

CHAPTER 3500
STATE BOARD OF EDUCATION
PROGRAM REQUIREMENTS FOR PUBLIC
SCHOOLS

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3500.0500 GENERAL EDUCATIONAL PROGRAM REQUIREMENTS.

[For text of subs 1 to 3, see M.R.]

Subp. 4. [Repealed, 14 SR 2000]

Statutory Authority: *MS s 121.11*

History: *14 SR 2000*

3500.0550 MULTICULTURAL AND GENDER FAIR CURRICULUM.

Subpart 1. **Establishment of a plan.** The school board in each district shall adopt a written plan to assure that the curriculum developed for use in district schools establishes and maintains an inclusive educational program. An inclusive educational program is one that employs a curriculum that is developed and delivered so that students and staff gain an understanding and appreciation of:

A. The cultural diversity of the United States. Special emphasis must be placed on American Indians/Alaskan natives, Asian Americans/Pacific Islanders, Black Americans, and Hispanic Americans. The program must reflect the wide range of contributions by and roles open to Americans of all races and cultures.

B. The historical and contemporary contributions of women and men to society. Special emphasis must be placed on the contributions of women. The program must reflect the wide range of contributions by and roles open to American women and men.

C. The historical and contemporary contributions to society by handicapped persons. The program must reflect the wide range of contributions by and roles open to handicapped Americans.

Subp. 2. **Specifications for the plan.** The current plan must:

A. address the manner in which the multicultural and gender fair concepts in subpart 1, items A, B, and C are to be incorporated into the curriculum goals, learner outcomes, and evaluation processes established in the district;

B. determine the extent to which the district curriculum advisory committee established by Minnesota Statutes, section 126.666, subdivision 2, will be involved in implementing this part;

C. include evidence of substantive involvement by women, persons of color, and handicapped persons in the development of the plan. In communities with no persons of color, the district shall use resource people available in the region, state, or nation whenever the plan is developed, reviewed, or revised;

D. include specific goals, objectives, and implementation timelines for the curriculum processes, content, and materials needed for each of the areas in subpart 1;

E. include procedures for systematic monitoring and evaluation of the plan; and

F. include a description of the program planned to provide inservice training for all staff in the areas related to subpart 1, items A, B, and C, and subpart 2, items D and E.

Subp. 3. Filing, reports, review, and revision.

A. The current plan must be on file in the administrative offices of the district and with the commissioner of education.

B. The district shall submit status reports on implementing the plan as requested by the commissioner.

C. The current plan must be reviewed at least every six years and be revised as necessary.

Statutory Authority: *MS s 121.11 subds 7,12*

History: *13 SR 2859*

NOTE Minnesota Rules, part 3500.0550, is effective June 1, 1990. The plan required to be adopted under subpart 1 must be adopted before that date and must be in effect and on file in the district and with the commissioner by that date.

3500.0700 [Repealed, 13 SR 2684]

3500.0710 LIBRARY MEDIA PROGRAM.

Subpart 1. **Definition of library media program.** The library media program provides all users, including students, teachers, and administrators, with resources for learning and with instructional programs and services. The program utilizes all types of informational resources including, but not limited to, books, people, periodicals, slides, filmstrips, films, audio, video, computer formats, and corresponding equipment.

The program's components shall include:

- A. instruction in locating and using information;
- B. instruction in the production of resources, upon request;
- C. guidance in reading, listening, and viewing;
- D. participation in curriculum development;
- E. provision for inservice programs relating to information and technology, upon request;
- F. administration and management of the media program;
- G. development of a comprehensive collection of informational resources;
- H. evaluation and selection of all types of resources;
- I. organization of all types of resources and equipment;
- J. use of educational technology including electronic and nonelectronic resources and equipment;
- K. production of instructional resources for teachers, upon request;
- L. provision for reference services and resources;
- M. participation in information networking and utilization of developing educational innovations and technologies; and

N. a written scope and sequence of library media learner outcomes based on, but not limited to, outcomes contained in Model Learner Outcomes for Educational Media and Technology (E730), written and published by the Minnesota Department of Education, Division of Instructional Effectiveness, in 1986. The publication is incorporated by reference. The publication is available at the Legislative Reference Library, 645 State Office Building, 100 Constitution

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Avenue, St. Paul, Minnesota 55155, and from local libraries through the interlibrary loan system. In this item, "scope" and "sequence" have the meanings given in part 3500.1150, subpart 7.

Subp. 2. **Personnel.** In all schools, library media service appropriate to the enrollment and educational program shall be given by persons licensed for their positions.

Subp. 3. **Resources.** There shall be provided for the curriculum of the school, up-to-date resources and the necessary equipment and technological systems to use these resources. The resources shall include a variety of formats such as books, periodicals, and projected and electronic resources, selected in accordance with a school board adopted selection policy. Each year a percentage of the resources shall be updated.

Subp. 4. **Facilities.** There shall be a well-equipped central library media room, of a size appropriate to the enrollment in every elementary, middle, and secondary school building plus, in all new school buildings, the auxiliary space and facilities needed for work storage, viewing, listening, and conference purposes. In one- and two-room elementary schools, provisions shall be made for a library media service.

Statutory Authority: *MS s 121.11 subd 12*

History: *13 SR 2684*

3500.1060 LEARNER GOALS.

Subpart 1. **Definition.** Learner goals are a series of statements that describe the knowledge, skill, processes, values, and attitudes that a learner can expect to achieve as a result of active participation in K-12 public education. They are based on the presumed current and future intellectual, social, emotional, physical, and career/vocational needs of students and adults in contemporary society.

Subp. 2. **Learner goals.** Each district shall use the learner goals contained below as the basis for defining program level learner outcomes that are directly reflected in the district's course and program offerings.

