



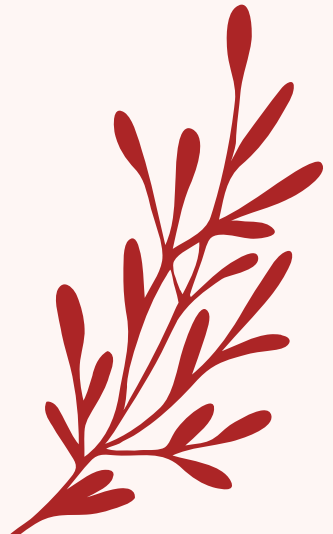
# Standards and Curriculum

Presentation to Becker PTSA  
November 16, 2021

# Goals:

Standards and curriculum development is a complex process. The goals of this presentation are:

- Understand the standards development process done by the Minnesota Department of Education (MDE)
- Understand the curriculum review cycle implemented at Becker Public Schools.
- Understand the role of the District Curriculum Advisory Committee.





# Academic Standards

MN Statute 120B.2 and 120B.21

# Standards

The Minnesota K-12 Academic Standards are the statewide expectations for student learning in K-12 public schools. School districts are required to put state standards into place so all students have access to high-quality content and instruction.



# What is a standard?

- An academic standard is a summary description of student learning in a content area.
- Academic standards are comprised of one or more benchmarks.
- A benchmark supplements the standard and is the specific knowledge or skill that a student must master to complete part of an academic standard by the end of a grade level or grade band.


[Understanding MN Academic Standards](#)

The Minnesota K-12 Academic Standards are the statewide expectations for student learning in K-12 public schools. All students, including students with unique learning needs, must meet the credit requirements and satisfactorily complete all state and local standards to graduate. The standards are satisfactorily completed through the demonstration of grade-level knowledge and skills in the benchmarks. Each content area of academic standards is reviewed and revised on a 10-year timeline set by the Minnesota legislature.

School districts and charter schools determine how their students will meet the standards and benchmarks by developing courses, curriculum and instruction.

**Academic standards are important because they:**

- Prepare students for success in careers, college and civic life.
- Work toward equity by describing the knowledge and skills that all students across the state must learn and by supporting a well-rounded education for all.
- Define state requirements for graduation.
- Guide school districts' and charter schools' adoption and design of curricula.
- Describe how learning progresses from kindergarten to high school.



**State of Minnesota**  
Sets learning destination


**Academic standard:** A summary description of student learning in a required content area or elective content area identified by state law.

**Benchmark:** The specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

**Content Areas with State Developed Standards:**

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- The Arts\*

\*Schools can choose state or locally developed art standards.  
\*\*Not required for graduation.



**Local Public Schools**  
Determine how students will reach the destination

**Curriculum:** District or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge and skills.

**Instruction:** Methods of providing learning experiences that enable a student to meet state and district academic standards and graduation requirements including applied and experiential learning.

**Local Assessment:** Tools that educators use to evaluate, measure and document a student's progress toward and achievement of learning described in the standards and benchmarks.

**Content Areas with Local Developed Standards:**

- The Arts\*
- Career and Technical Education\*\*
- Health
- World Languages\*\* (Developed using current world languages standards developed by the American Council on the Teaching of Foreign Languages)

Learn more about [Minnesota's K-12 Academic Standards](#). Read [Frequently Asked Questions about Minnesota's K-12 Academic Standards](#).



# Standards Review Cycle

- Minnesota's academic standards are reviewed and revised on a 10-year cycle.
- One content area of academic standards is reviewed and revised each year based on a schedule approved by the Minnesota legislature.



The Minnesota K-12 Academic Standards are the statewide expectations for student learning in public schools. The standards supplemented by benchmarks identify the knowledge and skills that all students must achieve in a content area by the end of a grade level or grade band. Minnesota's academic standards are reviewed and revised on a 10-year cycle. One content area of academic standards is reviewed and revised each year based on a schedule approved by the Minnesota legislature.

