

**CHAPTER 3501**  
**DEPARTMENT OF EDUCATION**  
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### ACADEMIC STANDARDS FOR LANGUAGE ARTS

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### **3501.0660 ACADEMIC STANDARDS FOR KINDERGARTEN THROUGH GRADE 12.**

Subpart 1. **Purpose and application.** The purpose of these standards is to establish statewide standards for English Language Arts that govern instruction of students in kindergarten through grade 12. School districts shall assess a student's performance using criteria in subparts 2 to 4.

#### Subp. 2. **Reading.**

A. The student will demonstrate knowledge of oral language, phonological and phonemic awareness, phonics, and morphology to read accurately and fluently.

B. The student will read and comprehend independently both self-selected and teacher-directed texts; complex literary and informational texts; and texts from multiple sources representing perspectives and identities like and unlike their own from dominant, nondominant, and marginalized social groups.

C. The student will independently read and comprehend both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people.

D. The student will read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.

E. The student will apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

F. The student will analyze influences on content, meaning, and style of text, including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

G. The student will evaluate arguments and specific claims from complex informational texts.



H. The student will examine the impact of vocabulary, including words and phrases, on content, style, and meaning of complex literary and informational texts.

I. The student will access and gather information from a variety of sources representing diverse perspectives and assess the relevance and credibility of the information.

**Subp. 3. Writing.**

A. The student will demonstrate knowledge of oral language, orthography, grammar, and mechanics to express ideas in writing.

B. The student will write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.

C. The student will develop and strengthen writing by using a writing process, including planning, drafting, revising, editing, and publishing.

D. The student will write arguments to support claims and to persuade in an analysis of topics or texts using valid reasoning and evidence, while considering the audience and context.

E. The student will write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, while considering the audience and context.

F. The student will write narratives, poetry, and other creative texts with details and effective technique to express ideas.

G. The student will engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

H. The student will use evidence from sources to support writing, correctly cite those sources, and demonstrate an understanding of the rights and obligations of using intellectual property.

**Subp. 4. Speaking, listening, viewing, and exchanging ideas.**

A. The student will exchange ideas in discussion and collaboration as a listener, speaker, and participant by:

(1) including the voices and perspectives of Dakota and Anishinaabe people as well as other perspectives, identities, and cultures like and unlike their own; and

(2) expressing one's own ideas, stories, and experiences.

B. The student will communicate with others by applying knowledge of vocabulary, language, structure, and features of spoken language, while considering the audience and context.

C. The student will thoughtfully and safely access, analyze, and create written, oral, and digital content applicable to a variety of purposes, audiences, and disciplines.

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### ACADEMIC STANDARDS FOR MATHEMATICS

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### **3501.0750 ACADEMIC STANDARDS IN MATHEMATICS.**

Subpart 1. **Purpose and application.** The purpose of these standards is to establish statewide standards for mathematics that govern instruction of students in kindergarten through grade 12. School districts shall assess a student's performance using criteria in subparts 2 to 4.

#### Subp. 2. **Data analysis.**

A. The student will identify, formulate, and investigate statistical questions by collecting data considering cultural perspectives, analyzing and interpreting data, and communicating the results.

B. The student will apply and explain the concepts of probability to interpret data, generate questions, predict and make informed decisions to solve problems, and communicate ideas.

**Subp. 3. Spatial reasoning.**

A. The student will investigate measurement using a variety of tools, units, systems, processes, and techniques in various cultures. The student will explain and reason with attributes, estimations, and formulas to communicate measurements and relationships effectively. The student will justify decisions and consider the reasonableness of the measurement.

B. The student will analyze characteristics of geometric shapes to make mathematical arguments and justifications about geometric relationships. The student will use visualization and geometric modeling to compare, solve problems, and communicate ideas.

**Subp. 4. Patterns and relationships.**

A. The student will describe, interpret, and use quantities, relationships between quantities, representations of quantities, and number systems. The student will describe operations and the relationship between operations. The student will use strategies and procedures accurately, efficiently, and flexibly. The student will assess the reasonableness of the results.

