

APPENDIX 1

**HIGH SCHOOL CURRICULUM STANDARDS RUBRIC
MINIMUM REQUIREMENTS FOR PRIVATE SCHOOL
SPECIAL EDUCATION PROVIDERS**

**New Hampshire Department of Education Special Education
Program Approval and Improvement Process**

*The mission of NHDOE Special Education Program Approval is
to improve education results for all learners.*

**HIGH SCHOOL CURRICULUM STANDARDS RUBRIC
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Purpose: This document is intended to be used by the Private School Special Education Providers as a guidance tool for developing high school curriculum. The NHDOE will also use this as a basis for evaluating the school's current high school curriculum during the Program Approval and Compliance & Improvement Monitoring Process.

This document needs to be completed and submitted with the application for any program seeking approval for these grade levels

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PREFACE

The High School Curriculum Standards Rubric - Minimum Requirements for Private Schools has been developed as an instrument to be used by the Compliance and Improvement Monitoring reviewers and to help guide private providers as they develop high school courses. The rubric is aligned to the curriculum program standards prescribed in the *New Hampshire Minimum Standards for Public School Approval*. (Section Ed 306.27)

The rubric standards specify minimal learning expectations for required subject areas and for some open elective subject areas (Business, Consumer Science, and Technology Education). The standards serve as the basis for developing course content in high school subjects. They should be used for planning instructional programs in each private special education school to ensure that identified students in private school settings have access to the same curriculum standards as their non-disabled peers.

INSTRUCTIONS

When filling out this appendix for the Application for Renewal of NHDOE Special Education Approval/Nonpublic School Approval, please note that the sections that are related to curriculum are divided into four columns. The first column describes the curriculum program standards and the next three columns are for private providers to fill in; the first of which is to indicate where the evidence of the curriculum program standards can be found in their current curriculum. The next is to list any text books and/or supporting materials currently being used, and the last column is to note any copy write dates for texts and/or materials.

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REQUIRED CREDITS FOR GRADUATION AND GRADUATION COMPETENCIES

Graduation is based on the mastery of required graduation competencies as demonstrated through the accumulation of a minimum of 20 credits as specified below Ed 306.27(e); Table 306-3:

Required Graduation Competencies by Content Areas	Credit(s)
Arts education	½ credit
Information and communications technologies	½ credit
English	4 credits
Mathematics that encompasses algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis	3 credits,
Physical sciences	1 credit
Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit
Economics, including personal finance	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Totals	20 credits

REQUIRED PROGRAM AREAS AND COURSES

The required courses in program areas offered by each high school shall be distributed as specified below in Table 306-1:

Required Program Areas	Courses
Arts education	3 courses
Business education	5 courses
Information and communication technologies	½ courses
Family and consumer science	3 courses
World languages	5 courses
Health education	½ courses
Physical education	2 courses
Technology education	4 courses
English	6 courses
Mathematics	6 courses
Science	5 courses
Social studies	5 courses

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Arts Education Program Standards (Ed 306.311)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
Each district shall establish and provide a comprehensive, sequential k-12 music and visual arts education curriculum designed to meet the minimum standards for college and career readiness which provides for continued growth in all content areas consistent with RSA 193-C:3,III.			
The Arts Education Program is provided for each K-12 student in music and visual arts while developing supplemental, but not required, opportunities in dance, media arts, and theatre.			
Arts education programs in each school shall prepare artistically literate students who have the knowledge, skills and abilities to participate and be fluent in the arts, by including planned learning strategies and opportunities that provide students with teaching and instructional practices that enable them to: a. Imagine, experiment, and interpret ideas in diverse ways while creating works of art that emphasize meaning through personal expression; b. Develop, build, and apply developmentally appropriate mastery in art-making skills and ideas using traditional technologies, new technologies, and an understanding of the unique characteristics and expressive features of individual arts disciplines, for example dance, media arts, music, theatre, and visual arts; c. Recognize, articulate, and affirm that the making and study of the arts can be approached from a variety of perspectives; d. Justify that the arts are a way to acknowledge and learn about the diversity of peoples, cultures, and ideas; e. Connect the arts to mathematics, English language arts, science, social studies, and other content areas; and f. Be prepared for college and career, and citizenship;			

