

1 Department of Education

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3 Adopted Permanent Rules Relating to General Education Program

4 Requirements

5

6 Rules as Adopted

7 3500.1060 LEARNER GOALS

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

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

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

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

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

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

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

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

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

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

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

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

6 (1) participate in lifelong learning;

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

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

11 (4) make ethical and moral decisions;

12 (5) be a responsible citizen of the community,
13 nation, and world;

14 (6) practice stewardship of the land, natural
15 resources, and environment;

16 (7) know the impact of human life on nature and
17 the impact of natural phenomena on human life;

18 (8) express self through artistic creation;

19 (9) know career options and the general education
20 requirements for each;

21 (10) know world and national economic conditions
22 to make informed decisions on consumer products, occupations,
23 and career needs and use of resources;

24 (11) select or prepare for a series of
25 occupations that will personally satisfy and suit one's skills
26 and interests;

27 (12) manage personal affairs;

28 (13) understand the physical world using
29 systematic problem-solving strategies;

30 ~~(13)~~ (14) communicate and relate effectively in a
31 language and about a culture other than one's own; and

32 ~~(14)~~ (15) know the importance of geographic
33 location in the functioning of contemporary society.

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

36 (1) compare, differentiate, and relate

1 information and facts and apply knowledge;

2 (2) combine various facts, situations, and
3 theories to formulate new and original hypotheses or to develop
4 new solutions;

5 (3) critique and make judgments about materials,
6 conditions, theories, and solutions; and

7 (4) generate and value creative alternatives; and

8 (5) apply the concepts and processes of sciences.

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

11 (1) seek interactions and feel comfortable with
12 persons who are different in race, religion, social level, or
13 personal attributes;

14 (2) understand the basic interdependence of the
15 biological and physical resources of the environment;

16 (3) understand the interrelationships among
17 complex organizations and agencies in modern society;

18 (4) understand society's responsibility for
19 dependent persons of all ages in a manner consistent with both
20 their growth and development needs and the needs of society; and

21 (5) understand how the citizens of the United
22 States are geographically and socially connected to people and
23 places in other parts of the world.

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

26 (1) base actions and decisions on the knowledge
27 that individuals differ in many ways;

28 (2) base actions and decisions on the knowledge
29 that values and behaviors differ from one social group to
30 another;

31 (3) base actions and decisions on the
32 understanding that lifestyles and behaviors reflect the value
33 system of the societies in which they were learned;

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

36 (5) accept that there is more than one way of

1 being human;

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

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

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

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

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

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

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

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

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

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

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

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

35 (2) understanding one's own culture and
36 historical heritage through the literary, aesthetic, and

1 scientific traditions of the past;

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

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

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

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

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

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

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

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

20 (6) appropriate control or release of emotions.

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

23 (1) select appropriate personal learning goals;

24 (2) make decisions about one's life;

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

27 (4) accept responsibility for personal decisions
28 and actions;

29 (5) work now for goals to be realized in the
30 future; and

31 (6) select viable alternatives for actions in
32 changing circumstances.

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

35 (1) initiate appropriate change while respecting
36 existing structures and concepts;

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

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

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

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

- 30 (1) applying the basic skills of communications,
- 31 computation, and scientific principles to real-life situations
- 32 in a technological society;
- 33 (2) defining and interpreting the nature of the
- 34 work force in terms of one's own challenges and opportunities;
- 35 (3) leadership and citizenship necessary to
- 36 succeed as an active agent in a changing work force;

1 (4) understanding employment opportunities, job
 2 seeking and keeping, and specific work as they relate to
 3 transition from school to economic productivity;

4 (5) developing pride in good work and expecting
 5 quality in products and services; and

6 (6) adopting a positive attitude toward work
 7 including the acceptance of the necessity of making a living and
 8 an appreciation of the value and dignity of work.

9 3500.1075 PROGRAM LEVEL LEARNER OUTCOMES.

