

Board Acceptance of Superintendent’s Interpretations: November 10, 2011

Fundamental 2—Maintaining the highest standards in the areas of fine arts; health/fitness; literacy - reading, writing and communications; mathematics; science; social studies, and world languages.

Fine arts

District K-12 curriculum aligns with state standards. MISD selects curriculum that requires the same or higher level of cognitive demand as is defined in the content standards.

By the conclusion of Grade12, students will appreciate, interpret, analyze and evaluate, works of visual or performing arts. They will be proficient in at least one area and able to create or perform at a high standard. (e. g., photography, dance, visual or performing arts.)

Health/fitness

District K-12 curriculum aligns with state standards. MISD selects curriculum that requires the same or higher level of expectations as are defined in the content standards.

By the conclusion of Grade12, each student will develop knowledge, movement skills, and positive attitudes and behaviors that contribute to a healthy, active and balanced lifestyle. The health and fitness curriculum teaches our students that good health and safety principles that can lead to a lifetime of healthy practices, resulting in more productive, active, and successful lives.

Literacy-reading, writing, communications

District K-12 curriculum aligns with state standards. MISD selects curriculum that requires the same or higher level of cognitive demand (critical thinking) as is defined in the content standards. Students will demonstrate the following, appropriate to their grade.

1. Students will read, write and speak the English language in order to interact effectively in a global world.
2. Students will communicate proactively in oral, written and technological formats.
3. Students will think and solve problems using creative, entrepreneurial and critical thinking skills.

4. Students will lead initiatives and/or pursue passions while manipulating their fluency in the English language.
5. Students will be prepared with the communications content and understanding, both written and oral, necessary to reach their individual post-secondary goals.

Mathematics

District K-12 curriculum aligns with state standards. MISD selects curriculum that requires the same or higher level of cognitive demand (critical thinking) as is defined in the content standards.

Students will demonstrate the following, appropriate to their grade:

1. Students will be provided a K-12 mathematics education to effectively achieve identified state-level standards; have an opportunity for acceleration, as appropriate for individual students; and be designed around their strengths, affinities, and passions.
2. Students will be prepared with the mathematical background and content understanding necessary to reach their individual post-secondary goals.

Science

District K-12 curriculum aligns with state standards. MISD selects curriculum that requires the same or higher level of cognitive demand (critical thinking) as is defined in the content standards.

Students will understand science concepts appropriate to their grade:

1. Students will identify and apply the scientific method to formulate a hypothesis, apply processes and procedures, collect and analyze data to test the hypothesis, take into account variables, and infer and draw informed conclusions.
2. Students will understand the nature of science in that science is knowledge in the form of naturalistic concepts and the laws and theories related to those concepts.
3. Students will achieve state-identified standards from the body of scientific knowledge.
4. Students will acquire the skills necessary to become independent inquirers about the natural world.
5. Student will understand unifying concepts and processes among various science fields.

6. Students will be prepared with the science background and content understanding necessary to reach their individual post-secondary goals.

Social Studies

District K-12 curriculum aligns with state standards. MISD selects curriculum that requires the same or higher level of cognitive demand (critical thinking) as is defined in the content standards.

Students will demonstrate the following, appropriate to their grade.

1. Students will participate in society as a productive citizen (civics).
2. Students will interpret global and local factors and synthesize this information to fit within our democratic society (government, sociology).
3. Students will understand historical events, consequences and ramifications and apply this knowledge to solve current problems (history).
4. Students will demonstrate an understanding of place and how this results in cultural, political, economic, social interdependence (geography, sociology).
5. Students will understand economic concepts as they apply to personal, local and global issues (economics).
6. Students will be prepared with the social sciences background and content understanding necessary to reach their individual post-secondary goals.

World languages

For those students who take a world language, we interpret the highest standards as meaning students will reach one or more of the following, with the objective of building the capacity of students to operate within and learn as needed to pursue personal interests and career aspirations in a world language:

1. Students will become fluent in their selected world language at an appropriate level of study in reading, writing, listening and speaking in accordance with an individual student's High School and Beyond Plan
2. Students will meet the college entrance requirement of at least 2 years of high school world language and demonstrate mastery of the fundamentals of language building blocks such as word etymology, conjugation and grammar as applied across and in comparison between languages including English in accordance with an individual student's High School and Beyond Plan.
3. Students whose home language is other than English will be empowered to become literate and fluent in both their home language and English, while

receiving world language credit for developing literacy in their home language.

4. Students will be prepared with world language fundamentals as outlined above including fluency and cultural understanding necessary to reach their individual post-secondary goals.