A. To effectively participate in learning activities, each learner will:

(1) master reading literacy to gather information and data, gain perspective and understanding, and as a leisure time activity;

(2) master writing to explain, describe, and express a point of view and feelings;

(3) master listening to gather information and data and gain perspective and understanding;

(4) master speaking to explain, describe, express a point of view and feelings, and to discuss an issue;

(5) master numerical literacy to apply mathematical functions to life situations;

(6) master the use of a variety of tools, including electronic technology to enhance learning;

(7) master viewing and observing to gather information and data and gain perspective and understanding; and

(8) apply skills in self-expression through visual and performing arts.

B. To provide a foundation for meaning in life, each learner will accumulate and apply knowledge and develop the understanding to:

(1) participate in lifelong learning;

(2) live within local, state, national, and world political and social structures;

(3) examine personal beliefs and values and their relationship to behavior;

- (4) make ethical and moral decisions;
- (5) be a responsible citizen of the community, nation, and world;
- (6) practice stewardship of the land, natural resources, and environment;
- (7) know the impact of human life on nature and the impact of natural phenomena on human life;
- (8) express self through artistic creation;
- (9) know career options and the general education requirements for each;
- (10) know world and national economic conditions to make informed decisions on consumer products, occupations, and career needs and use of resources;
- (11) select or prepare for a series of occupations that will personally satisfy and suit one's skills and interests;
- (12) manage personal affairs;
- (13) understand the physical world using systematic problem-solving strategies;
- (14) communicate and relate effectively in a language and about a culture other than one's own; and
- (15) know the importance of geographic location in the functioning of contemporary society.

C. To think, decide, resolve issues, and meet needs creatively, each learner will be able to:

- (1) compare, differentiate, and relate information and facts and apply knowledge;
- (2) combine various facts, situations, and theories to formulate new and original hypotheses or to develop new solutions;
- (3) critique and make judgments about materials, conditions, theories, and solutions;
- (4) generate and value creative alternatives; and
- (5) apply the concepts and processes of sciences.

D. To value, understand, and accept human interdependence, each learner will be able to:

- (1) seek interactions and feel comfortable with persons who are different in race, religion, social level, or personal attributes;
- (2) understand the basic interdependence of the biological and physical resources of the environment;
- (3) understand the interrelationships among complex organizations and agencies in modern society;
- (4) understand society's responsibility for dependent persons of all ages in a manner consistent with both their growth and development needs and the needs of society; and
- (5) understand how the citizens of the United States are geographically and socially connected to people and places in other parts of the world.

E. To value, understand, and accept the diversity of humankind, each learner will be able to:

- (1) base actions and decisions on the knowledge that individuals differ in many ways;
- (2) base actions and decisions on the knowledge that values and behaviors differ from one social group to another;
- (3) base actions and decisions on the understanding that lifestyles and behaviors reflect the value system of the societies in which they were learned;

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(4) judge other's actions with an understanding of the personal and social context of that action;

(5) accept that there is more than one way of being human;

(6) base actions and decisions on the understanding that as individuals move from one society to another they can learn lifestyles and can learn to behave appropriately in different social contexts; and

(7) act on the belief that human behavior is influenced by many factors and is best understood in terms of the context in which it occurred.

F. To address human problems through group effort, each learner will develop the knowledge, skills, values, and attitudes essential to:

(1) act in accordance with a basic ethical framework incorporating the values that contribute to successful community life such as honesty, fairness, compassion, and integrity;

(2) understand the importance of working in groups to achieve mutual goals; and

(3) be able to provide leadership in resolving personal and societal issues.

G. Each learner will be able to effectively resolve conflicts with and among others by:

(1) assuming responsibility to form productive and satisfying relationships with others based on respect, trust, cooperation, consideration, and caring for other persons;

(2) acting on the belief that each individual has value as a human being and should be respected as a worthwhile person; and

(3) resolving conflict in a manner most beneficial to society.

H. Each learner will be able to act on contemporary events and issues with a perspective of their historical origins:

(1) understanding the origins, interrelationships, and effects of beliefs, values, and behavior patterns in world cultures;

(2) understanding one's own culture and historical heritage through the literary, aesthetic, and scientific traditions of the past;

(3) being familiar with the ideas that have inspired and influenced humankind; and

(4) understanding the manner in which heritages and traditions of the past influence the direction and values of society.

I. Each learner will develop a positive attitude toward self, demonstrated through:

(1) a feeling of positive self-worth, security, and self-assurance;

(2) a willingness to live with one's strengths and weaknesses;

(3) a basic understanding of one's own body, its systems and physiology, and a positive attitude toward one's own physical appearance;

(4) understanding that efforts to develop a better self contribute to the development of a better society;

(5) understanding that self-concept is acquired by interaction with other people; and

(6) appropriate control or release of emotions.

J. To set and achieve personal goals, each learner will develop the ability to:

(1) select appropriate personal learning goals;

(2) make decisions about one's life;

(3) plan, act, and organize to realize one's goals;

(4) accept responsibility for personal decisions and actions;

- (5) work now for goals to be realized in the future; and
- (6) select viable alternatives for actions in changing circumstances.

K. To cope with change, each learner will develop the ability to:

- (1) initiate appropriate change while respecting existing structures and concepts;
- (2) tolerate ambiguity;
- (3) understand that coping with change is a lifelong process;
- (4) understand and accept the changing nature of work and the potential need to change careers several times;
- (5) use career information and counseling services to make informed and satisfying vocational choices; and
- (6) understand that all knowledge is tentative and that as new discoveries are made the knowledge base grows.