School districts and charter schools determine how their students will meet the standards and benchmarks by developing courses and curriculum and choosing teaching methods. Local assessments are used to determine if students are meeting the standards and benchmarks.

### ● **Creating a Standards Committee**

Anyone may apply to serve on a standards review committee. The committee must have representation from the following groups: parents, licensed teachers who teach the content, principals, higher education faculty in the content area, school boards, the business community and the Tribal Nations Education Council (TNEC). The commissioner chooses 25-45 people from the pool of applicants and posts the roster on the specific academic standards content area webpages.

### ● **Committee Begins Review**

The committee examines educational research in the content area, studies standards from other states and national organizations, and seeks input from content and standards experts as it reviews and revises the standards. As they review and gain more information, the committee will continually revise, adjust and refine the standards. The committee's first draft of revised standards is an initial draft which focuses on the standards and changes will be made in each subsequent draft. The second draft revisions focus on the standards and the supplemental benchmarks. Benchmarks will not include examples. The committee may provide language for examples to support future implementation.

### ● **Collecting Public Comments**

The Standards Committee collects public input through online comments, meetings with stakeholder groups and town hall meetings. Comments are reviewed and help inform future drafts. *This phase may repeat, depending on the needs assessed by the Standards Committee.*

### ● **Working with Expert Reviewers**

Expert reviewers analyze the revised standards and provide feedback to the committee. Reviewers are people or groups who have been nationally recognized for their expertise in K-12 standards and/or their knowledge of special issues related to K-12 standards in the content area.

### ● **Committee Submits Final Draft to Commissioner**

The final draft of the revised standards is the committee's recommendation to the Education Commissioner. The full committee has concluded its review and revision work.

### ● **Standards Adoption Process**

Once the Education Commissioner reviews and approves of the revised standards then begins the 11-24 month process of adopting the standards into administrative rule, which includes an opportunity for public input.

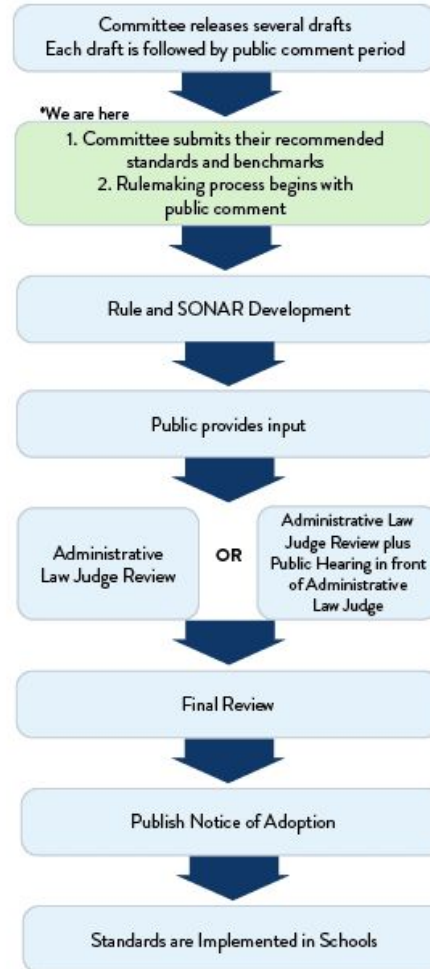
Learn more about [Minnesota's K-12 Academic Standards](#). Read [Frequently Asked Questions about Minnesota's K-12 Academic Standards](#).





