

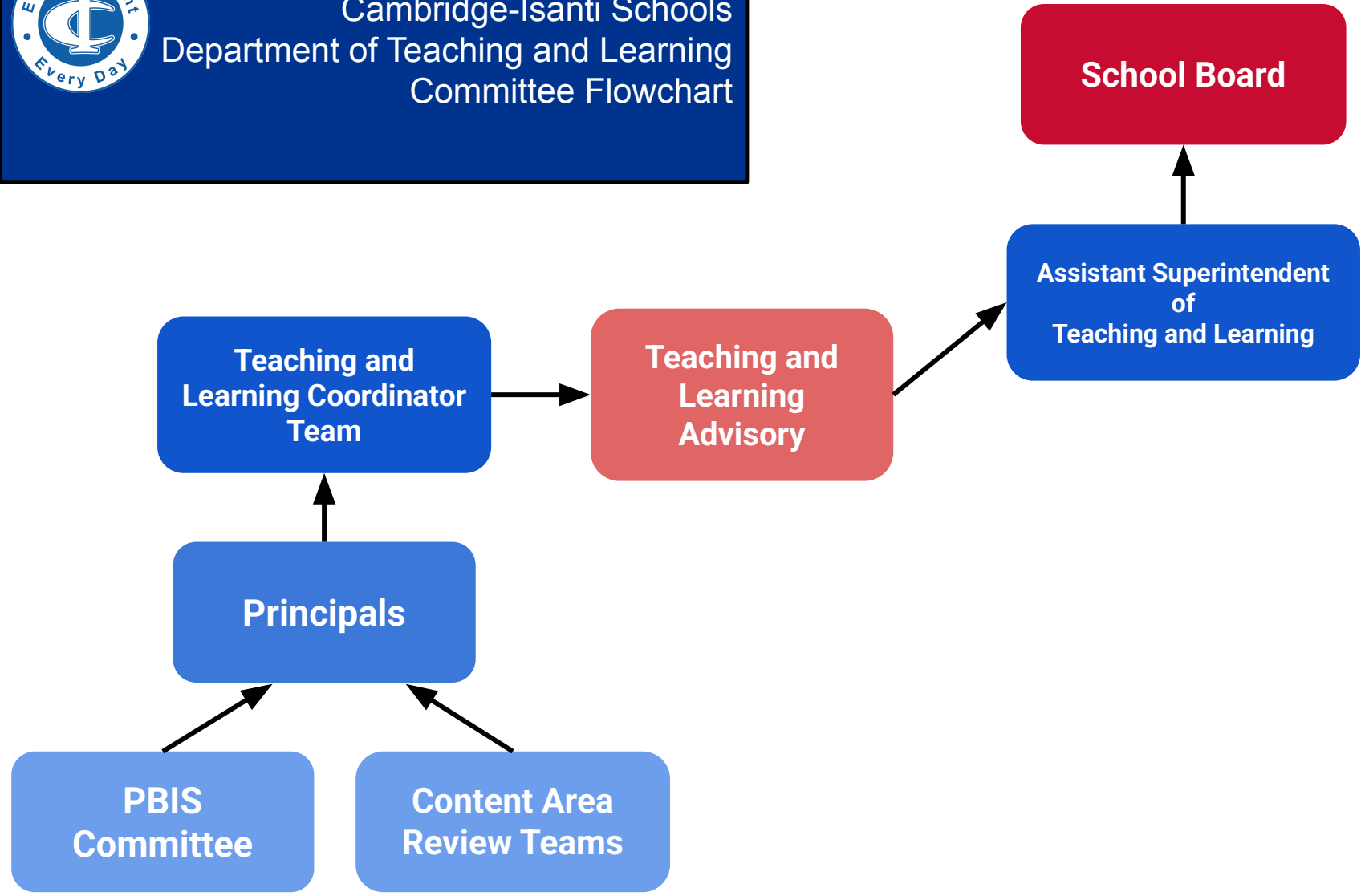


2025-2026 School Board Curriculum Updates

Study Session - April 28, 2026
School Board Meeting - June 18, 2026



Cambridge-Isanti Schools
Department of Teaching and Learning
Committee Flowchart



Standards Review Schedule

Content Area	Most Recent Review	Implementation Year
English Language Arts	2019-2020	2025-2026
Social Studies	2020-2021	2026-2027
Mathematics	2021-2022	2027-2028
Health	Legislature established in 2024	2028-2029
Physical Education	2017-2018	TBD



Curriculum Pilot Updates

Computer Aided Drafting & Design (CAD)

