawing, clay, painting, printmaking, sculpture, photography, and fiber art. In addition to hands on projects the students will work to develop their art language, build artistic skills, offer written and oral critiques, and reflect on their work.

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

## Circuits, Power & Networking

(Formerly Electricity)

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

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

**Prerequisite:** None

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

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

## Construction 1 – A & B

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

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

**Prerequisite:** None

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

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

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

## Digital Design 1

(Formerly Graphic Design)

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

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

**Prerequisite:** None

**Required Materials:** USB Flash Drive

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

## Energy & Resource Conservation

(Formerly Natural History of Minnesota)

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

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

**Prerequisite:** None

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

## Technology Challenges

**Grade Level:** 9

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

**Prerequisite:** None

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

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

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

## Fine Arts Credit

## Fashion Merchandising & Design

(Formerly Fashion I)

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

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

**Prerequisite:** None

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

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

## Fit For Life

(Formerly PE 9)

**Grade Level:** 9

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

**Prerequisite:** None

**Graduation Requirement:** Physical Education

**Description:** Are you fit for life? In this class, students will learn and develop personal fitness and nutrition programs based on the 5 Components of Fitness. Activities in this course will include aerobic exercise, resistance training, and non-competitive lifetime activities through the development of the National Physical Education Standards. This course may best suit the student who does not enjoy a competitive class and is interested in learning how to live a healthy lifestyle. Be Fit- Be Healthy- Be Happy!

## GLO: Great Leadership Opportunities – A & B

**Grade Level:** 12

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

**Prerequisite:** None

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

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

## Interior Design 1

## Fine Arts Credit

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

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

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

**Prerequisite:** None

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

## Intro to Human Development

(Formerly Child Development I)

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

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

**Prerequisite:** None

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

## Nutrition & Foods

(Formerly Foods I)

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

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

**Prerequisite:** None

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

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

## Small Gas Engines 1

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

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

**Prerequisite:** None

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

**Description:** Have you ever wondered how an engine works? Have you thought about a career in the automotive, marine or power sport industries? Small Gas Engines is a great way to explore career options while learning the principles of how a small gas engine works. In this class you will learn about the principles of two-cycle and four-cycle small gas engines, the tools that are used to work on them, and how to disassemble and reassemble a working engine. A Briggs and Stratton engine will be provided for you. This class is required for admission into Small Gas Engines 2 or High Mileage Vehicle classes.

## Theatre

## Fine Arts Credit

(Formerly Theatre I)

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

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

**Prerequisite:** None

**NCAA Core Course**

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

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

## Writers' Workshop

(Formerly Creative Writing)

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

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

**Prerequisite:** None

**NCAA Core Course**

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

## **Eliminated Courses**

Honors English 9

AP Calculus AB

Physical Science 9

Honors Physical Science 9

Accelerated Physics 9

Introduction to Drama

Creative Sewing

World Foods

Career Investigations

Keyboarding/Word Processing

Home Maintenance & Ownership

Consumer Auto

Intro to Bigger, Faster, Stronger

## Shakopee Center For Advanced Professional Studies



### Shakopee CAPS Digital Design

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

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

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

### Shakopee CAPS Digital Design Internship

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

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

## **Shakopee CAPS Healthcare and Medicine**

Grades: 11,12

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

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

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

Location: St. Francis Regional Medical Center

Recommended: Previous or concurrent enrollment in Biology

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

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

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

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

Grades: 11,12

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

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

Location: Various internship locations in Shakopee area

Prerequisite: Shakopee CAPS Healthcare and Medicine - Semester 1

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

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

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

Grades: 11,12  
Credits: **SHS:** 4 credits per semester  
**College:** 4-8 semester credits will be available from Normandale Community College  
Schedule: 1st semester only (periods 1-3)  
Location: ValleyFair  
Prerequisite: None  
Eligibility: Entrance to CAPS is based on eligibility criteria and a completed application. Limited space is available - please see page \_\_\_ for more information.

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

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

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

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

# Curriculum Framework for Areas of Interest/Academies

## **History**

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

## **Vision Statement:**

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

## **Great Implementation Looks Like:**

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

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

## **The Articulation Process**

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

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

### Terms Defined

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

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

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

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

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

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

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

### Curriculum Frameworks – Key Assumptions

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

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

#### **Assumptions include:**

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

# Arts and Communication

Area of Interest Gateway: Heroes (Grade 6)

Middle School Electives (Grade 7,8):

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

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

# Business and Entrepreneurship

Area of Interest Gateway: Think Tank (Grade 7)

Middle School Electives (Grade 7,8):

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

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

# Engineering and Manufacturing

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

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

Architecture, Design and Manufacturing, Robotics.

## DRAFT - DRAFT - DRAFT

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

# Health Sciences

Area of Interest Gateway: Snack Attack (grade 7)

Middle School Electives (Grade 7,8):

Medical Detectives, 2 Fit 2 Quit, Code Red.

## DRAFT - DRAFT - DRAFT

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

# Human Services

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

Middle School Electives (Grade 7,8):

Law and Order, Stand Up for Shako!.

**DRAFT - DRAFT - DRAFT**

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

# Science and Technology

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

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

Invisible World of Science and Technology, Apps Creation.

**DRAFT - DRAFT - DRAFT**

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