

The Mineral Point Board of Education in partnership with the administrators and teachers shall provide curriculum, course requirements and instruction consistent with the goals, expectations and standards established by the state but with the differentiation required to ensure that each and every student maximizes his or her learning potential. Parents, guardians and students share responsibility for the students meeting the goals and expectations. These educational goals are as follows:

### **I. Academic Skills and Knowledge**

The development of academic skills and knowledge is the most important goal. The instructional program shall be designed so that every pupil at every level of learning is able to achieve their full potential with regard to the following:

1. Basic skills, including the ability to read, write, spell, perform basic arithmetical calculations, learn by reading and listening and communicate by writing and speaking.
2. Analytical skills, including the ability to think rationally, solve problems, use various learning methods, gather and analyze information, make critical and independent judgments and argue persuasively.
3. A basic body of knowledge that includes information and concepts in literature, fine arts, mathematics, natural sciences, including knowledge of the elements of agriculture and the conservation of natural resources, and social sciences, including knowledge of the rights and responsibilities of the family as a consumer, cooperative marketing and consumers' cooperatives.
4. The skills and attitudes that will further lifelong intellectual activity and learning.
5. Knowledge in computer science, including problem solving, computer applications and the social impact of computers.

### **II. Vocational skills**

Each school board shall provide an instructional program designed to give pupils:

1. An understanding of the range and nature of available occupations and the required skills and abilities.
2. Preparation to compete for entry level jobs not requiring postsecondary school education.
3. Preparation to enter job-specific vocational training programs.
4. Positive work attitudes and habits.

### III. Citizenship

Each school board shall provide an instructional program designed to give pupils:

1. An understanding of the basic workings of all levels of government, including the duties and responsibilities of citizenship.
2. A commitment to the basic values of our government, including by appropriate instruction and ceremony the proper reverence and respect for and the history and meaning of the American flag, the Declaration of Independence, the U.S. constitution and the constitution and laws of this state.
3. The skills to participate in political life.
4. An understanding of the function of organizations in society.
5. Knowledge of the role and importance of biological and physical resources.
6. Knowledge of state, national and world history.
7. An appreciation and understanding of different value systems and cultures.
8. At all grade levels, an understanding of human relations, particularly with regard to American Indians, Black Americans, Hispanics, Hmong Americans, and Asian Americans.

### IV. Personal Development

Each school board shall provide an instructional program designed to give pupils:

1. The skills needed to cope with social change.
2. Knowledge of the human body and the means to maintain lifelong health, including:
  - a. Knowledge of the theory and practice of physical education, including the development and maintenance of physical fitness;
  - b. Knowledge of the nutritive value of foods, as outlined in the Dietary Guidelines for Americans, a publication of the federal departments of health and human services and agriculture, and knowledge of the role of a nutritious diet in promoting health, preventing chronic disease, and maintaining a healthy weight.
  - c. Knowledge of physiology and hygiene, sanitation, the effects of controlled substances under ch. 961 and alcohol upon the human system, symptoms of disease and the proper care of the body. No pupil may be required to take instruction in these subjects if his or her parent files with the teacher a written objection thereto. If a pupil does not take instruction in these subjects as a result of parental objection, the pupil may not be required to be examined in the

subjects and may not be penalized in any way for not taking such instruction, but if the subjects receive credit toward graduation, the school board may require the pupil to complete an alternative assignment that is similar to the subjects in the length of time necessary to complete. Instruction in physiology and hygiene shall include instruction on sexually transmitted diseases and shall be offered in every high school.

d. Awareness about drug abuse, including prescription drug abuse, and prevention.

3. An appreciation of artistic and creative expression and the capacity for self-expression.

4. The ability to construct personal ethics and goals.

5. Knowledge of morality and the individual's responsibility as a social being, including the responsibility and morality of family living and the value of frugality and other basic qualities and principles referred to in article I, section 22, of the constitution insofar as such qualities and principles affect family and consumer education.

6. Knowledge of the prevention of accidents and promotion of safety on the public highways, including instruction on the relationship between highway safety and the use of alcohol and controlled substances, including prescription drugs, under ch. 961.

7. The skills needed to make sound decisions, knowledge of the conditions which may cause and the signs of suicidal tendencies, knowledge of the relationship between youth suicide and the use of alcohol and controlled substances, including prescription drugs, under ch. 961 and knowledge of the available community youth suicide prevention and intervention services. Instruction shall be designed to help prevent suicides by pupils by promoting the positive emotional development of pupils.

8. Knowledge of effective means by which pupils may recognize, avoid, prevent and halt physically or psychologically intrusive or abusive situations which may be harmful to pupils, including child abuse, sexual abuse and child enticement. Instruction shall be designed to help pupils develop positive psychological, emotional and problem-solving responses to such situations and avoid relying on negative, fearful or solely reactive methods of dealing with such situations. Instruction shall include information on available school and community prevention and intervention assistance or services and shall be provided to pupils in elementary schools.

Legal References: Wisconsin Statutes 118.01

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