Personal Finance

Career & Life Development

***Geography 9**

***Physics**

****Disease Conditions**

****Intro to Geography**

****College Economics**

****German 3 & 4**

English 9

English 10

**Pilots for the
2025-2026 School
Year**

**Notes second
pilot*

***Notes college
course*



Pilot Feedback Process

Sources of Feedback– Teachers

- Collected through formal meetings at least once a trimester and several informal check-ins throughout the school year
- Seeking to understand strengths, weaknesses, opportunities, and troubleshooting related to piloted materials
- Pilot supports provided based on feedback from the content area team



Pilot Feedback Process

Sources of Feedback- Students

- Student voice related to pilot experience sought at CIHS via feedback form
- Questions to ask students developed in collaboration with content area teams
- Feedback process communicated to parents/guardians through CIHS Newsletter



Pilot Feedback Process

Sources of Feedback- Students

- Feedback form explained and administered by Curriculum Coordinator in classrooms
- Feedback coded, sorted, and summarized by Curriculum Coordinator
- Themes in summaries used to drive discussion at formal meetings and inform tweaks to pilot



Personal Finance- *Teacher Curated*

Teacher Feedback:

- Personal finance guidance from MN Department of Education was helpful define course outcomes
- Curated resources from vetted providers Next Gen Personal Finance, MN Council of Economics Education, MinnCo Money Matters & EconEdLink provide good foundation
- Developed course assessments that challenged students to link experiences to content

Student Feedback Themes:

- Students appreciated the tangible connection to real life applications (taxes, insurance, retirement/investment options, banking, and budgeting)
- Students appreciated simulations to help them experience and reflect on personal finance concepts and practices
- ~94% felt that learned a significant amount of new information



Personal Finance- *Teacher Curated*

Teaching & Learning Advisory Feedback/Wonderings:

-Opportunities for speaker from banks/credit unions?

**Students participate in MinnCo Money Matters budget simulation each trimester

-Are there other topics that we could incorporate that students will be encountering soon (e.g. student loans, compounding interest situations)?

**Will bring to teaching team to refine & integrate topics

Recommendation: Adopt Teacher Curated Materials



Career & Life Development- *SchoolLinks*

Teacher/Staff Feedback:

- Being used as curricular and advisement resource @ CIHS
- Amount of information is an asset and challenge. Experience has helped structure classroom and advisement uses so students can find information relevant to them
- Insightful source of data for career pathways planning. Student data shows student interests, needs, and experiences related to different career fields that can be used for future planning.

Student Feedback Themes:

- SchoolLinks has helpful information for students related to several post-secondary paths (career, military, education)
- Information can be difficult to find at first, but can get easier with more experience
- Students highlighted gaps in platform that can also inform curriculum (gig economy)



Career & Life Development- *SchoolLinks*

Teaching & Learning Advisory Feedback/Wonderings

–How can we integrate SchoolLinks as a platform into other areas (particularly career specific courses) in our 9-12 courses?

**Will collaborate with our College & Career advisement team to see how/where we could support this

–How do we help students get used to the platform?

**Initial integration/exposure in 9th grade social studies course as part of thinking about learning styles and future goals

Recommendation: Adopt SchoolLinks



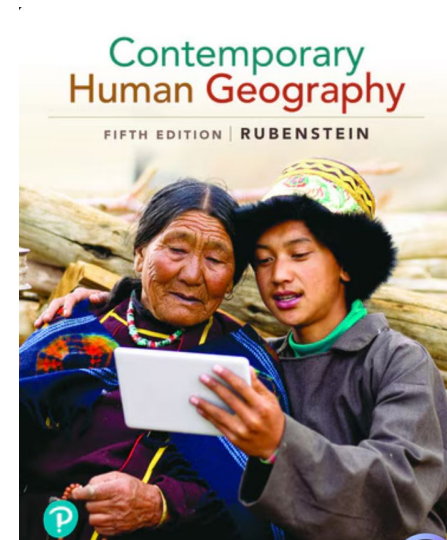
Geography 9- *Rubenstein (Pearson)*

Teacher Feedback:

- *Mapping software works slowly/sporadically if whole class uses (using small groups to mitigate)
- *Content addresses standards, provides engaging examples, and is up to date
- *Very few options available for HS Geography curriculum that are not AP focused

Student Feedback Themes:

- *Students found information and course content engaging and easy to understand
- *Students expressed frustration with lagging technology with mapping software
- *Students felt assessments from curricular platform were too long