# Rulemaking

- Multiple opportunities for public comment
- MDE reviews public comments
- Statement of Need and Reasonableness (SONAR)
- Notice of Adoption published in State Register



# Which content areas have MN academic standards?

## English Language Arts

Reading  
Writing  
Listening  
Speaking

## Mathematics

Number & Operation  
Algebra  
Geometry & Measurement  
Data & Probability

## Science

Physical  
Life  
Earth & Space  
Engineering

## Social Studies

Citizenship/Govt  
Economics  
History  
Geography

## Physical Education

Motor Skills  
Movement & Performance  
Physical Activity  
Healthy Choices

## The Arts

Dance  
Music  
Theater  
Visual/Media

# Updated Academic Standards Implementation Process

- Physical Education: 2023-24
- Arts: 2023-24
- Science: 2024-25
- English Language Arts: 2025-26
- Social Studies: TBD (likely 2026-27)
- Mathematics: TBD (likely 2027-28)



*"REVISED ACADEMIC STANDARDS IMPLEMENTATION SUSPENSION. Notwithstanding Minnesota Statutes, section 120B.021, the commissioner of education must suspend until June 1, 2023 any implementation of revised academic standards not already implemented as of January 1, 2021 under Minnesota Statutes, section 120B.021. This suspension does not prevent the commissioner from continuing with current rulemaking activities or developing future statewide assessments.*

*EFFECTIVE DATE. This section is effective the day following final enactment."*

# Other content areas with local standards:

## Health

National Health  
Education Standards

## World Languages

American Council of the  
Teaching of Foreign  
Languages

## Career and Technical Education

Business/Marketing  
FACS  
Health Science  
Trade & Industry

CTE standards are  
based on industry  
standards or state  
frameworks

# Why do the standards matter?

The academic standards are important because they help:

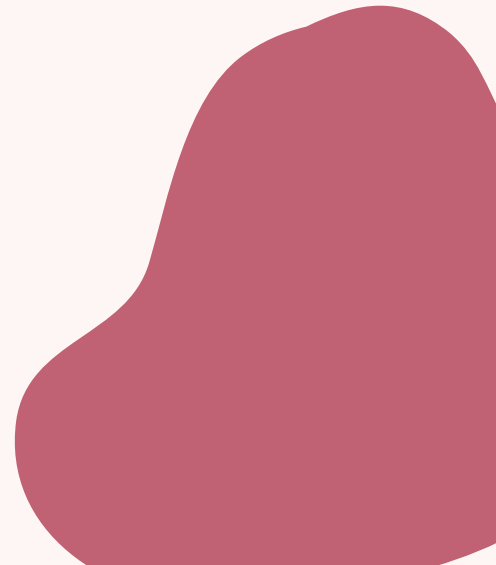
- Prepare students for success in careers, college, and civic life.
- Work toward equity: they describe the knowledge and skills that all students across the state should learn, and support a well-rounded education for all.
- Define credit requirements for graduation.
- Guide school districts adoption and design of curricula.
- Describe how learning progresses from Kindergarten to high school.

All students—including students with unique learning needs—must meet the credit requirements and satisfactorily complete all state and local standards in order to graduate.



# Curriculum

MN Statute 120B.021



# Standards, Instruction, and Curriculum

- Minnesota's academic standards identify the knowledge and skills that all students must achieve in a content area by the end of a grade level or grade band. This can be thought of as the “what” students must learn.
- Educators make the decisions on the “how” to deliver instruction on the standards.
- Curriculum is the resources and plans that educators need to present the content to students.

# Standards and Curriculum

By statute (Minn. Stat. § 120B.021, subd. 2(b)), Minnesota academic standards do not require a specific curriculum. Districts, schools, and educators make curriculum and instruction decisions to support the teaching and student mastery of standards.



