

601 - SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district 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 district to establish learner results toward which all learning in the school district should be directed and for which all school district learners should be held accountable.

Due to the nature of the programs within the Zumbro Education District, all students graduate and follow their home district requirements for graduation. All curriculum materials used within the Zumbro Education District programs directly correlate to member district standards.

III. DEFINITIONS

- A. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- B. “Curriculum” means district or 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. 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 Individual Education Plan (IEP) or Section 504 Accommodation Plan. These basic skills areas include:
 - 1. reading, writing, speaking, listening, and viewing in the English language;
 - 2. mathematical and scientific concepts;
 - 3. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e. problem solving);
 - 4. creative and critical thinking, decision making, and study skills;
 - 5. work readiness skills;
 - 6. global and cultural understanding.

- B. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
1. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
 2. bring many perspectives, including historical, to contemporary issues;
 3. develop an appreciation and respect for democratic institutions;
 4. communicate and relate effectively in languages and with cultures other than the student's own;
 5. practice stewardship of the land, natural resources, and environment;
 6. 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, and movement.
- 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 necessary to:
1. appreciate, understand, and accept human diversity and interdependence;
 2. address human problems through team effort;
 3. resolve conflicts with and among others;
 4. function constructively within a family unit;
 5. promote a multicultural, gender-fair, disability-sensitive society.

