

INSTRUCTION

6:10 Educational Goals, Philosophy and Objectives

Philosophy and Objectives

Education is a continuous process. The American Public School was designed to provide an educational opportunity for all citizens and thus enable each person to improve his/her way of life.

The role of the public school is to educate children so that -- upon reaching adulthood -they will have the skills needed to govern themselves, the training needed to meet life's challenges in an era of rapid technological change, and the leadership needed to serve their communities.

The Board of Education believes that District 131 schools must provide instructional programs that stimulate each student to develop to the maximum of his/her ability.

The Board believes that its schools should:

1. Provide its students with the basic tools of learning: critical thinking, problem solving, reading, writing, and mathematics.
2. Provide its students with a broad curriculum that utilizes these tools (e.g., social sciences, natural sciences, foreign languages, etc.)
3. Provide its students curriculum and focused instruction so that they learn to read and read to learn proficiently.
4. Provide guidance to its students so that they are exposed to activities that best prepare them for life.
5. Provide skills so that, upon graduation, each student is prepared to pursue additional education or obtain and hold a job.
6. Help youth to achieve and maintain mental health and physical fitness.
7. Teach the students to become knowledgeable consumers.
8. Teach the students to respect authority and the rights of others.
9. Help our youth to become good citizens.
10. Teach our students to be responsible family members.
11. Teach our students to use their time wisely.

Accreditation and School Improvement Plan

The Superintendent will supervise the District's participation in the Illinois Public School Accreditation Process and Annual Application for Accreditation, including the District's:

1. Reporting of the extent to which each of its schools meets the law's operational requirements and Illinois State Board of Education rules as identified in "The Illinois Program for Evaluation, Supervision, and Recognition of Schools, Part I."
2. Reporting of the extent to which each of its schools meets student performance and school improvement standards through the development of a School Improvement Plan, which addresses the following areas:
 - a. Analysis of existing conditions
 - b. Learning outcomes, standards, and expectations
 - c. Assessment systems

- d. Analysis of student performance data
- e. Evaluation of student performance and school programs
- f. Reviewing expectations and implementing activities to improve student performance
- g. Reporting to the public.

3. Measuring student and school performances using the Illinois Learning Standards.

The Superintendent will regularly report the District's progress to the Board and seek Board approval for each School Improvement Plan per the requirements of the Illinois School Code and the applicable standards under the No Child Left Behind Act of 2001.

Multi-Culturalism

The instructional program will emphasize multi-cultural education by presenting (in context) the contributions of all races and cultures, and by recognizing in all grades the similarities of students' various cultures. The building principal will monitor his/her school's multi-cultural experiences and instructional program.

Goals for Learning

The primary purpose of schooling is the transmission of knowledge and culture through which students learn what they need to know for their continuing development and education. The Board gives priority in the allocation of resources -- including funds, time, personnel and facilities -- to fulfill this purpose.

School District 131 establishes the following learning goals as consistent with the primary purpose of schooling and the areas of learning identified in Section 27-1 of the Illinois School Code:

Language Arts

The skills and knowledge of the language arts are essential for student success in virtually all areas of the curriculum. They are also a central requirement for the development of clear expression and critical thinking. The language arts include the study of literature and the development of skills in reading, writing, speaking, and listening.

As a result of their schooling, students will be able to:

- read, comprehend, interpret, evaluate and use written material;
- listen critically and analytically;
- write standard English in a grammatical, well-organized and coherent manner for a variety of purposes;
- use spoken language effectively in formal and informal situations to communicate ideas and information, and to ask and answer questions;
- understand the various forms of significant literature representative of different cultures, eras and ideas; and
- understand how and why language functions and evolves.

Mathematics

Mathematics provides essential problem-solving tools applicable to a range of scientific disciplines, business, and everyday situations. Mathematics is the language of quantification and logic; its elements are symbols, structures, and shapes. It enables people to understand and use facts, definitions, and symbols in a coherent and systematic way in order to reason deductively and to solve

problems.