B. The student will use concepts and properties of equivalence and relational thinking to represent and compare numerical expressions, proportional relationships, algebraic expressions, and equations.

C. The student will represent and connect mathematical patterns and relationships using verbal descriptions, generalizations, tables, and graphs; and use representations to generate questions, make predictions, and solve mathematical problems.

**Subp. 5. High school preparedness.** By the end of grade 8, a student will meet the following criteria, which prepares the student for three credits of mathematics in grades 9 through 12, including Algebra II, Integrated Mathematics III, or an equivalent.

A. **Data analysis:** The student will analyze bivariate data by creating and using linear and geometric models.

B. **Spatial reasoning:** The student will apply the Pythagorean Theorem to find side lengths and calculate distances using algebraic reasoning, use similar triangles to explore lines and slope on a coordinate plane, and analyze types of solutions to systems of linear equations.

C. **Patterns and relationships:** The student will classify real numbers, use properties of exponents, solve financial contexts involving exponents, solve algebraic equations and inequalities, and analyze linear systems and nonlinear functions.

**Subp. 6. Implementation.** These standards must be implemented by school districts by the beginning of the 2027-2028 school year.

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## ACADEMIC STANDARDS FOR THE ARTS

### **3501.0820 ACADEMIC ARTS STANDARDS FOR KINDERGARTEN THROUGH GRADE 12.**

Subpart 1. **Application.** School districts that apply the statewide academic standards in the arts to measure accountability in media arts, dance, music, theater, or visual arts shall assess a student's performance using the criteria in subparts 2 to 6.

Subp. 2. **Foundations.** The student will use foundational knowledge and skills while responding to, creating, and presenting artistic work.

Subp. 3. **Create.**

- A. The student will generate and develop original artistic ideas.
- B. The student will create original artistic work.
- C. The student will revise and complete original artistic work.

Subp. 4. **Perform (dance, music, and theater) and present (media arts and visual arts).**

A. In dance, music, and theater:

- (1) The student will develop and refine artistic techniques and work for performance.
- (2) The student will make artistic choices in order to convey meaning through performance.

B. In media arts and visual arts:

- (1) The student will develop and refine artistic techniques and work for presentation.
- (2) The student will make artistic choices in order to convey meaning through presentation.

Subp. 5. **Respond.**

- A. The student will analyze and construct interpretations of artistic work.
- B. The student will evaluate artistic work by applying criteria.

**Subp. 6. Connect.**

A. The student will integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.

B. The student will demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.

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**ACADEMIC STANDARDS IN SCIENCE**

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**3501.0960 ACADEMIC SCIENCE STANDARDS FOR KINDERGARTEN THROUGH GRADE 12.****Subpart 1. Exploring phenomena or engineering problems.**

A. Asking questions and defining problems. Students will be able to ask questions about aspects of the phenomena they observe, the conclusions the students draw from their models or scientific investigations, each other's ideas, and the information they read.

B. Asking questions and defining problems. Students will be able to ask questions about a problem to be solved so constraints and specifications can be defined for possible solutions.

C. Planning and carrying out investigations. Students will be able to design and conduct investigations in the classroom, laboratory, and/or field to test students' ideas and questions, and organize and collect data to provide evidence to support claims the students make about phenomena.

**Subp. 2. Looking at data and empirical evidence to understand phenomena or solve problems.**

A. Analyzing and interpreting data. Students will be able to represent observations and data in order to recognize patterns in the data, the meaning of those patterns, and possible relationships between variables.

B. Using mathematics and computational thinking. Students will be able to use mathematics to represent physical variables and their relationships, compare mathematical expressions to the real world, and engage in computational thinking as the students use or develop algorithms to describe the natural or designed worlds.

**Subp. 3. Developing possible explanations of phenomena or designing solutions to engineering problems.**

A. Developing and using models. Students will be able to develop, revise, and use models to represent the students' understanding of phenomena or systems as they develop questions, predictions and/or explanations, and communicate ideas to others.