L. To lead a healthy and fulfilling life, each learner will:

- (1) assume responsibility for one's own physical and mental health and safety by establishing a daily regime of health behaviors that will maintain mental and physical health and motor fitness;
- (2) make informed decisions about health products and services;
- (3) make a lifestyle that promotes healthful family living;
- (4) understand public health measures and their effect on the individual, family, community, and environment; and
- (5) be able to enjoy play-skill activities that include understanding, cooperation, accepting rules, controlling emotions, following group process, and acquiring self-satisfaction.

M. To lead a productive life and actively contribute to the economic well-being of our society, each learner will develop the work readiness skills of:

- (1) applying the basic skills of communications, computation, and scientific principles to real-life situations in a technological society;
- (2) defining and interpreting the nature of the work force in terms of one's own challenges and opportunities;
- (3) leadership and citizenship necessary to succeed as an active agent in a changing work force;
- (4) understanding employment opportunities, job seeking and keeping, and specific work as they relate to transition from school to economic productivity;
- (5) developing pride in good work and expecting quality in products and services; and
- (6) adopting a positive attitude toward work including the acceptance of the necessity of making a living and an appreciation of the value and dignity of work.

Statutory Authority: *MS s 121.11*

History: *14 SR 2000*

3500.1075 PROGRAM LEVEL LEARNER OUTCOMES.

Subpart 1. Definition. Program level learner outcomes are a series of statements that define the scope and intended breadth of study of a subject area. They represent the contribution that the subject area makes to the full range of learner goals identified in part 3500.1060.

Subp. 2. Applicability. The program level learner outcomes included in this subpart apply to subject areas identified in chapter 3500. Each district shall:

A. develop K-12 learning experiences which are identified in parts 3500.1150, 3500.1600, 3500.1900, and 3500.2020, in a manner that will provide

opportunities for student attainment of the program level learner outcomes in subparts 3 to 10;

B. integrate learning experiences into the programs developed under item A in a manner that will provide opportunities for student attainment of the program level learner outcomes in subpart 11; and

C. use the program level learner outcomes as the basis for identification of their course, unit, and lesson learner outcomes.

Subp. 3. Fine arts. Fine arts includes music, theater, dance, visual art, and media arts. Opportunities will be provided for each student to learn to:

A. listen, observe, read, write, and move, especially in relation to symbolic and/or nonverbal visual and aural communications;

B. demonstrate artistic expression through production and performance in stages of problem formulation through solution;

C. analyze and understand the relationships among cultures, styles, and historical periods;

D. create, compose, arrange, and improvise through approaches or techniques using artistic media, the body, instruments, and/or the voice;

E. interpret, evaluate, and/or judge artistic works or expressions; and

F. understand and explore career opportunities in the fine arts.

Subp. 4. Health. Opportunities will be provided for each student to learn to:

A. understand the consequences of chemical abuse and tobacco use and apply prevention strategies;

B. apply prevention strategies to control accidents and injuries and demonstrate skills in first aid and cardiopulmonary resuscitation;

C. understand how and apply prevention strategies to control sexually transmitted diseases including human immuno-deficiency virus infection and acquired-immunity deficiency syndrome and other infectious diseases;

D. understand and apply prevention strategies that reduce the risk of cardiovascular disease, cancer, and other noninfectious diseases;

E. understand and apply behaviors that promote mental/emotional health including stress reduction, suicide prevention, and alternatives to violent and abusive behaviors;

F. understand and apply behaviors that promote positive sexual and reproductive practices;

G. understand and apply prevention and reduction strategies to the consequences of environmental health hazards;

H. understand and apply positive parenting skills;

I. understand individual responsibilities to the health of the community and society;

J. understand life cycle adaptations of humans; and

K. value and understand personal health, nutrition, and physical fitness practices.

Subp. 5. Language arts. Opportunities will be provided for each student to learn to:

A. understand the interrelatedness of receptive and expressive language through listening, speaking, reading, and writing;

B. apply active listening skills;

C. apply oral communication skills;

D. read independently for a variety of purposes;

E. write independently for a variety of purposes;

F. expand one's view of the world through empathetic, ethical, and aesthetic explorations of a variety of literature; and

G. adjust one's communication mode for varied audiences and purposes.

Subp. 6. **Mathematics.** Opportunities will be provided for each student to learn to:

- A. apply mathematics in real life problem solving;
- B. apply mathematics as a means of communicating ideas and relationships;
- C. apply mathematical reasoning to follow and judge logical arguments;
- D. value mathematics as an integrated, connected body of knowledge;
- E. apply computation and estimation, when appropriate;
- F. apply number relationships and functions;
- G. apply patterns, relationships, and number operations in everyday situations;
- H. understand geometric and spatial relationships that involve commonly encountered shapes and their uses;
- I. apply measurement, statistical descriptions and analysis, and probabilistic thinking to make decisions; and
- J. apply technology, when appropriate.

Subp. 7. **Physical fitness and wellness.** Opportunities will be provided for each student to learn to:

- A. develop and maintain a personal optimal level of health-related physical fitness and wellness;
- B. acquire knowledge of health-related physical fitness and wellness and personal self-assessment in each;
- C. understand the significance of lifestyle to one's health-related physical fitness and wellness;
- D. acquire skills, knowledge, and motivation to incorporate a wide variety of physical activities that have lifelong appeal; and
- E. integrate and relate physical fitness and wellness knowledge and skills with knowledge and skills developed in other subject areas.