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Arts Education Program Standards (Ed 306.311)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
Provide students with knowledge and experience of the following arts principles including: <ul style="list-style-type: none">a. Communication;b. Creative personal realization;c. Culture, history, and connectors;d. A means to wellbeing; ande. Community engagement;			
Provide students with developmentally appropriate learning progressions in the following core areas: <ul style="list-style-type: none">1). Music including:<ul style="list-style-type: none">a. Developing musical proficiency in vocal and instrumental music by appropriately and effectively using musical instruments, tools, and technology;b. Decoding musical notation;c. Applying domain specific language, forms and structures specific to making and analyzing music;d. Applying various aesthetic response models to making and analyzing music; ande. Relating historical, social, and contemporary contexts and connections to creating, performing, and analyzing music; and2). Visual arts including:<ul style="list-style-type: none">a. Developing visual arts proficiency in at least one visual art form by appropriately and effectively using instruments, tools, and technology;b. Applying domain specific language, forms and structures specific to the visual art-making process;c. Applying of various aesthetic response models to making and analyzing works of art created by self and others; andd. Relating historical, social, and contemporary contexts and connections to making and analyzing works of art;			

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Arts Education Program Standards (Ed 306.311)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
<p>Provide students with developmentally appropriate learning progressions in the following supplemental areas:</p> <ol style="list-style-type: none">1). Dance including:<ol style="list-style-type: none">a. Developing dance proficiency in at least one dance form by applying safe movement techniques and personal, creative expression;b. Applying domain specific language, forms and structures specific to the process of making dances;c. Applying various aesthetic response models to making and analyzing dance works created by self and others; andd. Relating historical, social, and contemporary contexts and connections to making and analyzing dance;2). Media arts including:<ol style="list-style-type: none">a. Developing proficiency in at least one media arts area by appropriately and effectively using tools and technologies for creating, producing, responding, and connecting in media arts;b. Applying domain specific language, forms and structures specific to media arts;c. Applying aesthetic response models to making and analyzing media arts works created by self and others; andd. Relating historical, social, and contemporary contexts and connections to making and analyzing work in the media arts; and3). Theatre including:<ol style="list-style-type: none">a. Developing theatre proficiency in at least one theatrical area for example acting, directing, technical, by safely and effectively using various theatre tools and technologies;b. Applying domain specific language, forms and structures specific to theatre;c. Applying various aesthetic response models to making and analyzing theatrical works created by self and others; andd. Relating historical, social, and contemporary contexts and connections to making and analyzing theatrical works.			

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Arts Education Program Standards (Ed 306.311)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
For arts education programs in grades k-12, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards. Examples of such assessment shall include, but not be limited to: <ul style="list-style-type: none">a. Teacher observations of student performance based upon evaluation criterion that is aligned to artistic processes, concepts, and skills;b. Competency-based or performance based assessments;c. Common assessments developed locally; andd. Project or performance evaluation rubrics used to determine levels of achievement of arts Education competencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments.			
For all arts education programs, schools shall report the academic performance of all students on a regular basis. The school shall provide the following: <ul style="list-style-type: none">a. A summary of individual student performance to parents at least 3 times each year; andb. The opportunity for parents to meet individually with their students' teachers about their student's performance at least once during each school year.			
For all arts education programs, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.			

