

INSTRUCTIONAL GOALS AND OBJECTIVES

The School Committee envisions Lisbon School Department graduates as individuals who will take pride in their work, adapt positively to change, and demonstrate sound judgment. They will take an interest in civic affairs, respect the interdependence of humankind, and acknowledge the importance of a healthy global environment.

Lisbon School Department graduates demonstrate a proficiency in a common core of knowledge. As comprehensive thinkers, they approach learning eagerly and solve problems using a variety of acquired skills. They are able to communicate effectively as speakers and writers.

Our graduates also seek a balance in their personal, professional, and intellectual lives. They are lifelong learners who can apply essential knowledge in an everchanging world.

To achieve its vision of an educated person, the School Committee hereby adopts as its instructional goals and objectives the *Guiding Principles* of Maine's system of Learning Results.

Each graduate of Lisbon School Department schools should be:

- A. A clear and effective communicator who:
 - 1. Uses oral, and written English, visual, artistic, and technological modes of expression;
 - 2. Reads, listens to, and interprets information from multiple sources.
 - 3. Uses English and at least one other language.

- B. A self-directed and lifelong learner who:
 - 1. Creates career and education plans that reflect personal goals, interests and skills, and available resources;
 - 2. Demonstrates the capacity to undertake independent study; and
 - 3. Finds and uses information from libraries, electronic databases, and other resources.

- C. A creative and practical problem solver who:
1. Observes situations objectively to clearly and accurately define problems;
 2. Frames questions and designs data collection and analysis strategies from all disciplines to answer those questions;
 3. Identifies patterns, trends, and relationships that apply to solutions to problems; and
 4. Generates a variety of solutions, builds a case for the best response, and critically and diplomatically evaluates the effectiveness of this response.
- D. A responsible and involved citizen who:
1. Recognizes the power of personal participation to affect the community and demonstrates participation skills;
 2. Understands the importance of accepting responsibility for personal decisions and actions;
 3. Knows the means of achieving personal and community health and well-being; and
 4. Recognizes and understands the diverse nature of society.
- E. A collaborative and quality worker who:
1. Knows the structure and functions of the labor market;
 2. Assesses individual interests, aptitudes, skills, attitudes, and values in relation to demands of the workplace;
 3. Demonstrates reliability, flexibility, and concern for quality; and
 4. Concentrates and perseveres on tasks until those tasks are completed;
- F. An integrative and informed thinker who:
1. Applies knowledge and skills in and across English language arts, visual and performing arts, foreign languages, health and physical education, mathematics, science, social studies, and career preparation; and

2. Comprehends relationships among different modes of thought and methods associated with the traditional disciplines.

Legal Reference: 20-A MRSA § 6208-6209

Cross Reference: AD - Educational Philosophy/Mission
ADAA - School System Commitment to Ethical and Responsible Behavior
ADF - School District Commitment to Learning Results

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