Subp. 8. **Science.** Opportunities will be provided for each student to learn to:

- A. apply the basic scientific concepts including cause-effect, change, cycles, energy/matter, equilibrium/homeostasis, interaction, fundamental entities, probability, patterns and symmetry, and system;
- B. apply skills related to higher order thinking including observing, inferring, classifying, using numbers, measuring, space/time relationships, predicting, communicating, formulating hypotheses, using common mathematical and scientific symbols, interpreting data, identifying and controlling variables, scientific model building, and conducting an experiment;
- C. understand the personal dimensions of science and technology and how to apply concepts and thinking skills to everyday life, to develop the ability to apply the basic scientific concepts to their technological world, to understand major issues facing society, and to use that ability to make intelligent decisions at the polls;
- D. develop an attitude toward science that includes a realistic perspective regarding scientists and their role in society;
- E. understand the nature of science as one way of knowing that includes commitment to the use of a particular approach to problem solving, rationality, open-mindedness, tentativeness, and ethical implications; and
- F. develop the necessary skills that allow each to use information resources to read and write about scientific topics.

Subp. 9. **World languages and culture.** Opportunities will be provided for each student to learn to:

A. understand the culture, customs, and traditions of the countries in which the language is native in order to function in everyday situations recognizing similarities and differences with the student's own culture;

B. know and value the inseparable relationship of languages and culture and develop strategies for examining other cultures;

C. begin to create with language, both orally and in writing, producing recombinations, short messages, descriptions, and narrations;

D. listen to understand basic facts and main ideas and carry out directions in everyday situations related to school, home, and community;

E. ask and answer simple questions in areas of immediate personal need and begin to maintain simple face-to-face conversations on familiar topics;

F. read and understand common messages, such as directions, signs, advertisements, menus, schedules, and information presented in the simplest connected material dealing with familiar topics;

G. communicate in writing on familiar topics, such as forms, lists, questions/answers, and simple paragraphs in everyday situations;

H. make generalizations about how languages operate;

I. develop the necessary knowledge, skills, processes, values, and attitudes for language learning to make subsequent study even more successful and satisfying; and

J. value learning another language in order to interact with another culture.

Subp. 10. Vocational subject areas.

A. In agricultural occupations, opportunities will be provided for each student to learn to:

(1) evaluate alternative solutions to problems in agriculture;

(2) apply basic academic knowledge to practical agricultural applications;

(3) apply basic academic and specific agricultural occupational skills in agricultural experiences and entrepreneurial activities;

(4) develop positive feelings of self-worth through applications in agriculture;

(5) develop and explain a personal philosophy about the importance of the economic and social value of agriculture as an industry and as a force in a global society;

(6) explain the economic and social impacts of decision-making in agriculture with special emphasis on the local socioeconomic community;

(7) apply the concept that agricultural marketing involves the production, distribution, promotion, and pricing of agricultural products in the free enterprise system to satisfy customer needs in a profitable manner;

(8) value the importance of careers of choice;

(9) evaluate the role of agriculture in a changing environment, including the need to maintain the world's ecosystem; and

(10) create and value a safe environment for both work and leisure.

B. In business, opportunities will be provided for each student to learn to:

(1) understand economic principles, including consumer and personal economics;

(2) understand management principles and applications;

(3) understand business law concepts and applications;

(4) understand business operations, structure, and workflow in a changing business world;

- (5) understand principles of international business;
- (6) understand how to access and analyze information and make decisions based on this information;
- (7) understand advanced business ownership principles, including business finance, risk taking, and entrepreneurship; and
- (8) understand accounting principles.

C. In consumer home economics, opportunities will be provided for each student to learn to:

- (1) recognize the nature and purpose of the family and parenting from a historical, political, and cultural perspective;
- (2) understand and appreciate the complexity and diversity of child development and parenting practices;
- (3) develop skills for positive family relationships;
- (4) analyze individual and family food and nutrition-related health needs throughout the life cycle;
- (5) identify and understand individual and family housing needs throughout the life cycle;
- (6) identify the process for managing family and community resources;
- (7) understand the impact of consumer behavior, individually and collectively, on the economic structure;
- (8) understand the role of the family from a historical, political, and cultural perspective;
- (9) assess the reciprocal nature and impact of science and technology on individuals and families;
- (10) engage in reasoned decision-making, make judgments, and take action to solve problems of the home and family; and
- (11) identify and assess sources of information and assistance that are available to individuals and families in society.

D. In health occupations, opportunities will be provided for each student to learn to:

- (1) understand the range of health industry occupations;
- (2) understand the health-illness continuum and relate motivating factors;
- (3) understand the difference between law and ethics as related to health occupations;
- (4) know the relationship between the structure and function of each body part to its area of specialty in health careers;
- (5) know the anatomy, physiology, and related medical terminology of the body systems;
- (6) know the common medical abbreviations and medical terminology used in health careers;
- (7) know patient and employee safety procedures as related to health careers; and
- (8) understand therapeutic verbal and nonverbal communication used by patients and caregivers.

E. In marketing occupations, opportunities will be provided for each student to learn to:

- (1) understand economic principles, including consumer and personal economics;
- (2) understand management principles and applications;
- (3) understand marketing concepts and applications;

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(4) understand marketing operations, structure, and workflow in a changing business world;

(5) understand principles of international business;

(6) access and analyze information and make marketing decisions;

(7) understand advanced business ownership principles; and

(8) understand accounting principles.

F. In service occupations, opportunities will be provided for each student to learn to:

(1) understand accepted standards for entry level employment in the service business/industry;

(2) understand business and industry standards for safety and sanitation in the individual service industry areas;

(3) explore a variety of service industry careers;

(4) experience the latest technology in the service industry;

(5) recognize the mutual interdependence of national and global economy within the service business/industry;

(6) develop customer relations skills appropriate to service business/industry;

(7) develop an appreciation of serving and working with diverse populations; and

(8) apply decision-making and problem solving skills.