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<p align="center">Arts Education Program Standards (Ed 306.311)</p>	<p align="center">Page/Section in the curriculum submitted where evidence can be found</p>	<p align="center">List of Textbooks and Other Supporting Materials used</p>	<p align="center">Copy-write date for text books and supporting materials</p>
<p>For the arts education programs in grade 9-12, schools shall provide arts courses per table Ed 306-1 comprising of 3 credits designated as follows:</p> <ol style="list-style-type: none"> 1). One and a half credits in music including: <ol style="list-style-type: none"> a. One half credit in general music such as but not limited to music theory, composition, music and film, world percussion, guitar, and musical theatre; b. One half credit in instrumental performance ensemble; and c. One half credit in vocal performance ensemble; 2). One and a half credits in visual arts including: <ol style="list-style-type: none"> a. One half credit in general visual arts such as but not limited to fundamentals of art and fundamentals of design; and b. One half credit in studio visual arts such as but not limited to drawing, painting, printmaking, ceramics, sculpture, multimedia, and folk art; and 3). Additional credits may be offered in dance, theatre, or media arts. 			
<p align="center">Information and Communications Technology Education Program Standards (Ed 306.421)</p>	<p align="center">Page/Section in the curriculum submitted where evidence can be found</p>	<p align="center">List of Textbooks and Other Supporting Materials used</p>	<p align="center">Copy-write date for text books and supporting materials</p>
<p>Each district shall establish and provide a comprehensive, sequentially designed, K-12 ICT curriculum integrated into all content areas designed to meet the minimum standards for college and career readiness and that provides for continued growth as consistent with RSA 193-C:3,III.</p>			

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Information and Communications Technology Education Program Standards (Ed 306.421)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
<p>Information and Communications Technology Education Program Standards provide planned learning strategies and opportunities for all students at each grade level to develop knowledge of developmentally appropriate use of digital tools and technologies through competencies that allow students to:</p> <ul style="list-style-type: none"> a. Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology; b. Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others; c. Apply digital tools to gather, evaluate, and use information; d. Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources; e. Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior; and f. Demonstrate a sound understanding of technology concepts, systems, and operations; Become proficient in the use of 21st century tools to access, manage, integrate, evaluate, and create, information within all content areas of the New Hampshire college and career ready standards; 			
<p>Use digital tools to develop technical proficiency at a foundational knowledge level in:</p> <ul style="list-style-type: none"> a. Hardware; b. Software and applications; and c. Digital technologies; and 			
<p>Demonstrate ICT through:</p> <ul style="list-style-type: none"> a. A high school, 9 - 12 ICT literacy program that integrates ICT literacy, as stated above, into all curricular areas and provides students with opportunities to demonstrate graduation competencies in ICT literacy by either developing a digital portfolio or by completing a high school level course. 			

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High school competencies including, but not be limited to: a. Use of common productivity and web based software; b. Use of a variety of multimedia software and equipment; c. Configuring computers and basic network configurations; and d. Applying programming concepts used in software development.			
For ICT programs in grades k-12, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards. Examples of such assessment shall include, but not be limited to: a. Teacher observations of student performance; b. Competency-based or performance based assessments; c. Common assessments developed locally; and d. Project evaluation rubrics used to evaluate levels of achievement of ICT competencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments.			
For all ICT programs, schools shall report the academic performance of all students on a regular basis by providing the following: a. A summary of individual student performance to parents at least 3 times each year; and b. The opportunity for parents to meet individually with their students' teachers about their student's performance and view the content of the digital portfolio at least once during each school year. c. For all ICT programs, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.			

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English Language Arts Program Standards (Ed 306.371)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
Each district shall establish and provide a comprehensive, sequentially designed, k-12 ELA curriculum designed to meet the minimum standards for college and career readiness and that provides for continued growth in all content areas consistent with RSA 193-C:3,III.			
English/language arts programs in each school shall prepare literate students, by including planned learning strategies and opportunities that provide students with teaching and instructional practices that: a. Prepare students to comprehend and evaluate complex texts across a range of types and disciplines, and to construct effective arguments and convey intricate or multifaceted information; b. Establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance; c. Prepare students to adapt communication in relation to audience, task, purpose, and discipline; Establish students as engaged and open-minded, but discerning, readers and listeners; d. Prepare students to cite specific evidence when offering an oral or written interpretation of a text; e. Prepare students to understand other perspectives and cultures; f. Prepare students for college or career; and g. Prepare students to use technology and digital media strategically and capably;			
Provide students with knowledge and experience of the following ELA practices: a. Reading appropriately complex literary and informational text; b. Writing for a variety of tasks, purposes and audiences; c. Researching using 21st century learning skills and technology; d. Analyzing and interpreting key ideas and details in a wide range of texts; e. Using appropriate grammar and diction; f. Speaking and listening in both small and large groups for a variety of purposes; g. Engaging in argument from evidence; and h. Obtaining, evaluating, and communicating information;			

