

FAIRVIEW SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: EDUCATIONAL GOALS

ADOPTED: June 20, 1994

REVISED:

<p>1. Purpose Title 22 Sec. 5.201</p> <p>2. Authority</p> <p>Title 22 Sec. 5.201, 5.202</p>	<p style="text-align: center;">102. EDUCATIONAL GOALS</p> <p>The Board recognizes that education is a vital function of the State and community. The community should be encouraged to participate in the establishment of the educational goals established for this school district.</p> <p>The Board shall establish educational goals for the district. Such goals will consider suggestions by: representatives of the community, students, district personnel and members of the Board.</p> <p>As a base for its educational program, the Board of School Directors of the Fairview School District adopts the following academic goals, which will be used as the basis for the development of student learning outcomes to be attained by students as a requirement for graduation from high school.</p> <p>COMMUNICATIONS: Each student shall become proficient in reading, composition, listening, speech, understanding, interpreting, analyzing and synthesizing information.</p> <p>MATHEMATICS: Each student shall become proficient in the use of varied mathematical processes and applications to solve challenging problems and to create new ways of understanding information.</p> <p>SCIENCE AND TECHNOLOGY: Each student shall become proficient in applying the processes of analysis, synthesis and evaluation to the solution of challenging scientific problems and in the application and understanding of technology in society.</p> <p>ENVIRONMENT AND ECOLOGY: Each student shall understand the environment and the student's ecological relationship with it in order to recognize the importance of the quality of life in a healthy and balanced environment.</p>
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CITIZENSHIP: Each student shall understand local, State and United States history, geography, systems of government and economics and their relationship to the history, geography, systems of government and economics of other countries in the world and shall acquire and have opportunities to practice, in the school and in the community, the skills necessary for active participation in civic life.

ARTS AND HUMANITIES: Each student shall understand and appreciate the breadth of human accomplishment through the arts and humanities and shall have opportunities to practice creativity of thought and action and to demonstrate talent in the arts.

CAREER EDUCATION AND WORK: Each student shall explore varied career options and develop the skills and work habits needed to be a productive, contribution member of society and the understanding that life-long learning is necessary to maintain those behaviors, skills and attitudes.

WELLNESS AND FITNESS: Each student shall acquire and use the knowledge and skills necessary to promote individual family health and wellness.

HOME ECONOMICS: Each student shall understand and apply principles of money management, consumer behavior and child health to provide for personal and family needs.

The Board is also committed to providing instruction throughout the curriculum in the following goals which will not be used as a basis for state assessment:

SELF-WORTH: Public schools should help students develop capabilities, talents, self-understanding and a feeling of self-worth and acknowledge students for effort and achievement.

INFORMATION AND THINKING SKILLS: Public schools should help students develop the skills necessary to locate and manage information, solve problems and make decisions, including the processes of analysis, synthesis, creativity and evaluation.

LEARNING INDEPENDENTLY AND COLLABORATIVELY: Public schools should encourage students to become independent life-long learners and to collaborate with others in developing knowledge, skills and new ideas.

ADAPTABILITY TO CHANGE: Public schools should prepare students to grow and develop in a world in which change is normal and constant.

<p>Title 22 PA State Board of Education 22 PA Code Chapter 5 Curriculum PA Bulletin July 24, 1993</p>	<p>ETHICAL JUDGMENT: Public schools should teach students the importance of making ethical judgments for the common good.</p> <p>HONESTY, RESPONSIBILITY AND TOLERANCE: Public schools should convey to students the need for honesty, integrity, individual responsibility and tolerance.</p> <p style="text-align: center;"><u>Chapter 5 Curriculum Regulations</u></p> <p style="text-align: center;"><u>Pennsylvania Department of Education</u></p> <p style="text-align: center;"><u>Student Learning Outcomes (53)</u></p> <p>School districts shall prepare all students to attain the following student learning outcomes:</p> <p><u>Communications</u></p> <ol style="list-style-type: none">1. All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.2. All students read and use a variety of methods to make sense of various kinds of complex texts.3. All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.4. All students write for a variety of purposes including to narrate, inform and persuade, in all subject areas.5. All students analyze and make critical judgments about all forms of communication, separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies and judging the validity of evidence.6. All students exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately and promoting effective group communications.
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7. All students listen to and understand complex oral messages and identify their purpose, structure and use.
8. All students compose and make oral presentations for each academic area of study that are designed to persuade, inform or describe.
9. All students converse, at a minimum level of "Intermediate Low," as defined in the oral proficiency guidelines developed by the American Council on the Teaching of Foreign Languages, in at least one language other than English, including the native language if other than English.