G. In industrial technology occupations, opportunities will be provided for each student to learn to:

(1) analyze applications of a variety of technologies to trade and industry;

(2) apply the knowledge within one of the current or emerging occupations in trade and industry;

(3) understand the interrelationships among communication, energy and power use, production, and transportation technologies;

(4) understand industry as an organized structure that uses resources to produce goods, services, and information;

(5) apply the concepts of science, mathematics, and communications to solve technological problems;

(6) use industrial tools, materials, and equipment safely and effectively;

(7) develop career plans through participation in a variety of industrial technology learning activities;

(8) assess current and emerging industrial/technical occupations as they relate to business and entrepreneurial opportunities; and

(9) assess the impact of industry and technology on the environment.

Subp. 11. Subject areas to be integrated into all courses and programs.

A. In career and work readiness, opportunities will be provided for each student to learn to:

(1) understand the influence of a positive self-concept on career development;

(2) develop interpersonal and social skills required for positive interaction with others;

(3) understand the interrelationships of emotional and physical development and career decision making;

(4) understand the relationship between educational achievement and career planning, training, and placement;

- (5) develop positive attitudes toward work and learning;
- (6) develop skills for locating, evaluating, and interpreting information about career opportunities;
- (7) develop work readiness and employability skills, including preparing, locating, obtaining, maintaining, and advancing in a job;
- (8) understand how societal needs and functions influence the nature and structure of work;
- (9) develop skills in making decisions and choosing alternatives in planning for and pursuing educational and career goals;
- (10) understand the interrelationship of life roles and careers;
- (11) understand the continuous changes in male/female roles and how they relate to career decisions; and
- (12) develop skills in career exploration, planning, and decision making.

B. In environmental issues, opportunities will be provided for each student to learn to:

- (1) understand ecological systems;
- (2) develop personal appreciation, sensitivity, and stewardship of the environment;
- (3) understand cause and effect relationships between humans and the environment;
- (4) evaluate alternative responses to environmental concerns or issues before deciding on a course of action or no action; and
- (5) understand ways in which planning or no planning influences the future.

C. In family life and parenting, opportunities will be provided for each student to learn to:

- (1) define and comprehend the meaning and significance of family and parenting from a personal, community, national, and global perspective;
- (2) examine the responsibility of the family to the welfare of the community, society, and economy;
- (3) understand and appreciate the diversity of parenting beliefs and practices;
- (4) understand the roles of the family from a historical, political, and cultural perspective;
- (5) understand the significance of the environment in fostering self-esteem, self-image, and identity;
- (6) develop communication skills to promote satisfying family relationships and resolve conflicts;
- (7) understand problem recognition and analysis in reference to individual and family beliefs and cultural values;
- (8) identify personal and social attributes and skills of individuals that are critical to making appropriate parenting decisions and choices;
- (9) identify and assess sources of information and community resources that are available to individuals and families;
- (10) understand the interdependence between lifestyles and the career one chooses;
- (11) understand the relationship of technological changes to family life and parenting;
- (12) assess the reciprocal affect parenting practices have on the development of children and their parents;
- (13) understand decision making, judgment, and action in regard to management of family and parenting roles; and

(14) understand the causes and effects of violence within the family in order that they not become abusers or victims of abuse in their future relationships.

D. In information technology, opportunities will be provided for each student to learn to:

- (1) apply technology;
- (2) know basic operations, terminology, and concepts of technology systems;
- (3) apply technology in problem solving;
- (4) understand ways in which working together with others using technology helps increase productivity;
- (5) explain the social, economic, and political implications of technology;
- (6) understand ways in which technology can enhance artistic expression;
- (7) apply the ethical and legal principles regarding information and technology;
- (8) understand the nature and process of change; and
- (9) recognize the capabilities of various technologies to shape thought and opinions within and across a country's borders.

E. In international perspectives, opportunities will be provided for each student to learn to:

- (1) understand diversity;
- (2) understand the world as a series of emerging interdependent systems;
- (3) develop the ability to maintain effective working relationships with people representing other cultures and points of view;
- (4) understand the nature and process of change;
- (5) understand prevailing world conditions; and
- (6) understand emerging international/global trends.

F. In media, opportunities will be provided for each student to learn to:

- (1) access information using a variety of resources and equipment;
- (2) process information by applying reading, listening, viewing, and thinking skills;
- (3) communicate information by designing, producing, presenting, and evaluating messages in a variety of formats; and
- (4) evaluate information presented by self and others.

G. In youth service, opportunities will be provided for each student to learn to:

- (1) increase sense of personal worth and competence;
- (2) develop better understanding of personal skills and abilities;
- (3) apply academic knowledge and skills to real life situations;
- (4) develop concern for the welfare of others and a commitment to social responsibility; and
- (5) understand and appreciate people from diverse backgrounds and life situations.

Statutory Authority: *MS s 121.11*

History: *14 SR 2000*

YOUTH SERVICE

3500.1090 DEFINITIONS FOR YOUTH SERVICE.

Subpart 1. Youth service activities. Youth service activities means curricular or co-curricular activities performed by elementary or secondary school students that meet the needs of others in the school or community in such areas as peer tutoring or cross-age tutoring, work with children or seniors, and environmental or other projects.

Subp. 2. Youth service-learning. Youth service-learning means the integration into the curriculum of study and reflection on the experience of youth service activities. Youth service-learning must be designed to enhance the student in such areas as personal growth, career exploration, understanding of community and citizenship, social science skills, and communication skills.

Statutory Authority: *MS s 121.11*

History: *14 SR 480*

NOTE Part 3500 1090 is effective beginning with the 1990-1991 school year

3500.1100 ELEMENTARY SCHOOL CURRICULUM.

[For text of subps 1 to 3, see M.R.]