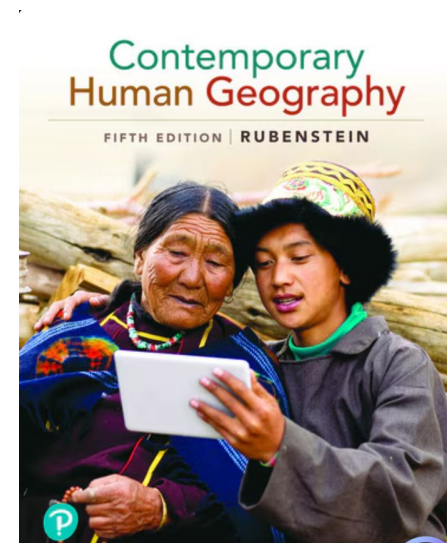


Geography 9- *Rubenstein (Pearson)*

Teaching & Learning Advisory Feedback/Wonderings

*Pointed out student desires to work on MapMaster platform as small groups to help mitigate tech issues

Recommendation: Adopt Rubenstein (Pearson)



Physics- *National Geographic* (Cengage)

Teacher Feedback:

*Second piloted resource

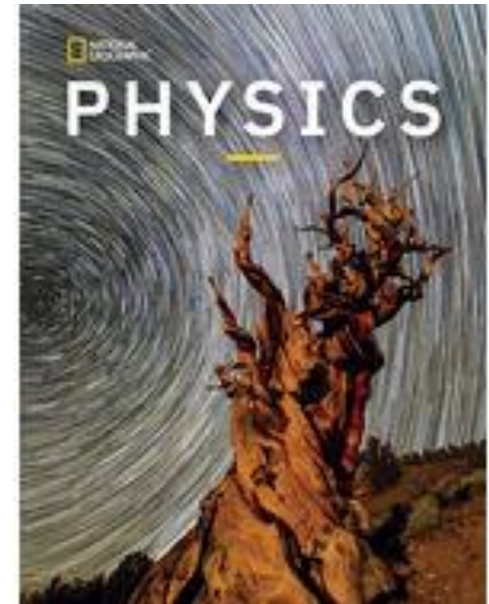
*The presentation of content resonates more with students (more diverse real world examples and thorough explanation of concepts)

*Supplementing with labs from initial pilot due to standards gaps and feedback from student achievement and perception data

Student Feedback Themes:

*Resource layout and examples helped students understand and retain concepts

*Desire for more hands-on learning (common across science pilots)



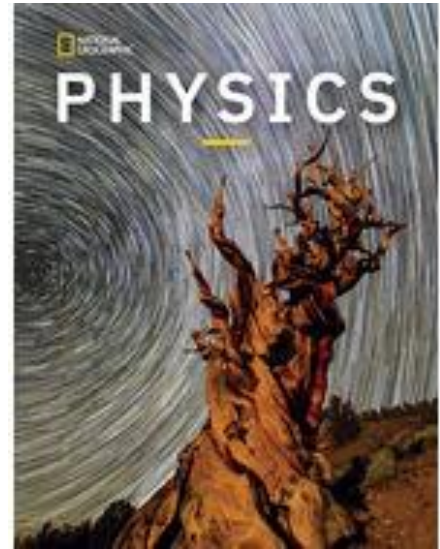
Physics- *National Geographic* (Cengage)

Teaching & Learning Advisory Feedback/Wonderings

**Appreciated diversity of examples, applications, and interdisciplinary connections

**Wondered about availability of texts?

**Students can “borrow” physical texts (we order classroom set) or have access at any time through online platform/Schoology



Recommendation: Adopt National Geographic Physics



Computer Aided Drafting & Design (CAD)- *OnShape*

Teacher Feedback:

- *OnShape allows students to engage with a tool for drafting and printing that builds skills they can use in the future for recreation, further CIHS courses, or professionally
- *The software allows for a lot of versatility in student creativity, meaning that they can create designs based on their interests for projects
- *Working on creating or using other online tutorials (YouTube) to help students with specific steps in creative process where the platform is not as clear

Recommendation: Adopt OnShape



Indigenous People of Minnesota in Literacy Instruction

Within the 2020 Minnesota K-12 Academic Standards in English Language Arts there is a significant shift toward "Indigenous Education for All." Specifically, the standards mandate the inclusion of Anishinaabe and Dakota perspectives across strands.

Books selected for each grade level and further information are found in:

[Updates to Cambridge-Isanti Literacy Curriculum to Address Perspectives of Anishinaabe and Dakota People](#)

Recommendation: Adopt the books listed as part of the K-12 English/Language Arts curriculum



Thank you