B. Constructing explanations and designing solutions. Students will be able to apply scientific principles and empirical evidence (primary or secondary) to explain the causes of phenomena or identify weaknesses in explanations developed by the students or others.

C. Constructing explanations and designing solutions. Students will be able to use their understanding of scientific principles and the engineering design process to design solutions that meet established criteria and constraints.

**Subp. 4. Communicating reasons, arguments, and ideas to others.**

A. Arguing from evidence. Students will be able to engage in argument from evidence for the explanations the students construct, defend, and revise their interpretations when presented with new evidence, critically evaluate the scientific arguments of others, and present counter arguments.

B. Arguing from evidence. Students will be able to argue from evidence to justify the best solution to a problem or to compare and evaluate competing designs, ideas, or methods.

C. Obtaining, evaluating, and communicating information. Students will be able to read and interpret multiple sources to obtain information, evaluate the merit and validity of claims and design solutions, and communicate information, ideas, and evidence in a variety of formats.

D. Obtaining, evaluating, and communicating information. Students will be able to gather information about and communicate the methods used by various cultures, especially those of Minnesota American Indian Tribes and communities, to develop explanations of phenomena and design solutions to problems.

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## ACADEMIC STANDARDS FOR ENGLISH LANGUAGE DEVELOPMENT

### 3501.1200 SCOPE AND PURPOSE.

The purpose of these standards is to establish statewide standards for English language development that govern the instruction of students identified as English learners under Minnesota Statutes, sections 124D.58 to 124D.65. The state of Minnesota's standards for English language development are the current standards developed by the World-Class Instructional Design and Assessment (WIDA) consortium.

**Statutory Authority:** *L 2011 1Sp11 art 2 s 46*

**History:** *36 SR 739; L 2012 c 239 art 1 s 33*

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### 3501.1210 ENGLISH LANGUAGE DEVELOPMENT STANDARDS.

Subpart 1. **Application.** English learners will meet the language development standards in subparts 2 through 6.

Subp. 2. **Social and instructional language.** English learners communicate for social and instructional purposes within the school setting.

Subp. 3. **The language of language arts.** English learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

Subp. 4. **The language of mathematics.** English learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.

Subp. 5. **The language of science.** English learners communicate information, ideas, and concepts necessary for academic success in the content area of science.

Subp. 6. **The language of social studies.** English learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

**Statutory Authority:** *L 2011 1Sp11 art 2 s 46*

**History:** *36 SR 739; L 2012 c 239 art 1 s 33*

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**ACADEMIC STANDARDS FOR SOCIAL STUDIES**

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**3501.1345** [Repealed, 48 SR 839]  
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**3501.1350 ACADEMIC STANDARDS FOR SOCIAL STUDIES.**

Subpart 1. **Purpose.** The purpose of these standards is to establish statewide standards for social studies that govern instruction of students in kindergarten through grade 12. School districts shall assess a student's performance using criteria in subparts 2 through 6.

Subp. 2. **Citizenship and government.**

A. Civic Skills: The student will apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.

B. Democratic Values and Principles: The student will explain democratic values and principles that guide governments, societies, and communities and analyze the tensions within the United States constitutional government.

C. Rights and Responsibilities: The student will explain and evaluate rights, duties, and responsibilities in democratic society.

D. Governmental Institutions and Political Processes: The student will explain and evaluate processes, rules, and laws of the United States governmental institutions at local, state, and federal levels and within Tribal Nations.

E. Public Policy: The student will analyze how public policy is shaped by governmental and nongovernmental institutions, and how people and communities take action to solve problems and shape public policy.

F. Tribal Nations: The student will evaluate the unique political status, trust relationships, and governing structures of sovereign Tribal Nations and the United States.

### Subp. 3. **Economics.**

A. Economic Inquiry: The student will use economic models and reasoning and data analysis to construct an argument and propose a solution related to an economic question. The student will evaluate the impact of the proposed solution on various communities that would be affected.

