

310 INSTRUCTIONAL GOALS AND OBJECTIVES

Development of the instructional program is a key responsibility of the Board. Development of instructional policies is a joint responsibility of the Board and the professional staff.

An optimal instructional program can be developed when the Board and professional staff work together in an atmosphere of mutual trust and understanding of rights and responsibilities. The Board is accountable for formulating and communicating the general goals or purposes of the schools, which should reflect the District's needs, resources, and general characteristics. The Board also interprets to District citizens the educational needs, trends, and programs which will enhance the instructional program and meet the needs of future growth and development.

The professional staff implements the teaching and learning processes. The Board supports and supplements professional staff efforts by providing needed materials, equipment and other facilitating action requested by the staff. The Board also encourages and expects individual schools, departments and staffs to develop their particular philosophy, goals and methods within the guidelines of overall Board policies.

Consistent with its philosophy, the School District of Wisconsin Rapids shall assume primary responsibility for and instruct each student toward maximum achievement of the following related educational goals and specific objectives. Schools shall:

1. Provide opportunities for each student to develop a positive self-image within the context of his/her own heritage and within the larger context of the total society.

Objectives. The learner will:

- a. know and respect him/herself.
 - b. recognize his/her strengths and limitations in setting personal goals.
 - c. develop his/her interests and potentials in order to achieve those personal goals.
 - d. have insight into one's own value structure, how values affect one's life and relationship with others.
2. Foster an environment where students, all school personnel and other community members interrelate to seek self-knowledge, understanding, appreciation, respect and concern for all human beings.

Objectives. The learner will:

- a. contribute to the well-being of society in all areas of his/her life and place a higher value on people than things.
 - b. understand, acknowledge and appreciate the value systems, cultures, customs and history of his/her own heritage as well as those of others.
 - c. possess the skills and attitudes necessary to initiate and maintain personal friendships and form responsible relationships with a wide variety of people.
3. Explore and implement the best possible ways for students to acquire and apply the fundamental skills for learning.

Objectives. The learner will:

- a. comprehend ideas and facts through reading, observing and listening.

- b. communicate ideas and facts through reading, writing and speaking.
 - c. use the processes of language, science and mathematics.
 - d. perform psychomotor (mental-physical) activities necessary to learning.
 - e. use problem-solving techniques and processes used in decision making.
4. Develop self-concepts and physical skills in accordance with each child's potential.

Objectives. The learner will:

- a. have the basic physical and mental health necessary for his/her optimum growth and development.
 - b. have an awareness of and an incentive to use community resources essential to assure his/her optimum mental and physical health.
 - c. understand the emotional and social aspects of human sexuality.
 - d. understand the interrelationship of mental and physical health.
 - e. recognize leisure time activities as a vital part of human life, and possess sufficient skill and interest in an area of activity other than that of his/her vocational choice to be able to make constructive use of leisure time.
 - f. demonstrate knowledge, use and appreciation of safety principles, concepts and practices.
 - g. possess knowledge concerning the various body systems and how they are affected by dietary habits, physical and mental activity, drugs, alcohol, tobacco and poisons.
5. Offer students an education that prepares them to make appropriate decisions from the post-secondary alternatives within the occupational, academic and technical paths, and offer students an education that creates within them the desire to continually update their knowledge and occupational skills by participating in a lifelong learning process.

Objectives. The learner will:

- a. have a respect for the dignity of all occupations and the desire to pursue a satisfying vocation.
 - b. have knowledge of the possibilities for continuing self-development in light of increasing educational and leisure time opportunities.
 - c. have developed those occupational competencies consistent with his/her interests, aptitudes and abilities which are prerequisite to entry and advancement in the economic system and/or academic preparation for acquisition of technical or professional skills through post-high school training.
 - d. have acquired a knowledge and understanding of the opportunities to learn afforded by the surrounding community and its ever-changing social, economic and political environments.
6. Offer opportunities for learning in the fine arts in every major area of emphasis in the curriculum.

Objectives. The learner will:

- a. be exposed to quality examples in literature, drama, dance, music, painting, sculpture and architecture in order to develop an awareness of aesthetic fundamentals and standards, and the implications of

discrimination.

- b. be given multiple opportunities to become involved in the creative process of making music, producing art and creative writing and the other art forms with an emphasis upon the values of self-expression as a personal satisfaction of his/her needs.
 - c. be encouraged toward involvement in the fine arts oriented activities present in the local community both for the recreational benefits and the accompanying aesthetic understandings.
7. Offer opportunities for students to learn and practice their roles, rights, and responsibilities within an appropriately structured learning environment, furthering one's citizenship and the quality of his/her acceptance and responsibility toward membership in the locality, state, nation, and world.

Objectives. The learner will:

- a. gain understanding of the structure, governance and governmental heritage of society (communities, state, nation, world).
 - b. gain understanding of the importance of effective participation in fulfilling his/her obligation to society and gain respect for law and self-governance.
 - c. have furthered the skills to participate in a democratic society as a result of his/her total school experience.
8. Develop in students an understanding of those factors that affect both their own economic condition as well as the standards of living among the world community, to insure an effective participation in the economy as a consumer and producer of goods and services, and to further an understanding of personal and world economics and the relation of government to economy.

Objectives. The learner will:

- a. further the ability to evaluate his/her needs, match products to needs and effectively use products and natural resources.
 - b. understand the various systems of production and distribution and the ways in which these systems influence the lives of individuals.
 - c. understand the relationship between individual consumption of goods and the effect on the environment.
 - d. understand the process of obtaining employment, planning and budgeting personal income, saving and investing, and financing major purchases.
 - e. be aware of the agencies which assist and protect consumers and producers.
 - f. be aware of national and international business organizations, monetary systems and the effects of government on their economies.
9. Provide experiences leading to the acquisition of knowledge, skills and attitudes that will enable society to develop a balanced use of natural resources recognizing the concurrent rights of present and future generations.

Objectives. The learner will:

- a. acquire knowledge and understanding of the social, physical and biological worlds and the balance

between man and the environment.

- b. gain attitudes and behaviors leading to the appreciation, maintenance, protection and improvement of the physical environment.
 - c. acquire knowledge and skills which enable them to (1) improve their personal environment; (2) discriminate in their producing, use and purchasing practices in relation to ecological considerations; and (3) be a responsible developer and user of technology.
10. Provide an environment wherein students can develop and further skills of thinking for creative and constructive adaptations to changes affecting their environment and the potential quality of their lives.

Objective. The learner will further his/her skills in the logical processes of search, analysis, synthesis, evaluation and abstract thinking.

LEGAL REFERENCES: 118.01 Wisconsin Statutes
118.30(1)(g)
121.02 (1)

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