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English Language Arts Program Standards (Ed 306.371)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
Provide students with knowledge and experience of the following ELA standards and skills in: <ul style="list-style-type: none">a. Reading;b. Writing;c. Speaking and listening;d. Language; ande. Viewing visual media			
Provide students with appropriate learning progressions that provide knowledge and experience in the following areas: <ul style="list-style-type: none">a. Reading and writing habits and workplace practices;b. Reading and making meaning at the word level;c. Reading literature and making meaning at the text level;d. Reading informational texts;e. Writing literary texts/communicating ideas and experiences;f. Writing to inform and communicating ideas through informative texts; andg. Writing persuasively/communicating opinions, critiques, & arguments.			
For ELA education programs in grades k-12, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards. Examples of such assessment shall include, but not be limited to: <ul style="list-style-type: none">a. Teacher observations of student performance;b. Competency-based or performance based assessments;c. Common assessments developed locally; andd. Project evaluation rubrics used to evaluate ELA education proficiencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments.			

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English Language Arts Program Standards (Ed 306.371)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
<p>For all ELA education programs, schools shall report the academic performance of all students on a regular basis by providing the following:</p> <ul style="list-style-type: none"> a. A summary of individual student performance to parents at least 3 times each year; and b. The opportunity for parents to meet individually with their students’ teachers about their student’s performance at least once during each school year. 			
<p>For all ELA education programs, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.</p>			

Mathematics Program Standards (Ed 306.431)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
<p>Each district shall establish and provide a comprehensive, sequentially designed, k-12 mathematics curriculum designed to meet the minimum standards for college and career readiness and that provides for continued growth in all content areas consistent with RSA 193-C:3,III.</p>			
<p>The Mathematics program be provided for each K-12 student, and that each school provides planned learning strategies and opportunities to solve problems by:</p> <ul style="list-style-type: none"> a. Using multiple strategies; b. Communicating mathematical ideas through speaking and writing; c. Reading and interpreting mathematics; d. Making logical connections between different mathematical concepts and representations; and Applying good reasoning in developing solutions and to affirm or disprove statements; 			

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Mathematics Program Standards (Ed 306.431)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
<p>Build and construct knowledge and understanding of mathematical concepts through:</p> <ul style="list-style-type: none">a. Developmentally appropriate activities that progress from the concrete to representational to the abstract level;b. Experiences with manipulatives and technology;c. Interactions with other students and their environment; andd. Sustained projects and labs incorporating multiple mathematical ideas, research, technology, mathematical communication, and interdisciplinary interactions which encourage students to solve problems that are meaningful and unique to their lives at middle and high school levels;			
<p>Use authentic tasks that:</p> <ul style="list-style-type: none">a. Promote student decision making and questioning;b. Encourage students to develop and defend unique problem-solving strategies and conjectures made and analyzed from patterns and data collected; andc. Encourage the use of inductive reasoning, deductive reasoning at middle and high school levels, and proof at high school level;			