As a result of their schooling, students will be able to:

- perform the computations of addition, subtraction, multiplication, and division using whole numbers, integers, fractions and decimals;
- understand and use ratios and percentages;
- make and use measurements, including those of area and volume;
- identify, analyze and solve problems using algebraic equations, inequalities, functions and their graphs;
- understand and apply geometric concepts and relations in a variety of forms;
- understand and use methods of data collection and analysis, including tables, charts and comparisons; and
- use mathematical skills to estimate, approximate and predict outcomes and to judge reasonableness of results.

Biological and Physical Sciences

Science is the quest for objective truth, it provides a conceptual framework for the understanding of natural phenomena and their causes and effects. The purposes of the study of science are to develop students who are scientifically literate, recognize that science is not value-free, are capable of making ethical judgments regarding science and social issues, and understand that technological growth is an outcome of the scientific enterprise.

As a result of their schooling, students will have a working knowledge of:

- the concepts and basic vocabulary of biological, physical and environmental sciences and their application to life and work in contemporary technological society;
- the social and environmental implications and limitations of technological development;
- the principles of scientific research and their application in simple research projects; and
- the processes, techniques, methods, equipment and available technology of science.

Social Sciences

Social sciences provide students with an understanding of themselves and of society, prepare them for citizenship in a democracy, and give them the basics for understanding the complexity of the world community. Study of the humanities, of which social sciences are a part, is necessary in order to preserve the values of human dignity, justice and representative processes. Social sciences include anthropology, economics, geography, government, history, philosophy, political science, psychology and sociology.

As a result of their schooling, students will be able to:

- understand and analyze comparative political and economic systems, with an emphasis on the political and economic systems of the United States;
- understand and analyze events, trends, personalities, and movements shaping the history of the world, the United States and Illinois;
- demonstrate a knowledge of the basic concepts of the social sciences and how these help to interpret human behavior;
- demonstrate a knowledge of world geography with emphasis on that of the United States; and

- apply the skills and knowledge gained in the social sciences to decision making in life situations.

Fine Arts

The fine arts give students the means to express themselves creatively and to respond to the artistic expression of others. As a record of human experiences, the fine arts provide distinctive ways of understanding society, history and nature. The study of fine arts includes visual art, music, theater, and dance.

As a result of their schooling, students will be able to:

- describe the unique characteristics of each of the arts;
- understand the principal sensory, formal, technical and expressive qualities of each of the arts;
- identify significant works in the arts from major historical periods and how they reflect societies, cultures and civilizations, past and present;
- identify processes and tools required to produce visual art, music, theater and dance; and
- demonstrate the basic skills necessary to participate in the creation and/or performance of one of the arts,

Physical Development and Health

Effective human functioning depends upon optimum physical development and health. Education for physical development and health provides students with the knowledge and attitudes to achieve healthful living throughout their lives and to acquire physical fitness, coordination and leisure skills. As a result of their schooling, students will be able to:

- understand the physical development, structure and. functions of the human body;
- understand principles of nutrition, exercise, efficient management of emotional stress, positive self-concept development, drug use and abuse, and the prevention and treatment of illness;
- understand consumer health and safety, including environmental health;
- demonstrate basic skills and physical fitness necessary to participate in a variety of conditioning exercises or leisure activities such as sports and dance;
- plan a personal physical fitness and health program;
- perform a variety of complex motor activities; and
- demonstrate a variety of basic life-saving activities.

LEGAL REF.:

Illinois School Code, Sec. 2-3.63, 2-3.64, and 27-1 (105 ILCS 5123.63, 5/2-3,64, and 5/27-1),

23 Ill.Admin.Code §1.210, and

No Child Left Behind Act of 2001 (P.L. 107-110).

CROSS REF:1:30 (School District Philosophy), 3:10 (Goals and Objectives), 6:15 (School Accountability), 7:10 (Equal Educational Opportunities)

Adopted: September 5, 2023