Subp. 4. Youth service-learning. Youth service-learning must be integrated into the elementary school curriculum.

Subp. 5. Youth service activities. A school district must provide opportunities for students to participate in youth service activities. Participation in youth service activities outside of the school must be voluntary on the part of the student.

Statutory Authority: *MS s 121.11*

History: *14 SR 480*

NOTE Part 3500 1100 is effective beginning with the 1990-1991 school year

3500.1150 REQUIRED OFFERINGS FOR ELEMENTARY SCHOOLS.

Subpart 1. Curriculum offerings. The school board in each district, with teacher involvement, shall:

A. offer broad and balanced elementary school curriculum that is appropriate to the developmental levels of the learners in the physical, social, emotional, and cognitive areas;

B. base its curriculum on the philosophy and goals adopted by the school board to incorporate the learner goals in part 3500.1060 and adapted by the board for each elementary school to reflect the individual school needs;

C. design and implement its curriculum, including the course, unit, and lesson learner outcomes for each program and course, in a manner that assists student achievement of the program level learner outcomes in part 3500.1075; and

D. integrate program and unit level learner outcomes from several subject areas in all programs and courses, as appropriate.

[For text of subps 2 to 4, see M.R.]

Subp. 5. Integration of required curriculum offerings. Career and work readiness, environmental issues, information technology, international perspectives, family life and parenting, youth services, and media shall be taught in the context of the other required curriculum offerings. Although particular curriculum offerings in subpart 4 are clustered to indicate emphasis in a balanced elementary school curriculum, any curriculum offering may be taught in combination or cluster with any of the other offerings.

Subp. 6. Components. A school district's elementary curriculum must include the components listed in this subpart for each curriculum offering:

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A. a coordinated scope and sequence from kindergarten through the last grade in each elementary school with school district coordination through grade 12; and

B. a means of evaluation of each curriculum offering and its coordinated scope and sequence.

[For text of subp 7, see M.R.]

Statutory Authority: *MS s 121.11*

History: *14 SR 480; 14 SR 2000*

NOTE: Part 3500 1150 is effective beginning with the 1990-1991 school year

3500.1600 MIDDLE SCHOOL CURRICULUM.

[For text of subps 1 and 2, see M.R.]

Subp. 3. **Youth service-learning.** Youth service-learning must be integrated into the middle school curriculum.

Subp. 4. **Youth service activities.** A school district must provide opportunities for students to participate in youth service activities.

Subp. 5. **Applicability.** The school board in each district, with teacher involvement, shall:

A. design and implement its curriculum, including the course, unit, and lesson learner outcomes for each program and course, in a manner that assists student achievement of the program level learner outcomes in part 3500.1075; and

B. integrate program level learner outcomes from career and work-readiness, environmental issues, information technology, international perspectives, family life and parenting, youth services, and media in all programs and courses, as appropriate.

Statutory Authority: *MS s 121.11*

History: *14 SR 480; 14 SR 2000*

NOTE: Part 3500 1600 is effective beginning with the 1990-1991 school year

3500.1900 CURRICULUM FOR JUNIOR SECONDARY SCHOOLS.

Subpart 1. **Common branches and hours.** The following common branches of learning, or subjects, shall be required for the hours specified in a secondary school composed of grades 7, 8, and 9:

- A. Art, minimum hours, 90;
- B. Communication skills, minimum hours, 360;
- C. Health, minimum hours, 60;
- D. Home economics or industrial education, minimum hours, 150;
- E. Mathematics, minimum hours, 360;
- F. Music, minimum hours, 90;
- G. Physical education, minimum hours, 240;
- H. Science, minimum hours, 240; and
- I. Social studies, minimum hours, 360.

[For text of subp 2, see M.R.]

Subp. 3. **Youth service-learning.** Youth service-learning must be integrated into the junior secondary school curriculum.

Subp. 4. **Youth service activities.** A school district must provide opportunities for students to participate in youth service activities.

Subp. 5. **Applicability.** The school board in each district, with teacher involvement, shall:

A. design and implement its curriculum, including the course, unit, and lesson learner outcomes for each program and course, in a manner that assists student achievement of the program level learner outcomes in part 3500.1075; and

B. integrate program level learner outcomes from career and work readiness, environmental issues, information technology, international perspectives, family life and parenting, youth services, and media in all programs and courses, as appropriate.

Statutory Authority: *MS s 121.11*

History: *14 SR 480; 14 SR 2000*

NOTE. Part 3500 1900 is effective beginning with the 1990-1991 school year

3500.2000 CURRICULUM FOR THREE-YEAR SENIOR SECONDARY SCHOOLS.

[For text of subps 1 and 2, see M.R.]

Subp. 3. Youth service-learning. Youth service-learning must be integrated into the three-year senior secondary school curriculum.

Subp. 4. Youth service activities; credit. A school district must provide opportunities for students to participate in youth service activities. The district shall acknowledge student participation in youth service activities through awarding credit. The district shall determine the amount of credit awarded for the activities.

Statutory Authority: *MS s 121.11*

History: *14 SR 480*

NOTE. Part 3500 2000 is effective beginning with the 1990-1991 school year

3500.2010 [Repealed, 14 SR 2000]

3500.2020 REQUIRED COURSE OFFERINGS FOR SENIOR SECONDARY SCHOOLS.

Subpart 1. School district options. The school board in each district shall designate each of its senior secondary schools as either a three- or four-year school.

A. Schools designated as four-year schools shall offer programs and courses cited in this part as required for: grade 9; grades 10, 11, and 12; and grades 9, 10, 11, and 12.