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Mathematics Program Standards (Ed 306.431)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
<p>Provide planned learning strategies and opportunities for students to:</p> <ul style="list-style-type: none">a. Develop positive attitudes and habits of the mind such as curiosity, perseverance and multiple ways to approach and solve mathematical situations;b. Explore the historical and cultural development of mathematics at middle and high school level;c. Access a coherent curriculum focused on demonstration of basic mathematics operations, algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis;d. Enable students to assess advanced concepts of algebra, trigonometry, and calculus that will support students to successfully engage in STEM related learning and careers;e. Access quality interactive instruction through the use of sustained activities designed to enable all students to demonstrate mathematical competencies using concepts and skills articulated; andf. Access flexible courses that are sequential, integrated, or applied, or a combination of the 3 that provide students with the opportunity to participate in a mathematics course or mathematics related course in each of the years they attend high school. Such engagement may occur through integration of mathematical graduation competencies in courses focused on content areas other than mathematics as long as mathematics competencies are clear expectations of the course.			
<p>For mathematics programs in grades k-12, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards. Examples of such assessment shall include, but not be limited to:</p> <ul style="list-style-type: none">a. Teacher observations of student performance;b. Competency-based or performance based assessments;c. Common assessments developed locally; andd. Project evaluation rubrics used to evaluate mathematics proficiencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments.			

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Mathematics Program Standards (Ed 306.431)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
For all mathematics programs, schools shall report the academic performance of all students on a regular basis by providing the following: a. A summary of individual student performance to parents at least 3 times each year; and b. The opportunity for parents to meet individually with their students' teachers about their student's performance at least once during each school year.			
For all mathematics programs, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.			

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Science Education Program Standards (Ed 306.451)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
Each district shall establish and provide a comprehensive, sequentially designed, k-12 science education curriculum designed to meet the minimum standards for college and career readiness and that provides for continued growth in all content areas consistent with RSA 193-C:3,III.			
<p>The Science education program shall prepare both technologically and environmentally literate students, by including planned learning strategies and opportunities that:</p> <ul style="list-style-type: none"> a. Provide students with teaching and instructional practices that: b. Reflect on the interconnectedness of the nature and practice of science in the real world; c. Perform science through the development of practices that are integrated with core ideas and crosscutting concepts; d. Build science concepts coherently from k through 12; e. Focus on deeper understanding of science content as well as application of that content; f. Experience the integration of technologies in science; g. Prepare students for college or career, and citizenship; and h. Connect science to mathematics, language arts, and other content areas; 			
<p>Provide students with knowledge and experience of the following science practices, integrated with cross cutting science concepts and core disciplinary principles:</p> <ul style="list-style-type: none"> a. Asking questions and defining problems; b. Developing and using models; c. Planning and carrying out investigations; d. Analyzing and interpreting data; e. Using mathematics and computational thinking; f. Constructing explanations and designing solutions; g. Engaging in argument from evidence; and h. Obtaining, evaluating, and communicating information; 			

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Science Education Program Standards (Ed 306.451)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
<p>Provide students with knowledge and experience of the following cross cutting science concepts, integrated with science practices and core disciplinary principles which include the following:</p> <ul style="list-style-type: none">a. Patterns;b. Cause and effect with respect to mechanism and explanation;c. Scale, proportion, and quantity;d. Systems and system models;e. Energy and matter with respect to flows, cycles, and conservation;f. Structure and function; andg. Stability and change; and			
<p>Provide students with appropriate learning progressions that provide knowledge and experience in the following core disciplinary areas, integrated with science practices and cross cutting science concepts including the following:</p> <ul style="list-style-type: none">a. Earth space science;b. Life science;c. Physical science; andd. Engineering and technology in the following areas.			
<p>For science education programs in grades k-12, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards. Examples of such assessment shall include, but not be limited to:</p> <ul style="list-style-type: none">a. Teacher observations of student performance;b. Competency-based or performance based assessments;c. Common assessments developed locally; andd. Project evaluation rubrics used to evaluate science education proficiencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments.			

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Science Education Program Standards (Ed 306.451)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
For all science education programs, schools shall report the academic performance of all students on a regular basis by providing the following: a. A summary of individual student performance to parents at least 3 times each year; and b. The opportunity for parents to meet individually with their students' teachers about their student's performance at least once during each school year.			
For all science education programs, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.			

