

## **601 EMID CURRICULUM AND INSTRUCTION GOALS**

### **I. PURPOSE**

The purpose of this policy is to establish broad curriculum parameters for the district that are aligned with the member districts' Achievement and Integration goals and are aligned with creating the World's Best Workforce.

### **II. GENERAL STATEMENT OF POLICY**

It is the policy of EMID to establish student outcomes that are aligned with the member districts' Achievement and Integration goals and are aligned with creating the World's Best Workforce.

### **III. DEFINITIONS**

- A. "Instruction" means methods of providing learning experiences to enable students to meet learning objectives.
- B. "Curriculum" means written plans for providing students learning experiences that lead to knowledge, skills and positive attitudes.
- C. "World's Best Workforce" means striving to meet school readiness goals, have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.
- D. "Experiential learning" means learning for students and staff that includes career exploration and development through experiences such as mentoring, coaching, service learning, internships, and other cooperative experiences.

### **IV. STUDENT PERFORMANCE GOALS**

- A. All students participating in EMID's programs will be expected to demonstrate essential skills to effectively participate in lifelong learning. These skills include:
  - 1. locating, organizing, communicating and evaluating information and developing methods of inquiry (i.e. problem solving);
  - 2. creative and critical thinking, decision-making and study skills;
  - 3. work readiness skills;

4. 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, 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.

***Legal References:*** Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)  
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)  
Minn. Stat. § 122A.40, Subd. 8 (Employment, Contracts, Termination)  
Minn. Stat. § 123B.147, Subd. 3 (Principals)  
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)