B. Schools designated as three-year schools shall offer programs and courses cited in this part as required for: grades 9, 10, 11, and 12; and those cited as required for grades 10, 11, and 12.

C. Districts may meet the course requirements in this chapter through any method in part 3500.2950.

Subp. 2. Applicability. The school board in each district, with teacher involvement, shall:

A. design and implement its curriculum, including the course, unit, and lesson learner outcomes for each program and course, in a manner that assists student achievement of the program level learner outcomes in part 3500.1075; and

B. integrate program and unit level learner outcomes from several subject areas in all programs and courses as appropriate.

Subp. 3. Course and program requirements. The school board in each district shall provide the opportunity for all students to enroll in programs and courses cited in items A to M.

A. Agriculture occupations, business, consumer home economics, health occupations, marketing occupations, service occupations, and industrial technology occupations:

(1) Grade 9, optional;

(2) Grades 10, 11, and 12, each district shall select at least four of these subject areas, one of which shall be business or marketing, and offer at least one, one credit course in each.

To qualify as one of the four vocational areas, the program course, or series of courses must: (a) equal at least one credit; (b) provide opportunities for students to achieve the outcomes specified in part 3500.1075, subpart 10; and (c) be taught by a teacher with an appropriate regular or vocational license.

B. Career and work readiness, environmental issues, information technology, international perspectives, and media: Grades 9, 10, 11, and 12, each district shall integrate instruction of the program-level learner outcomes for these subjects into all appropriate programs and courses.

C. Family life and parenting:

(1) Grade 9, each district shall integrate instruction of the program level learner outcomes for this subject into all appropriate programs and courses.

(2) Grades 10, 11, and 12, each district shall offer a one-half credit course in family life and parenting. The course may be offered as:

(a) a separate course;

(b) part of the two course, one-half credit each, sequence in health;

(c) part of the consumer and homemaking occupations course;

or

(d) any other arrangement that results in student attainment of the program outcomes for this subject area.

D. Fine arts:

(1) Grade 9, each district shall offer one, one-half credit course in each of music and visual arts, and one, one-half credit course selected from theater arts, dance, or media arts.

(2) Grades 10, 11, and 12, each district shall offer the equivalent of three, one-half credit courses in each of music and visual arts and in any one or more of theater arts, dance, or media arts.

(3) Districts may design a single course to meet the minimum program requirement in fine arts and physical fitness and wellness if it addresses the program level learner outcomes for both physical fitness and wellness and the dance portion of fine arts.

(4) Districts may design a single course to meet the minimum program requirements in fine arts and language arts if it addresses the program level learner outcomes for both the speech portion of language arts and the theater arts portion of fine arts.

E. Health: Grades 9, 10, 11, and 12, each district shall offer two, one-half credit courses in health.

F. Language arts:

(1) Grade 9, each district shall offer one, one credit course balanced among:

(a) listening and speaking;

(b) writing; and

(c) reading.

(2) Grades 10, 11, and 12, each district shall offer two, one credit courses that are balanced among:

(a) listening and speaking;

(b) writing; and

(c) reading;

the equivalent of four, one-half credit courses, each of which emphasizes one or more elements of listening, speaking, writing, or reading.

(3) In addition, each district shall offer courses, programs, or services sufficient to assist all students to meet the district's assurance-of-mastery criteria for communication skills.

G. Mathematics:

(1) Grade 9, each district shall offer one, one credit course in algebra I.

(2) Grades 9, 10, 11, and 12, each district shall offer one, one credit fundamental mathematics concepts course sufficient for students to make progress toward the mathematics program level learner outcomes specified in part 3500.1075, subpart 6.

(3) Grades 10, 11, and 12, each district shall offer at least one, one credit course in each of algebra I, geometry, advanced algebra, and one, one credit course in advanced topics such as probability and statistics, discrete mathematics, precalculus, or calculus. At least one of the courses shall include trigonometry. Districts may develop a scope and sequence, by any course titles, for a four-year curriculum in mathematics that integrates these and other mathematical concepts selected by the district.

(4) In addition, each district shall offer courses, programs, or services sufficient to assist students to meet the district's assurance-of-mastery criteria for mathematics.

H. Physical fitness and wellness:

(1) Grade 9, each district shall offer one, one-half credit course in physical fitness and wellness.

(2) Grades 10, 11, and 12, each district shall offer one, one-half credit course in physical fitness and wellness.

(3) In addition, each district may provide the opportunity for each student to replace participation in a required course in physical fitness and wellness with the development and implementation of a three-year personalized fitness and wellness plan. The system by which a district implements such plans must:

- (a) be initiated at the beginning of grade 10;
- (b) be operated and maintained by a teacher licensed in physical education;
- (c) screen the current fitness and wellness status of each participating student;
- (d) specify annual improvement plans; and
- (e) monitor each student's progress each semester.

I. Science:

(1) Grade 9, each district shall offer one, one credit course in physical science.

(2) Grades 10, 11, and 12, each district shall offer three, one credit courses that provide instruction in the science program level learner outcomes, part 3500.1075, subpart 8, through studies in biology, chemistry, and physics.

J. Social studies:

(1) Grade 9, each district shall offer one, one credit course from the list in subitem (2).

(2) Grades 10, 11, and 12, each district shall offer one, one credit course that integrates two or more of history, geography, political science, and economics, the equivalent of three, one-half credit courses in history and geography of the state, nation, western, and nonwestern world; two, one-half credit courses in political science and political problems of the state, nation, western,

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and nonwestern world; two, one-half credit courses in personal, national, and international economics; and one, one-half credit course that provides a survey of social sciences other than history, geography, political science, and economics and including at least anthropology, sociology, and psychology.