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Social Studies Education Program Standards (Ed 306.461)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
Each district shall establish and provide a comprehensive, sequential k-12 social studies education curriculum designed to meet the minimum standards for college and career readiness that ensures for continued growth in all content areas consistent with RSA 193-C:3, III; RSA 186:13; and RSA 189:11.			
The program shall prepare students both civically and historically literate, by including planned learning strategies and opportunities that provide students with teaching and instructional practices that: a. Support a foundation for citizenship by providing students with an understanding of the legacy of our republic and its enduring themes enriched by the study of the full human experience; b. Investigate social studies through the development of practices that are integrated with core ideas and crosscutting concepts; c. Build grade level appropriate social studies concepts from k-12; d. Focus on deeper understanding of social studies content as well as application of that content; e. Experience the integration of technologies into social studies; f. Prepare students for college or career, and citizenship; and g. Connect social studies to mathematics, language arts, science, and other content areas;			
Provide students with knowledge, vocabulary, and experience of the following social studies practices, integrated with crosscutting social studies concepts and core disciplinary principles: a. Differentiating past, present and future and change over time; b. Detecting cause and effect, distinguishing fact from opinion, recognizing biases; c. Evaluating and critiquing varied sources of information and the use of appropriate primary and secondary sources and technology to acquire information; d. Creating and testing generalizations and theses; e. Expressing clearly and concisely personal opinion supported by evidence; f. Calculating the material and ethical effects of decisions and decision making; and g. Solving individual and group problems;			

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Social Studies Education Program Standards (Ed 306.461)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
<p>Provide students with knowledge and experience of the following crosscutting social studies concepts, integrated with social studies practices and core disciplinary principles:</p> <ul style="list-style-type: none"> a. Conflict and cooperation; b. Civic ideals, practices, and engagement; c. People, places and environment; d. Material wants and needs; e. Cultural development, interaction, and change; f. Global transformation; g. Science, technology, and society; h. Individualism, equality, and authority; i. Patterns of social and political interaction; and j. Human expression and communication; and 			
<p>Provide students with appropriate learning progressions that provide knowledge and experience in the following core disciplinary areas, integrated with social studies practices and crosscutting social studies concepts:</p>			
<p>1). Civics and government in the following areas:</p> <ul style="list-style-type: none"> a. Nature and purpose of government; b. Structure and function of United States and New Hampshire government; c. The world and the United States' place in it; and d. Rights and responsibilities; 			
<p>2). Economics and personal finance in the following areas:</p> <ul style="list-style-type: none"> a. Economics and the individual; b. Basic economic concepts; c. Cycles in the economy; d. Financial institutions and the government; e. International economics and trade; and f. Managing personal and family finance; 			

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Social Studies Education Program Standards (Ed 306.461)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
<p>3). Geography in the following areas:</p> <ul style="list-style-type: none"> a. World in spatial terms; b. Places and regions; c. Physical systems; d. Human systems; and e. Environment and society; 			
<p>4). United States and New Hampshire history in the following areas:</p> <ul style="list-style-type: none"> a. Political foundations and development; b. Contacts, exchanges and international relations; c. World views and value systems and their intellectual and artistic expressions; d. Economic systems and technology; and <p>5. Social and cultural; and</p>			
<p>5). World history and contemporary issues in the following areas:</p> <ul style="list-style-type: none"> a. Political foundations and development; b. Contacts, exchanges and international relations; c. World views and value systems and their intellectual and artistic expressions; d. Economic systems and technology; and e. Social and cultural. 			
<p>For social studies education programs in grades K-12, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.</p> <p>Examples of such assessment shall include, but not be limited to:</p> <ul style="list-style-type: none"> a. Teacher observation of student performance; b. Competency-based or performance based assessments; c. Common assessments developed locally; and d. Project evaluation rubrics used to evaluate social studies education proficiencies applied to integrated curriculum assignments, extended learning opportunities and out of school learning environments. 			

