

Adopted: _____

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 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~~ **The** policy of the school district **is** 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.

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

[Note: The following is an example only. Each school district should develop its own performance goals. Please note that these performance goals go beyond the requirements in the Minnesota Graduation Standards.]

- A. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.* These skills 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. 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, world languages, movement, and the performing arts.
- 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.

[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 IEPs, Section 504 Plans Accommodation, and LEP Students)
 MSBA/MASA Model Policy 616 (School District System Accountability)