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

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

18 A. develop K-12 learning experiences which are
 19 identified in parts 3500.1150, 3500.1600, 3500.1900, and
 20 3500.2020, in a manner that will provide opportunities for
 21 student attainment of the program level learner outcomes in
 22 subparts 3 to 10;

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

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

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

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

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

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

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

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

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

13 Subp. 4. Health. ~~The student will~~ Opportunities will be
14 provided for each student to learn to:

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

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

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

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

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

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

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

34 H. understand and apply positive parenting skills;

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

- 1 J. understand life cycle adaptations of humans; and
2 K. value and understand personal health, nutrition,
3 and physical fitness practices.

4 Subp. 5. **Language arts.** ~~The-student-will~~ Opportunities
5 will be provided for each student to learn to:

- 6 A. understand the interrelatedness of receptive and
7 expressive language through listening, speaking, reading, and
8 writing;
9 B. apply active listening skills;
10 C. apply oral communication skills;
11 D. read independently for a variety of purposes;
12 E. write independently for a variety of purposes;
13 F. expand one's view of the world through empathetic,
14 ethical, and aesthetic explorations of a variety of literature;
15 and
16 G. adjust one's communication mode for varied
17 audiences and purposes.

18 Subp. 6. **Mathematics.** ~~The-student-will~~ Opportunities will
19 be provided for each student to learn to:

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

1 Subp. 7. Physical fitness and wellness. ~~The student~~
2 ~~will~~ Opportunities will be provided for each student to learn to:

3 A. develop and maintain a personal optimal level of
4 health-related physical fitness and wellness;

5 B. acquire knowledge of health-related physical
6 fitness and wellness and personal self-assessment in each;

7 C. understand the significance of lifestyle to one's
8 health-related physical fitness and wellness;

9 D. acquire skills, knowledge, and motivation to
10 incorporate a wide variety of physical activities that have
11 lifelong appeal; and

12 E. integrate and relate physical fitness and wellness
13 knowledge and skills with knowledge and skills developed in
14 other subject areas.

15 Subp. 8. Science. ~~The student will~~ Opportunities will be
16 provided for each student to learn to:

17 A. apply the basic scientific concepts including
18 cause-effect, change, cycles, energy/matter,
19 equilibrium/homeostasis, interaction, fundamental entities,
20 probability, patterns and symmetry, and system;

21 B. apply skills related to higher order thinking
22 including observing, inferring, classifying, using numbers,
23 measuring, space/time relationships, predicting, communicating,
24 formulating hypotheses, using common mathematical and scientific
25 symbols, interpreting data, identifying and controlling
26 variables, scientific model building, and conducting an
27 experiment;

28 C. understand the personal dimensions of science and
29 technology and how to apply concepts and thinking skills to
30 everyday life, to develop the ability to apply the basic
31 scientific concepts to their technological world, to understand
32 major issues facing society, and to use that ability to make
33 intelligent decisions at the polls;

34 D. develop an attitude toward science that includes a
35 realistic perspective regarding scientists and their role in
36 society;

1 E. understand the nature of science as one way of
2 knowing that includes commitment to the use of a particular
3 approach to problem solving, rationality, open-mindedness,
4 tentativeness, and ethical implications; and

5 F. develop the necessary skills that allow each to
6 use information resources to read and write about scientific
7 topics.

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

10 ~~A. be-able-to-compare-American-culture, customs, and~~
11 ~~traditions-with-those-of-the-countries-in-which-the-language-is~~
12 ~~native, to-function-effectively-in-everyday-situations;~~
13 understand the culture, customs, and traditions of the countries
14 in which the language is native in order to function in everyday
15 situations recognizing similarities and differences with the
16 student's own culture;

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

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

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

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

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

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

36 H. make generalizations about how languages operate;

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

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

6 Subp. 10. Vocational subject areas.

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

9 (1) evaluate alternative solutions to problems in
10 agriculture;

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

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

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

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

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

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

28 (8) value the importance of careers of choice;

29 ~~(9) apply the technologies used with agricultural~~
30 ~~products specific to the program area being studied;~~

31 ~~(10)~~ (9) evaluate the role of agriculture in a
32 changing environment, including the need to maintain the world's
33 ecosystem; and

34 ~~(11)~~ (10) create and value a safe environment for
35 both work and leisure.