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Social Studies Education Program Standards (Ed 306.461)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
For social studies education programs in grades 9-12, schools shall additionally provide courses comprising offerings in the following elective areas: <ul style="list-style-type: none">• One half-credit of world history;• One half-credit of geography or global studies; and• One half credit of one of the following:<ul style="list-style-type: none">a. Sociology;b. Anthropology;c. Psychology; ord. Philosophy;			
Competencies in personal finance shall be a mandatory component of the required economics course.			
For all social studies programs, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.			

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Health and Wellness Education Program Standards (Ed 306.401)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
Each district shall establish and provide a comprehensive, sequentially designed, k-12 health and wellness curriculum designed to meet the minimum standards for college and career readiness and that provides for continued growth in all content areas consistent with RSA 193-C:3,III.			
The Health and Wellness Education Program shall provide cohesive, planned, skills-based learning strategies at each grade level that enable students to successfully: a. Comprehend concepts and demonstrate functional knowledge of enduring ideas, practices, and current issues related to health and wellness promotion and disease prevention, encompassed by key content and skills; b. Analyze the effect of family, peers, culture, media, technology, and other influences on healthy behaviors; c. Demonstrate accessing and using valid health information, including digital resources, reject unproven resources, and discern reliable health products and services; d. Demonstrate using a variety of interpersonal communications skills to enhance healthy relationships, convey health and wellness information, and avoid both conflict and health risk behavior; e. Practice and adopt personal social skills and behaviors that protect and promote health and wellness and reduce health risks; f. Practice and demonstrate calculating the material and ethical effects of decisions and decision making; g. Practice and demonstrate using goal setting skills effectively to achieve wellness; h. Demonstrate advocating for personal, family, school, and community health; and i. Practice and be prepared to make safe, appropriate, healthful behavioral choices during college and careers, using skills and competencies demonstrated in school to address novel and future health decisions. j.			
The health and wellness education program shall provide students with learning progressions that actuate college and career readiness.			

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<p>These cross cutting content areas and concepts integrate knowledge, critical thinking, problem solving, current developments, and robust experiences in the following core disciplinary areas, as identified in the national health education standards, across the following areas of health and wellness education:</p> <ul style="list-style-type: none"> a. Substance use and abuse including tobacco, alcohol, and drugs; b. Injury prevention, safety, first aid, and violence prevention; c. Healthful eating and nutrition concepts; d. Family life, healthy relationships, child abuse prevention; e. Developmentally appropriate abstinence, comprehensive sexuality education, HIV/AIDS and sexually transmitted diseases education; f. Behavioral health, social skills, emotional wellness, and suicide prevention; g. Personal and consumer health; and (8) Community and environmental health. 			
<p>For all health and wellness programs schools shall provide for the ongoing, authentic assessment of student learning outcomes demonstrating competencies through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards. Examples of such assessment shall include, but not be limited to:</p> <ul style="list-style-type: none"> a. Teacher observations of student performance based on evaluation criteria that is aligned to concepts skills and practices; b. Competency-based or performance-based assessments; c. Differentiated health and wellness content specific competencies when the standards are addressed in a non-health and wellness or multidisciplinary course; d. Common assessments developed locally; and e. Project evaluation rubrics, applied to integrated curriculum assignments extended learning opportunities, and out-of-school learning environments. 			

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Health and Wellness Education Program Standards (Ed 306.401)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
For all the health and wellness programs schools shall report the academic performance of all students on a regular basis by providing the following: a. A summary of individual student performance to parents at least 3 times each year in each grade; and b. The opportunity for parents to meet individually with the student’s teachers about the student’s performance at least once during each school year.			
For all the health and wellness programs schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.			

