

Adopted: 6.10.2009

MSBA/MASA Model Policy 601

Orig. 1995

Revised: _____

Rev. 2005

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

[Note: Minn. Stat. § 120B.11 requires school districts to adopt certain policies and procedures regarding the review of curriculum, instruction, and student achievement. Model Policies 601, 603, and 616 address these policy requirements. In addition, Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minn. Stat. § 120B.11.]

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school that encompass the Minnesota Graduation Standards and the federal No Child Left Behind Act and Goals 2000.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school to establish learner results toward which all learning in the school should be directed and for which all school learners should be held accountable.

III. DEFINITIONS

- A. “Instruction” means methods of providing learning experiences that enable students to meet state and school academic standards and graduation requirements.
- B. “Curriculum” means school adopted programs and written plans for providing students learning experiences that lead to expected knowledge and skills.

IV. STUDENT PERFORMANCE GOALS

- A. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.* These skills are derived from the Core Knowledge Curriculum and include:

*[*Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Section 504 Accommodation plan.]*

1. gaining an understanding of the world and the importance of knowledge about culture, events, features and individuals who have shaped it as well as understanding the role they play as responsible citizens to sustain and improve our world.
2. being knowledgeable about the physical and environmental features of the world and the need for active involvement in preventing further harm to the environment.
3. having broad and accurate knowledge of the history, culture, and traditions of the world and the interconnectedness of these events from past to present.
4. having a broad understanding of the Scientific Process, inventions, technology and scientific theories that have been developed and the relevance of this information.
5. understanding the importance of character, what it encompasses and how that plays into their everyday lives.
6. reading, writing, speaking, listening, and viewing in the English language
7. mathematical concepts
8. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e. problem solving)
9. creative and critical thinking, decision making, and study skills
10. work readiness skills

B. Each student will have the opportunity and will be expected to develop and apply essential character education traits ~~knowledge~~ that enables that student to:

1. develop achievement through motivation by creating hopes and dreams both personal and educational
2. understand the importance of health and wellness
3. use peaceful ways to resolve conflicts
4. be a cheerful giver
5. be aware of and respect other ethnicities and world perspectives

6. read for pleasure
7. be a resource
8. develop a positive view of their personal future
9. be a caring neighborhood
10. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
11. bring many perspectives, including historical, to contemporary issues;
12. develop an appreciation and respect for democratic institutions;
13. communicate and relate effectively in languages and with cultures other than the student's own;
14. practice stewardship of the land, natural resources, and environment;
15. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.

- C. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.

More Specifically:

Performance Goals for Spanish: (Based on the National Standards for Foreign Language Education)

Students will:

1. gain knowledge and understanding of other cultures.
2. be able to reinforce and further their knowledge of other disciplines through the use of Spanish.
3. acquire information and recognize the distinctive viewpoints that are only available through Spanish and Spanish culture.
4. demonstrate an understanding of the nature and concepts of language through comparisons between Spanish and their primary language(s).

5. use Spanish both within and beyond the school setting.
6. show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.
7. be linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad.
8. Children who come to school from non-English backgrounds will also have opportunities to develop further proficiencies in their first language.

D. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:

1. establishing and achieving personal and career goals;
2. adapting to change;
3. leading a healthy and fulfilling life, both physically and mentally;
4. living a life that will contribute to the well-being of society;
5. becoming a self-directed learner;
6. exercising ethical behavior.

E. Students will be given the opportunity to acquire human relations skills, developed from Responsive Classroom and Developmental Designs, necessary to:

1. participate in social learning which is as important to success as academic learning.
2. construct our own understanding through exploration, discovery, application, and reflection
3. having the greatest cognitive growth through social interactions within a supportive community.
4. learn and practice a set of personal/social skills to be successful socially and academically: Cooperation, Assertion, Responsibility, Empathy, and Self-control.
5. promote trust among adults for academic and social success in a learning community.

6. appreciate, understand, and accept human diversity and interdependence;
7. address human problems through team effort;
8. resolve conflicts with and among others;
9. function constructively within a family unit;
10. promote a multicultural, gender-fair, disability-sensitive society.

[Example courtesy of the Winona School District]

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)

Minn. Stat. § 120B.11 (School District Process)
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)

MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)