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
	Review Standards & Best Practices	Reiew Methods & Materials - Present to DAC - Purchase June	Implementation - Reflection	Monitor & Adjust	Monitor & Adjust	Review Standards & Best Practices	Reiew Methods & Materials - Present to DAC - Update June	Implementation - Reflection	Monitor & Adjust	Monitor & Adjust
2020-2021	Physical Education & Health	Arts	MS Science - MDE rollout with full implementation 2024-2025	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Language Arts K-5
2021-2022	Science	Physical Education & Health	Arts - MDE Implementarion 2021-2022 (or 2022-2023)	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Language Arts K-5
2022-2023	Language Arts K-5	Science	Physical Education & Health	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8
2023-2024	Language Arts 6-8	Language Arts K-5	Science - MDE rollout with full implementation 2024-2025	Physical Education & Health	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies
2024-2025	Social Studies	Language Arts 6-8	Language Arts K-5 - MDE implementation 2025-2026	Science	Physical Education & Health	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics
2025-2026	Mathematics	Social Studies	Language Arts 6-8 - MDE implementation 2024-2025	Language Arts K-5	Science	Physical Education & Health	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12
2026-2027	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Language Arts K-5	Science	Physical Education & Health	Arts	World Language & CTE	SEL EL SPED Intervention
2027-2028	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Language Arts K-5	Science	Physical Education & Health	Arts	World Language & CTE
2028-2029	World Language & CTE	SEL EL SPED Intervention	English 9-12 - MDE mplementation 2024-2025	Mathematics	Social Studies	Language Arts 6-8	Language Arts K-5	Science	Physical Education & Health	Arts
2029-2030	Physical Education & Health	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Language Arts K-5	Science	Physical Education & Health
2030-2031	Arts	Physical Education & Health	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Language Arts K-5	Science

# Steps in the Curriculum Review Cycle

## **Year 1: Research, Planning, and Design**

- Review available data to identify strengths and area for improvement
- Analyze new standards (state or national)
- Compare new standards to old standards
  - Identify what is the same/different
  - Compare new standards to data review results
- Identify strengths of current program and areas for improvement
  - Research trends and issues that affect the subject area
  - Investigate best practices
  - Identify model programs or experts to consult
  - Conduct school visits to observe programs and make comparisons

# Steps in the Curriculum Review Cycle

## **Year 2: Review instructional Methods and Materials**

- Review improvement plan - what do we plan to accomplish?
- Develop an implementation plan
- Create a standards-based alignment chart and identify units of study
- Unpack standards
- Review materials (including digital resources) for purchase
  - Choose to supplement existing materials, purchase new materials, write curriculum
  - List the pros and cons of each
- Identify professional development needs to support implementation

# Adoption of Curriculum Resources

The District Curriculum Advisory Committee (DCAC) serves as a communication link between the school and the community.

School Content Curriculum Committees inform the DCAC during the curriculum adoption process.

Before implementation of new content curriculum resources, school content curriculum committees present their findings and the chosen recommendations for curriculum resources to the school board for approval.



# Steps in the Curriculum Review Cycle

## **Year 3: Implementation**

- Provide appropriate professional development for staff on content and/or instructional strategies
- Implement new material and/or instructional strategies
- Continue to align curriculum; linking standards, resources, and assessments
- Continue to unpack standards
- Identify essential learner outcomes for appropriate grades/classes
- In the spring, review alignment charts to ensure coverage of standards and make necessary revisions (curriculum, instruction, pacing)

# Steps in the Curriculum Review Cycle

## **Year 4: Monitor and Adjust**

- Implement revisions and update alignment charts
- Update curriculum templates
- Design standards-based common formative assessments using a variety of types - focus on essential learning outcomes
- Examine data and gather teacher input on effectiveness of programming
- Continue to unpack standards
- Make necessary revisions (curriculum, instruction, pacing) - update alignment charts

# Steps in the Curriculum Review Cycle

## **Year 5: Monitor and Adjust**

- Implement revisions and update alignment charts
- Design standards-based common formative assessments using a variety of types - focus on essential learning outcomes