36 B. In business, ~~the student will~~ opportunities will

1 be provided for each student to learn to:

- 2 ~~{1}~~-develop-work-readiness,-including-job
 3 seeking,-job-keeping,-and-employability-skills,-integrated-with
 4 occupational-concepts;
 5 ~~{2}~~-apply-technology-to-business-activities;
 6 ~~{3}~~ (1) understand economic principles, including
 7 consumer and personal economics;
 8 ~~{4}~~ (2) understand management principles and
 9 applications;
 10 ~~{5}~~ (3) understand business law concepts and
 11 applications;
 12 ~~{6}~~ (4) understand business operations,
 13 structure, and workflow in a changing business world;
 14 ~~{7}~~ (5) understand principles of international
 15 business;
 16 ~~{8}~~ (6) understand how to access and analyze
 17 information and make decisions based on this information;
 18 ~~{9}~~ (7) understand advanced business ownership
 19 principles, including business finance, risk taking, and
 20 entrepreneurship; and
 21 ~~{10}~~ (8) understand accounting principles.

22 C. In consumer home economics, ~~the-student-will~~
 23 opportunities will be provided for each student to learn to:

- 24 (1) recognize the nature and purpose of the
 25 family and parenting from a historical, political, and cultural
 26 perspective;
 27 (2) understand and appreciate the complexity and
 28 diversity of child development and parenting practices;
 29 (3) develop skills for positive family
 30 relationships;
 31 (4) analyze individual and family food and
 32 nutrition-related health needs throughout the life cycle;
 33 (5) identify and understand individual and family
 34 housing needs throughout the life cycle;
 35 (6) identify the process for managing family and
 36 community resources;

1 (7) understand the impact of consumer behavior,
2 individually and collectively, on the economic structure;

3 (8) understand the role of the family from a
4 historical, political, and cultural perspective;

5 (9) assess the reciprocal nature and impact of
6 science and technology on individuals and families;

7 (10) engage in reasoned decision-making, make
8 judgments, and take action to solve problems of the home and
9 family; and

10 (11) identify and assess sources of information
11 and assistance that are available to individuals and families in
12 society.

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

15 (1) understand the range of health industry
16 occupations;

17 (2) understand the health-illness continuum and
18 relate motivating factors;

19 (3) understand the difference between law and
20 ethics as related to health occupations;

21 (4) know the relationship between the structure
22 and function of each body part to its area of specialty in
23 health careers;

24 (5) know the anatomy, physiology, and related
25 medical terminology of the body systems;

26 (6) know the common medical abbreviations and
27 medical terminology used in health careers;

28 (7) know patient and employee safety procedures
29 as related to health careers; and

30 (8) understand therapeutic verbal and nonverbal
31 communication used by patients and caregivers.

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

34 ~~{1}-develop-work-readiness,-including-job~~
35 ~~seeking,-job-keeping,-and-employability-skills,-integrated-with~~
36 ~~occupational-concepts;~~

- 1 ~~(2)~~ (1) understand economic principles, including
 2 consumer and personal economics;
- 3 ~~(3)~~ (2) understand management principles and
 4 applications;
- 5 ~~(4)~~ (3) understand marketing concepts and
 6 applications;
- 7 ~~(5)~~ (4) understand marketing operations,
 8 structure, and workflow in a changing business world;
- 9 ~~(6)~~ (5) understand principles of international
 10 business;
- 11 ~~(7)~~ (6) access and analyze information and make
 12 marketing decisions;
- 13 ~~(8)~~ (7) understand advanced business ownership
 14 principles; and
- 15 ~~(9)~~ ~~apply technology to marketing activities; and~~
 16 ~~(10)~~ (8) understand accounting principles.
- 17 F. In service occupations, ~~the student will~~
 18 opportunities will be provided for each student to learn to:
- 19 (1) understand accepted standards for entry level
 20 employment in the service business/industry;
- 21 (2) understand business and industry standards
 22 for safety and sanitation in the individual service industry
 23 areas;
- 24 (3) explore a variety of service industry
 25 careers;
- 26 (4) experience the latest technology in the
 27 service industry;
- 28 (5) recognize the mutual interdependence of
 29 national and global economy within the service
 30 business/industry;
- 31 (6) develop customer relations skills appropriate
 32 to service business/industry;
- 33 (7) develop an appreciation of serving and
 34 working with diverse populations; and
- 35 (8) apply decision-making and problem solving
 36 skills.