B. Fundamental Economics Concepts: The student will analyze how scarcity and artificial shortages force individuals, organizations, communities, and governments to make choices and incur opportunity costs. The student will analyze how the decisions of individuals, organizations, communities, and governments affect economic equity and efficiency.

C. Personal Finance: The student will apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.

D. Microeconomics: The student will explain and evaluate how resources are used and how goods and services are distributed within different economic systems. The student will analyze how incentives influence the decisions of consumers, producers, and governments. The student will evaluate the intended and unintended consequences of these decisions from multiple perspectives.

E. Macroeconomics: The student will measure and evaluate the well-being of nations and communities using a variety of indicators. The student will explain the causes of economic ups and downs. The student will evaluate how government actions affect a nation's economy and individuals' well-being within an economy.

F. Global and International Economics: The student will explain why people trade and why nations encourage or limit trade. The student will analyze the costs and benefits of international trade and globalization on communities and the environment.

### Subp. 4. **Geography.**

A. Geospatial Skills and Inquiry: The student will apply geographic tools, including geospatial technologies, and geographic inquiry to solve spatial problems.

B. Places and Regions: The student will describe places and regions, explaining how they are influenced by power structures.

C. Human Systems: The student will analyze patterns of movement and interconnectedness within and between cultural, economic, and political systems from a local to global scale.

D. Human-Environment Interaction: The student will evaluate the relationship between humans and the environment, including climate change.

E. Culture: The student will investigate how a sense of place is impacted by different cultural perspectives.

**Subp. 5. United States and world history.**

A. Context, Change, and Continuity: The student will ask historical questions about context, change, and continuity in order to identify and analyze dominant and nondominant narratives about the past.

B. Historical Perspectives: The student will identify diverse points of view and describe how one's frame of reference influences historical perspective.

C. Historical Sources and Evidence: The student will investigate a variety of historical sources by:

- (1) analyzing primary and secondary sources;
  - (2) identifying perspectives and narratives that are absent from the available sources;
- and
- (3) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.

D. Causation and Argumentation: The student will integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.

E. Connecting Past and Present: The student will use historical methods and sources to identify and analyze the roots of a contemporary issue. The student will design a plan to address it.

**Subp. 6. Ethnic studies.**

A. Identity: The student will analyze the ways power and language construct the social identities of race, religion, geography, ethnicity, and gender. The student will apply understandings to one's own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased, or ignored.

B. Resistance: The student will describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally. The student will identify strategies or times that have resulted in lasting change. The student will organize with others to engage in activities that could further the rights and dignity of all.

C. Ways of Knowing and Methodologies: The student will use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past that could eliminate historical and contemporary injustices.

**Statutory Authority:** *MS s 120B.021*

**History:** *48 SR 839*

**NOTE:** These standards are effective at the beginning of the 2026-2027 school year.

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## ACADEMIC STANDARDS FOR PHYSICAL EDUCATION

### 3501.1400 SCOPE AND PURPOSE.

The purpose of these standards is to establish statewide standards for physical education that govern instruction of students in kindergarten through grade 12. The state of Minnesota's standards for physical education are the current standards developed by SHAPE America (Society of Health and Physical Educators).

**Statutory Authority:** *MS s 120B.02; 120B.021*

**History:** *42 SR 712*

**Published Electronically:** *January 4, 2018*

### 3501.1410 PHYSICAL EDUCATION STANDARDS.

Subpart 1. **Application.** Students will meet the physical education standards in subparts 2 to 6.

Subp. 2. **Motor skills.** The student will demonstrate competency in a variety of motor skills and movement patterns.

Subp. 3. **Movement and performance.** The student will apply knowledge of concepts, principles, strategies, and tactics to movement and performance.

Subp. 4. **Physical activity and fitness.** The student will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Subp. 5. **Personal and social behavior.** The student will exhibit responsible personal and social behavior that respects self and others.

Subp. 6. **Value of physical activity.** The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

**Statutory Authority:** *MS s 120B.02; 120B.021*

**History:** *42 SR 712*

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