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ABSTRACT

The Minnesota Department of Children, Families, and Learning plans to implement the "profile of learning" plan in 3 phases over 3 years beginning in the 1996-97 school year. This information brief contains a chart that depicts the profile of learning and highlights each of its elements. The profile of learning is composed of 10 broadly defined elements: (1) reading, viewing, and listening; (2) writing and speaking; (3) using and interpreting arts; (4) solving math problems; (5) making inquiries; (6) understanding science; (7) understanding people and cultures; (8) making decisions; (9) managing resources; and (10) learning another language. The profile also contains 62 corresponding content standards that students must try to attain at the high school, middle or intermediate, and primary levels. (LMI)

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Information Brief

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Profiles of Learning for the State's High School Graduation Rule

This chart is available separately for easy use as a reference. It accompanies the information brief **The State's High School Graduation Rule**, November 1996, House Research Department. The brief should be read to understand the chart's proper context.

The Department of Children, Families and Learning anticipates implementing the profile of learning in three phases over three years beginning in the 1996-1997 school year.

The profile of learning is composed of ten broadly defined elements:

- | | |
|-----------------------------------|--------------------------------------|
| 1. Reading, Viewing and Listening | 6. Understanding Science |
| 2. Writing and Speaking | 7. Understanding People and Cultures |
| 3. Using and Interpreting Arts | 8. Making Decisions |
| 4. Solving Math Problems | 9. Managing Resources |
| 5. Making Inquiries | 10. Learning Another Language |

The profile also contains 62 corresponding content standards that students must try to attain at the high school, middle or intermediate, and primary levels. The department anticipates that the rule will require students to work on at least 17 standards in nine of the ten elements; element 10, which involves learning another language, is optional.

At a minimum, district pilot sites throughout the state are implementing the first of three phases. Phase one (with element 5) has three categories of inquiry involving published sources, scientific methods and data gathering and will be implemented during the 1996-1998 school years. Phase two (with elements 4, 6, 7, 8, and 9) will be implemented during the 1997-2000 school years. Phase three (with elements 1, 2, 3, and 10) will be implemented during the 1998-2002 school years. The board is recommending that districts implement developmental standards and assessments in the third, fifth and eighth grades that are consistent with profile of learning standards applicable to high school students.

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Profile of Learning

10 Elements— Areas of Learning That Contain High Standards

[illegible]

62 Content Standards– What Students Must Know and Do

Scientific reading	Academic writing	Artistic performance	Algebraic patterns	Math research	Biological concepts	U.S. citizenship	Career investigation	Economic systems	Symbol system of drafting
Reading complex information	Technical writing	Artistic interpretation	Patterns and discrete functions	History of science	Chemical concepts	Human geography	Individual and community health	Natural/managed systems	World languages
Interpreting perspectives	Public speaking	Creative technology	Shape and space	Scientific investigation	Earth and space systems	Multiple perspectives	Occupational experience	Personal financial management	World language in the workplace
Technical reading	Public parliamentary procedures	Artistic creation	Chance and data handling	History through culture	Laws of physics	Institutions and traditions in society	Physical education/fitness	Business management	American sign language
	Business presentation		Technical applications	History of the arts	Environmental studies	Community service		Financial systems	American sign language in the workplace
	Interpersonal communication		Measurement	Social science processes	Cultures across time			Family resources	
				Themes of U.S. history	Technical systems				
				Recorders of history					
				Issue analysis					
				Scientific methods					
				Research and create a business plan					
				Market research					
				Case study					
				New product development					

3-Year School Implementation Schedule

Year	1996	1997	1998	1999	2000	2001	2002
1996	●						
1997		●					
1998			●				
1999				●			
2000					●		
2001						●	
2002							●



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