1 G. In ~~trade-and~~ industrial technology occupations,
2 ~~the-student-will~~ opportunities will be provided for each student
3 to learn to:

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

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

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

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

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

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

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

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

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

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

26 A. In career and work readiness, ~~the-student~~
27 ~~will~~ opportunities will be provided for each student to learn to:

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

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

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

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

1 (5) develop positive attitudes toward work and
2 learning;

3 (6) develop skills for locating, evaluating, and
4 interpreting information about career opportunities;

5 (7) develop work readiness and employability
6 skills, including preparing, locating, obtaining, maintaining,
7 and advancing in a job;

8 (8) understand how societal needs and functions
9 influence the nature and structure of work;

10 (9) develop skills in making decisions and
11 choosing alternatives in planning for and pursuing educational
12 and career goals;

13 (10) understand the interrelationship of life
14 roles and careers;

15 (11) understand the continuous changes in
16 male/female roles and how they relate to career decisions; and

17 (12) develop skills in career exploration,
18 planning, and decision making.

19 B. In environmental issues, ~~the-student-will~~
20 opportunities will be provided for each student to learn to:

21 (1) understand ecological systems;

22 (2) develop personal appreciation, sensitivity,
23 and stewardship of the environment;

24 (3) understand cause and effect relationships
25 between humans and the environment;

26 (4) evaluate alternative responses to
27 environmental concerns or issues before deciding on a course of
28 action or no action; and

29 (5) understand ways in which planning or no
30 planning influences the future.

31 C. In family life and parenting, ~~the-student-will~~
32 opportunities will be provided for each student to learn to:

33 (1) define and comprehend the meaning and
34 significance of family and parenting from a personal, community,
35 national, and global perspective;

36 (2) examine the responsibility of the family to

1 the welfare of the community, society, and economy;

2 (3) understand and appreciate the diversity of
3 parenting beliefs and practices;

4 (4) understand the roles of the family from a
5 historical, political, and cultural perspective;

6 (5) understand the significance of the
7 environment in fostering self-esteem, self-image, and identity;

8 (6) develop communication skills to promote
9 satisfying family relationships and resolve conflicts;

10 (7) understand problem recognition and analysis
11 in reference to individual and family beliefs and cultural
12 values;

13 (8) identify personal and social attributes and
14 skills of individuals that are critical to making appropriate
15 parenting decisions and choices;

16 (9) identify and assess sources of information
17 and community resources that are available to individuals and
18 families;

19 (10) understand the interdependence between
20 lifestyles and the career one chooses;

21 (11) understand the relationship of technological
22 changes to family life and parenting;

23 (12) assess the reciprocal affect parenting
24 practices have on the development of children and their parents;
25 and

26 (13) understand decision making, judgment, and
27 action in regard to management of family and parenting roles;
28 and

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

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

34 (1) apply technology;

35 (2) know basic operations, terminology, and
36 concepts of technology systems;

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

15 E. In international perspectives, ~~the student~~

16 with opportunities will be provided for each student to learn to:

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

27 F. In media, ~~the student will~~ opportunities will be

28 provided for each student to learn to:

- 29 (1) access information using a variety of
- 30 resources and equipment;
- 31 (2) process information by applying reading,
- 32 listening, viewing, and thinking skills;
- 33 (3) communicate information by designing,
- 34 producing, presenting, and evaluating messages in a variety of
- 35 formats; and
- 36 (4) evaluate information presented by self and

1 others.

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

4 (1) increase sense of personal worth and
5 competence;

6 (2) develop better understanding of personal
7 skills and abilities;

8 (3) apply academic knowledge and skills to real
9 life situations;

10 (4) develop concern for the welfare of others and
11 a commitment to social responsibility; and

12 (5) understand and appreciate people from diverse
13 backgrounds and life situations.