Mathematics

1. All students use numbers, number systems and equivalent forms (including numbers, words, objects and graphics) to represent theoretical and practical situations.
2. All students compute, measure and estimate to solve theoretical and practical problems, using appropriate tools, including modern technology such as calculators and computers.
3. All students apply the concepts of patterns, functions and relations to solve theoretical and practical problems.
4. All students formulate and solve problems and communicate the mathematical processes used and the reasons for using them.
5. All students understand and apply basic concepts of algebra, geometry, probability and statistics to solve theoretical and practical problems.
6. All students evaluate, infer and draw appropriate conclusions from charts, tables and graphs, showing the relationship between data and real-world situations.
7. All students make decisions and predictions based upon the collection, organization, analysis and interpretation of statistical data and the application of probability.

Science and technology

1. All students explain how scientific principles of chemical, physical and biological phenomena have developed and relate them to real-world situations.

2. All students demonstrate knowledge of basic concepts and principles of physical, chemical, biological and earth sciences.
3. All students use and master materials, tools and processes of major technologies which are applied in economic and civic life.
4. All students explain the relationships among science, technology and society.
5. All students construct and evaluate scientific and technological systems using models to explain or predict results.
6. All students develop and apply skills of observation, data collection, analysis, pattern recognition, prediction and scientific reasoning in designing and conducting experiments and solving technological problems.
7. All students evaluate advantages, disadvantages and ethical implications associated with the impact of science and technology on current and future life.
8. All students evaluate the impact on current and future life of the development and use of varied energy forms, natural and synthetic materials, and production and processing of food and other agricultural products.

Environment and ecology

1. All students understand and describe the components of ecological systems and their functions.
2. All students analyze the effects of social systems, behaviors and technologies on ecological systems and environmental quality.
3. All students think critically and generate potential solutions to environmental issues.
4. All students evaluate the implications of finite natural resources and the need for conservation, sustainable agricultural development and stewardship of the environment.

Citizenship

1. All students demonstrate an understanding of major events, cultures, groups and individuals in the historical development of Pennsylvania, the United States and other nations, and describe themes and patterns of historical development.

2. All students demonstrate understanding of themes and patterns of geography, know the location of major bodies of water, land masses and nations, and describe the relationships between geography and historical, economic and cultural development.
3. All students describe the development and operations of economic, political, legal and governmental systems in the United States, assess their own relationships to those systems and compare them to those in other nations.
4. All students examine and evaluate problems facing citizens in their communities, State, nation and world by incorporating concepts and methods of inquiry of the various social sciences.
5. All students develop and defend a position on current issues confronting the United States and other nations, conducting research, analyzing alternatives, organizing evidence and arguments, and making oral presentation.
6. All students explain basic economic concepts and the development and operation of economic systems in the United States and other nations, and make informed decisions about economic issues.
7. All students demonstrate their skills of communicating, negotiating and cooperating with others.
8. All students demonstrate that they can work effectively with others.
9. All students demonstrate an understanding of the history and nature of prejudice and relate their knowledge to current issues facing communities, the United States and other nations.

Arts and Humanities

1. All students describe the meanings they find in various works from the visual and performing arts and literature on the basis of aesthetic understanding of the art form.
2. All students evaluate and respond critically to works from the visual and performing arts and literature of various individuals and cultures, showing that they understand important features of the works.
3. All students relate various works from the visual and performing arts and literature to the historical and cultural context within which they were created.

4. All students produce, perform or exhibit their work in the visual arts, music, dance or theater, and describe the meanings their work has for them.

Career education and work

1. All students explore the multiple purposes of work and the range of career options, including entrepreneurship, and relate them to their individual interest, aptitudes, skills and values.
2. All students assess how changes in society, technology, government and the economy affect individuals and their careers and require them to continue learning.
3. All students understand and demonstrate the importance of relating their academic and vocational skills -- for example, interviewing, creative thinking, decision making, problem-solving, understanding and giving written and oral instructions -- to their ability to seek, obtain, maintain and change jobs.
4. All students completing a vocational-technical education program exhibit the skills required to succeed in a particular occupation for which they have prepared.

Wellness and fitness

1. All students develop knowledge of injury prevention and treatment and the ability to respond appropriately in emergency situations.
2. All students recognize and demonstrate the ability to apply dietary guidelines to meet nutritional needs at various stages of life.
3. All students demonstrate their knowledge of the benefits associated with physical fitness and good personal health habits including health promotion and disease prevention.
4. All students identify the advantages of avoiding and develop the skills to avoid tobacco, alcohol and substance use.
5. All students demonstrate individual development in motor fitness and physical fitness, including aerobic fitness and skills in lifetime sports and outdoor activities, to promote lifelong physical activity.
6. All students demonstrate leadership skills and the ability to work cooperatively in team sports or other developmentally appropriate group activities.

Home economics

1. All students demonstrate their knowledge of principles of consumer behavior as a foundation for managing available resources to provide for personal and family needs.
2. All students demonstrate their knowledge of basic child health and child care skills.