K. World languages:

(1) Each district shall offer at least three, one credit courses in at least one language in addition to English.

(2) Each district may elect to offer these courses in any three consecutive grades, 7 through 12. Districts that elect grades other than 10, 11, and 12 for this world language sequence must offer courses, programs, or services on a continuing basis through grade 12 for each student to practice and maintain proficiency in the language.

L. Youth services:

(1) Grades 9, 10, 11, and 12, each district shall integrate instruction of the program level learner outcomes for this subject into all appropriate programs and courses.

(2) Grades 9, 10, 11, and 12, each district shall:

(a) provide opportunities for students to participate in and reflect upon the experiences in youth service activities within the school or community;

(b) acknowledge student participation in youth service activities through awarding credit; and

(c) determine the amount of credit for the activities.

M. Electives:

(1) Each three-year senior secondary school shall offer at least five, one credit courses selected from any of the subject areas, in addition to the specific requirements in items A to K.

(2) Each four-year senior secondary school shall offer at least six, one credit courses selected from any of the subject areas, in addition to the specific requirements in items A to K.

Statutory Authority: *MS s 121.11*

History: *14 SR 2000*

3500.2110 [Repealed, 14 SR 2000]

3500.2900 BASIS FOR AWARDING SECONDARY SCHOOL CREDIT.

Subpart 1. **Basic requirements.** Satisfactory completion of at least 120 hours is the basis for a credit course, or subject, in grades 9, 10, 11, and 12 in four-year secondary schools and in grades 10, 11, and 12 in three-year secondary schools. Length of periods and frequency of meeting may be determined by the district. A credit may be divided into semester, trimester, or quarter units by offering courses covering 60, 40, or 30 hours respectively.

Districts shall establish and maintain a system through which students can receive credit for any course offered by the district in any subject area if the student is able to demonstrate that the learner outcomes of the course are met by the student. A district may require an examination before awarding credit on a performance basis. Credit may be given on a performance basis when a school district determines a student has completed work on an independent basis that warrants the award of credit. This credit shall be noted on the student's transcript and count towards graduation requirements.

A district may accept the transfer of credit awarded by a postsecondary institution according to an agreement entered into under Minnesota Statutes, section 123.3511.

[For text of subps 2 and 3, see M.R.]

Subp. 4. [Repealed, 14 SR 2000]

Statutory Authority: *MS s 121.11*

History: *14 SR 2000*

3500.2950 BASIS FOR MEETING SENIOR SECONDARY CREDIT OFFERING REQUIREMENTS.

Subpart 1. Generally. Each school district may meet the requirements of part 3500.2020 by implementing specific programs or courses that meet specifications in subparts 2 to 6 or through any methods in subparts 8 to 10.

Subp. 2. Course offering credit defined. A course counts for one credit if it meets for a minimum of 120 clock hours within a single school year. Districts may comply with the rule by offering one credit courses or combinations of one credit courses and any of the following: semester-long courses that meet for a minimum of 60 clock hours within a single year equal one-half credit, trimester courses that meet for a minimum of 40 clock hours within a single year equal one-third credit, or quarter courses that meet for a minimum of 30 clock hours within a single year equal one-fourth credit.

Subp. 3. Applicability. Districts that meet the requirements of this part by offering a course or courses off-campus or under Minnesota Statutes, section 124A.27, subdivision 9, shall offer them with the same course components such as laboratories, and support services such as transportation, as if they are offered on-campus during the school year.

Subp. 4. Scheduling. Districts must schedule courses required by this part in a manner that does not consistently prevent student enrollment in any courses that districts are required to offer.

Subp. 5. Length of periods. Length of periods and frequency of meeting may be determined by the district. A school district may offer courses on other than an everyday basis and meet the credit offered requirements provided the minimum offering time is met.

Subp. 6. Opportunity. Districts shall provide all students the opportunity to earn at least six credits per year in grades 10, 11, and 12 during the normal school year.

Subp. 7. Variances. The State Board of Education shall grant variances to part 3500.2020 following the procedures in part 3500.1000 for a district that can demonstrate, to the satisfaction of the State Board of Education, the ability to provide learning experiences in program level learner outcomes through integrated course offerings.

Subp. 8. Distance learning permitted. Districts may meet the course offering requirements of part 3500.2020 by offering distance learning courses provided the transmission system is capable of providing fully interactive video and audio communications, that includes:

A. providing continuous video and audio transmission from the host site to all participating remote sites, continuous video and audio transmission from each participating remote site to the host site, and continuous video and audio transmission from each participating remote site to all other remote sites; and

B. providing a full motion, real time, instantaneous representation of all action seen by the cameras and the sound heard by the microphones from the originating site to all other participating sites.

Interactive television networks using a microwave transmission system and providing classes before December 31, 1989, shall not be required to comply with the requirements in items A and B.

Subp. 9. Cooperative agreements. Districts may meet the course offering requirements of part 3500.2020 by offering courses through cooperative agree-

ments under Minnesota Statutes, sections 122.535 and 122.541, or other similar arrangements permitted by Minnesota Statutes. Districts must meet all conditions of subpart 1 when using cooperative means for meeting the course requirements in part 3500.2020.

Subp. 10. Correspondence courses. Correspondence courses may not be used by a school district to meet the course offering requirements of part 3500.2020.

Correspondence courses may be offered at district expense to meet the unique needs of individual pupils.

Correspondence courses to be offered shall be approved by the commissioner of education and by local school administration before pupils are enrolled. Pupils taking such courses shall be under the supervision and guidance of a teacher assigned to the work.

Statutory Authority: *MS s 121.11*

History: *14 SR 2000*