14 3500.1150 REQUIRED OFFERINGS FOR ELEMENTARY SCHOOLS.

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

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

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

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

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

32 Subp. 2. to 4. [Unchanged.]

33 Subp. 5. Integration of required curriculum offerings.
34 Career and work readiness, environmental issues, information
35 technology, international perspectives, family life and

1 parenting, youth services, and media shall be taught in the
 2 context of the other required curriculum offerings. Although
 3 particular curriculum offerings in subpart 4 are clustered to
 4 indicate emphasis in a balanced elementary school curriculum,
 5 any curriculum offering may be taught in combination or cluster
 6 with any of the other offerings.

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

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

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

15 Subp. 7. [Unchanged.]

16 3500.1600 MIDDLE SCHOOL CURRICULUM.

17 Subpart 1. and 2. [Unchanged.]

18 Subp. 3. **Applicability.** The school board in each district
 19 , with teacher involvement, shall:

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

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

29 3500.1900 CURRICULUM FOR JUNIOR SECONDARY SCHOOLS.

30 Subpart 1. **Common branches and hours.** The following
 31 common branches of learning, or subjects, shall be required for
 32 the hours specified in a secondary school composed of grades 7,
 33 8, and 9:

34 A. Art, minimum hours, 90;

35 B. Communication skills, minimum hours, 360;

- 1 C. Health, minimum hours, 60;
- 2 D. Home economics or industrial education, minimum
- 3 hours, 150;
- 4 E. Mathematics, minimum hours, 360;
- 5 F. Music, minimum hours, 90;
- 6 G. Physical education, minimum hours, 240;
- 7 H. Science, minimum hours, 240; and
- 8 I. Social studies, minimum hours, 360.

9 Subp. 2. [Unchanged.]

10 Subp. 3. **Applicability.** The school board in each district
11 , with teacher involvement, shall:

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

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

21 3500.2020 REQUIRED COURSE OFFERINGS FOR SENIOR SECONDARY SCHOOLS

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

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

28 B. Schools designated as three-year schools shall
29 offer programs and courses cited in this part as required for:
30 grades 9, 10, 11, and 12; and those cited as required for grades
31 10, 11, and 12.

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

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

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

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

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

11 A. Agriculture occupations, business, consumer home
12 economics, health occupations, marketing occupations, service
13 occupations, and ~~trade-and~~ industrial technology occupations:

14 (1) Grade 9, optional;

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

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

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

30 C. Family life and parenting:

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

34 (2) Grades 10, 11, and 12, each district shall
35 offer a one-half credit course in family life and parenting.

36 The course may be offered as:

- 1 (a) a separate course;
- 2 (b) part of the two course, one-half credit
- 3 each, sequence in health;
- 4 (c) part of the consumer and homemaking
- 5 occupations course; or
- 6 (d) any other arrangement that results in
- 7 student attainment of the program outcomes for this subject area.

8 D. Fine arts:

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

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

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

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

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

29 F. Language arts:

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

- 32 (a) listening and speaking;
- 33 (b) writing; and
- 34 (c) reading.

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

1 (a) listening and speaking;

2 (b) writing; and

3 (c) reading;

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

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

11 G. Mathematics:

12 (1) Grade 9, each district shall offer one, ~~one~~
13 ~~credit-fundamental-mathematics-concepts-course-sufficient-for~~
14 ~~students-to-make-progress-toward-the-mathematics-program-level~~
15 ~~learner-outcomes-and-one,~~ one credit course in algebra I.

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

21 ~~(2)~~ (3) Grades 10, 11, and 12, each district
22 shall offer ~~at-least-one, one-credit-fundamental-mathematics~~
23 ~~concepts-course-sufficient-for-all-students-to-achieve-the~~
24 ~~mathematics-program-level-learner-outcomes-and~~ at least one, one
25 credit course in each of algebra I, geometry, advanced algebra,
26 and ~~two~~ one, one credit ~~courses~~ course in advanced topics such
27 as probability and statistics, discrete mathematics, precalculus
28 and, or calculus. At least one of the courses shall include
29 trigonometry. Districts may develop a scope and sequence, by
30 any course titles, for a ~~five-year~~ four-year curriculum in
31 mathematics that integrates these and other mathematical
32 concepts selected by the district.

