Series 6000 – Instruction

1. Elementary and Secondary

D. Curriculum

(2) Basic Program Instruction

The basic instructional program shall be prescribed by the Board and be in accordance with the law.

Although learning experiences offered to students vary according to their individual needs and abilities, the instructional program will be designed to give all students a common body of understandings, attitudes, and knowledge needed for living in a democratic society.

As required by law, the Board shall provide a program of instruction which shall include at least the following subject matter as taught by legally qualified teachers: the arts; career education; consumer education; health and safety, including, but not limited to, human growth and development, nutrition, first aid, disease prevention, community and consumer health, physical, mental and emotional health, including youth suicide prevention, substance abuse prevention, and safety, which may include the dangers of gang membership, and safety and accident prevention, instruction on Acquired Immune Deficiency Syndrome (AIDS); language arts, including reading, writing grammar, speaking and spelling; mathematics; physical education; science; social studies, including but not limited to, citizenship, economics, geography, government and history; and in addition, on at least the secondary level, one or more foreign languages and vocational education.

Language arts may include American sign language or signed English, provided such subject matter is taught by a qualified instructor under the supervision of a certified teacher.

The implementation of these programs shall be the responsibility of the building principals.

Legal Reference:	Connecticut General Statutes
	10-16b Prescribed courses of study (as modified by PA 97-45 and PA 97-61)
	10-18 Courses in United States history, government and duties and responsibilities of citizenship.
	10-19 Teaching about alcohol, nicotine or tobacco, drugs, and acquired immune deficiency syndrome. Training of personnel.

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