

INSTRUCTIONAL GOALS

The educational goals for the schools of the district which follow address themselves to the true meaning of quality in education. They are relevant to the lives of learners of any age whether they are in formal institutions of learning, in programs of continuing education, or in any environment where learning is taking place. Each learner should strive toward the implicit and explicit ideal in each goal.

The educational goals are intertwined' no one goal stands in isolation from the rest. They will help to define instructional objectives for learners, identify tasks to be performed in giving life to those objectives, and help to perform in giving life to those objectives, and help to determine means for evaluating learners' progress toward the goals. These goals, then, express the quest for quality, reaching for ideal and reality in education.

1. PHYSICAL AND EMOTIONAL WELL-BEING

Education should contribute to the learner's physical and emotional well-being, especially to a sense of personal worth and to a capacity for influencing one's own destiny

2. BASIC COMMUNICATION SKILLS

Education should develop in each learner the basic skills needed for communication, perception, evaluation, and conceptualization of ideas. Among the most important are reading, writing, speaking, listening, visual and computational skills, as well as computer literacy.

3. EFFECTIVE USES OF KNOWLEDGE

Education should provide each learner access to cultural heritage, stimulation of intellectual curiosity, and promotion of intellectual development.

4. CAPACITY AND DESIRE FOR LIFELONG LEARNING

Education should foster and encourage in each learner the desire for lifelong learning and should develop the skills necessary to fulfill that desire.

5. CITIZENSHIP IN A DEMOCRATIC SOCIETY

Education should provide each learner with a knowledge and understanding of how our society functions in theory and in practice; education must also foster individual commitment to exercise the rights and responsibility of citizenship and to protect the rights of others.

6. RESPECT FOR THE COMMUNITY OF PEOPLE

Education should provide each learner with knowledge and experience which contribute to an understanding of human similarities and differences and which advance mutual respect for humanity and for the dignity of the individual.

7. OCCUPATIONAL COMPETENCE

Education should provide the learner with career awareness as well as the skills, experience, and attitudes necessary for employment. It is even more important for the learner to develop a capacity to adapt to changing conditions

8. UNDERSTANDING OF THE ENVIRONMENT

Education should provide each learner with knowledge and understanding of the social, physical, and biological worlds and the balance between people and their environment and should develop attitudes and behavior leading to intelligent use of the environment.

9. CREATIVE INTERESTS AND TALENTS

Education should provide each learner with varied opportunities to nurture talents, and to express values and feelings through various media

10. INDIVIDUAL VALUES AND ATTITUDES

Education should expand and advance the humane dimensions of all learners, especially by helping them to identify and cultivate their own spiritual, moral, and ethical values and attitudes.

11. PROCESS OF INQUIRY

Education should provide students with the ability to ask effective questions develop hypotheses weigh evidences and arrive at valid conclusions which are necessary in dealing with the problems and decisions encountered in life.

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SANFORD SCHOOL DEPARTMENT