33 ~~(3)~~ (4) In addition, each district shall offer
34 courses, programs, or services sufficient to assist students to
35 meet the district's assurance-of-mastery criteria for
36 mathematics.

1 H. Physical fitness and wellness:

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

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

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

13 (a) be initiated at the beginning of grade
14 10;

15 (b) be operated and maintained by a teacher
16 licensed in physical education;

17 (c) screen the current fitness and wellness
18 status of each participating student;

19 (d) specify annual improvement plans; and

20 (e) monitor each student's progress each
21 semester.

22 I. Science:

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

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

30 J. Social studies:

31 (1) Grade 9, each district shall offer one, one
32 credit course that-integrates-instruction-in-two-or-more-of
33 history, geography, political-science, and-economics from the
34 list in subitem (2).

35 (2) Grades 10, 11, and 12, each district shall
36 offer one, one credit course that integrates two or more of

1 history, geography, political science, and economics, the
 2 equivalent of three, one-half credit courses in history and
 3 geography of the state, nation, western, and nonwestern world;
 4 two, one-half credit courses in political science and political
 5 problems of the state, nation, western, and nonwestern world;
 6 two, one-half credit courses in personal, national, and
 7 international economics; and one, one-half credit course that
 8 provides a survey of social sciences other than ~~those-listed-in~~
 9 ~~subitem-(1)~~ history, geography, political science, and economics
 10 and including at least anthropology, sociology, and psychology.

11 K. World languages:

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

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

20 L. Youth services:

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

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

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

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

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

32 M. Electives:

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

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

5 3500.2900 BASIS FOR AWARDING SECONDARY SCHOOL CREDIT.

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

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

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

27 Subp. 2. and 3. [Unchanged.]

28 Subp. 4. [See Repealer.]

29 3500.2950 BASIS FOR MEETING SENIOR SECONDARY CREDIT OFFERING
30 REQUIREMENTS.

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

35 Subp. 2. **Course offering credit defined.** A course counts

1 for one credit if it meets for a minimum of 120 clock hours
2 within a single school year. Districts may comply with the rule
3 by offering one credit courses or combinations of one credit
4 courses and any of the following: semester-long courses that
5 meet for a minimum of 60 clock hours within a single year equal
6 one-half credit, trimester courses that meet for a minimum of 40
7 clock hours within a single year equal one-third credit, or
8 quarter courses that meet for a minimum of 30 clock hours within
9 a single year equal one-fourth credit.

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

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

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

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

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

35 Subp. 8. **Distance learning permitted.** Districts may meet
36 the course offering requirements of part 3500.2020 by offering

1 distance learning courses provided the transmission system is
2 capable of providing fully interactive video and audio
3 communications, that includes:

4 A. providing continuous video and audio transmission
5 from the host site to all participating remote sites, continuous
6 video and audio transmission from each participating remote site
7 to the host site, and continuous video and audio transmission
8 from each participating remote site to all other remote sites;
9 and

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

14 Interactive television networks using a microwave
15 transmission system and providing classes before December 31,
16 1989, shall not be required to comply with the requirements in
17 items A and B. ~~Any-expansions-or-improvements-in-these~~
18 ~~interactive-television-networks-shall-meet-the-requirements-in~~
19 ~~items-A-and-B.~~

20 Subp. 9. **Cooperative agreements.** Districts may meet the
21 course offering requirements of part 3500.2020 by offering
22 courses through cooperative agreements under Minnesota Statutes,
23 sections 122.535 and 122.541, or other similar arrangements
24 permitted by Minnesota statutes. Districts must meet all
25 conditions of subpart 1 when using cooperative means for meeting
26 the course requirements in part 3500.2020.

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

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

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

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2 REPEALER. Minnesota Rules, parts 3500.0500, subpart 4,
3 3500.2010, 3500.2110, and 3500.2900, subpart 4, are repealed.