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
	Review Standards & Best Practices	Reiew Methods & Materials - Present to DAC - Purchase June	Implementation - Reflection	Monitor & Adjust	Monitor & Adjust	Review Standards & Best Practices	Reiew Methods & Materials - Present to DAC - Update June	Implementation - Reflection	Monitor & Adjust	Monitor & Adjust
2020-2021	Physical Education & Health	Arts	MS Science - MDE rollout with full implementation 2024-2025	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Language Arts K-5
2021-2022	Science	Physical Education & Health	Arts - MDE Implementarion 2021-2022 (or 2022-2023)	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Language Arts K-5
2022-2023	Language Arts K-5	Science	Physical Education & Health	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8
2023-2024	Language Arts 6-8	Language Arts K-5	Science - MDE rollout with full implementation 2024-2025	Physical Education & Health	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies
2024-2025	Social Studies	Language Arts 6-8	Language Arts K-5 - MDE implementation 2025-2026	Science	Physical Education & Health	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics
2025-2026	Mathematics	Social Studies	Language Arts 6-8 - MDE implementation 2024-2025	Language Arts K-5	Science	Physical Education & Health	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12
2026-2027	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Language Arts K-5	Science	Physical Education & Health	Arts	World Language & CTE	SEL EL SPED Intervention
2027-2028	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Language Arts K-5	Science	Physical Education & Health	Arts	World Language & CTE
2028-2029	World Language & CTE	SEL EL SPED Intervention	English 9-12 - MDE mplementation 2024-2025	Mathematics	Social Studies	Language Arts 6-8	Language Arts K-5	Science	Physical Education & Health	Arts
2029-2030	Physical Education & Health	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Language Arts K-5	Science	Physical Education & Health
2030-2031	Arts	Physical Education & Health	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Language Arts K-5	Science



## Grade 6 English/Language Arts Scope and Sequence

Resources Key:

**\*\*Individual standards break-down and "I Can" Statements can be found in the 6th Grade English Curriculum Binder\*\***

SOA: Skyward Online Assessment

LB: McDougall-Littel Textbook (Large Yellow)

IRW: Interactive Reader Writer (Yellow Journal)

[Interactive Notebooks: Literature Practice and Assess](#)

Standard Key:

F = Fiction

NF = Nonfiction

SL = Speaking & Listening

W = Writing

L =

Language

## September-MEA

Reading Unit and Objectives	Additional Resources	Duration	Standard #(s) refer to individual standard sheets for learning goals and vocab What do we want them to know?	Formative Assessments How do we know if they know it? What will we do if they do/don't "get it?"	Summative Assessments How do we know if they know it?	Writing
<b>8:35 - 9:05 - all students - with homeroom teacher - all year</b>  Vocabulary in Context (2 days a week)		30 minutes every day	6.11.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a			

# Curriculum Templates

Most curriculum areas have course templates located on the Becker Public School website. (Departments - Curriculum and Instruction - Curriculum - Content Area).





# District Curriculum Advisory Committee

MN Statute 120B.11

# Purpose of the District Curriculum Advisory Committee (DCAC):

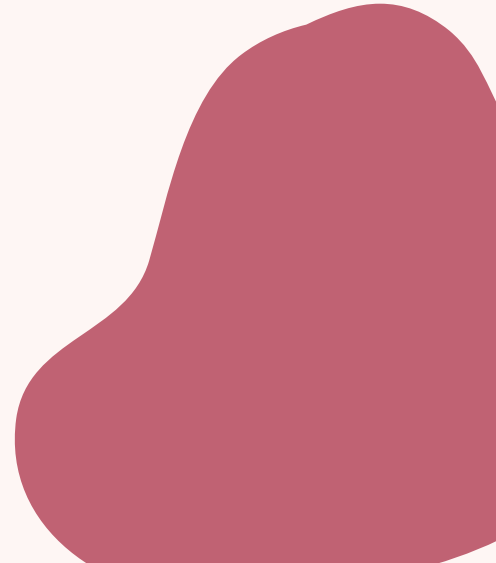
The purpose of the District Curriculum Advisory Committee (DCAC) is to serve in an advisory capacity to the school district and to serve as a communication link between the schools and communities which constitute the school district.

# DCAC members:

- Promote school activities
- React to new school programs and activities
- Encourage and promote District unity through support of district-wide programs and activities
- Serve as a liaison between district and school sites with regards to student concerns, parent concerns, community concerns, administrative concerns, and local school concerns



Questions?





# Thanks!

## **Minda Anderson**

Assistant Superintendent  
Becker Public Schools  
763-261-6327  
manderson2@isd726.org



CREDITS: This presentation template was created by Slidesgo, including icons by Flaticon, and infographics & images by Freepik