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Physical Education Program Standards (Ed 306.411)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
Each district shall establish and provide a comprehensive, sequential k-12 physical education curriculum designed to meet the minimum standards for college and career readiness and that provides for continued growth in all content areas consistent with RSA 193-C:3,III.			
The Physical Education Programs in each school should prepare physically literate students who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity, by including planned learning strategies and opportunities that provide students with teaching and instructional practices that enable them to: a. Learn the skills necessary to perform a variety of physical activities; b. Know the implications of and the benefits from involvement in physical activities; c. Participate regularly in physical activity; d. Achieve and maintain physically fitness; e. Value physical activity and its contributions to a healthful lifestyle; f. Experience the integration of teaching aids and technologies in physical education to support learning; g. Be prepared for college, career and citizenship; and h. Connect physical education principles, practices and content to mathematics, English language arts, science, social studies, and other content areas;			
Provide students with knowledge and experience of the following physical education practices and principles: a. Demonstrating competency in a variety of motor skills and movement patterns; b. Demonstrating and applying knowledge of concepts, principles, strategies, and tactics related to movement and performance; c. Demonstrating the knowledge and skills to achieve a health-enhancing level of physical activity and fitness; d. Exhibiting responsible personal and social behavior that respects self and others; and e. Recognizing the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction;			

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Physical Education Program Standards (Ed 306.411)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
Provide students with specific knowledge and experience of the following cross-cutting physical education concepts, practices and principles: a. Motor skills and movement patterns; b. Movement related strategies and tactics; c. Physical activity and fitness; d. Responsible personal social behavior; and e. Value of physical activity; and f.			
Provide students with developmentally appropriate learning progressions in the following core areas:			
1). Physical education at the lower elementary k-5 school level including: a. Fundamental motor skills; combinations of skills, small-sided practice tasks, dance, gymnastics; b. Basic movement concepts in dance, gymnastics, and small-sided practice tasks; c. Basic health-related fitness concepts; d. Personal and group social inclusivity in physical activities; and e. Benefits of physically active lifestyle;			
2). Physical education at the upper elementary 6-8 school level including: a. Specialized skills for modified sports and small-sided games, introduction to individual performance activities, outdoor pursuits, fitness activities, and dance and rhythms; b. Tactics and performance concepts in physical activities; c. Health-related fitness concepts; d. Responsible interpersonal behavior while engaging in physical activities; and 5. Benefits of a physically active lifestyle; and			

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Physical Education Program Standards (Ed 306.411)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
<p>3). Physical education at the high school level 9-12 including:</p> <ul style="list-style-type: none"> a. Specialized skills for individual performance activities, outdoor pursuits, fitness activities, dance & rhythms, net/wall games, target games; b. Movement concepts and principles that analyze and improve performance of self and/or others in a selected skill; c. Planning and implementing a personal fitness program; d. Key concepts associated with successful participation in physical activity; e. Methods for utilizing problem-solving and communication skills while engaging in physical activity that incorporates responsible behavior; and f. Designing and implementing a physical activity program that meets the need for self-expression, challenge, social interaction and enjoyment. 			
<p>For physical education programs in grades k-12, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards. Examples of such assessment shall include, but not be limited to:</p> <ul style="list-style-type: none"> a. Teacher observations of student performance based upon evaluation criteria that is aligned to concepts, skills, and practices; b. Competency-based or performance based assessments; c. Common assessments developed locally; and d. Psychomotor, cognitive, and affective evaluation rubrics used to determine levels of achievement of physical education competencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments. 			
<p>For all physical education programs, schools shall report the academic performance of all students on a regular basis by providing the following:</p> <ul style="list-style-type: none"> a. A summary of individual student performance to parents at least 3 times each year; and b. The opportunity for parents to meet individually with their students' teachers about their student's performance at least once during each school year. 			
<p>For all physical education programs, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, & assessment.</p>			

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OPEN ELECTIVES STANDARDS

Business Education Program Standards (Ed 306.33)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
Each district shall establish and provide a comprehensive, sequentially designed, business education curriculum designed to meet the minimum standards for college and career readiness and that provides for continued growth in all content areas consistent with RSA 193-C:3,III.			
The Business Education program provides opportunities for students to become familiar with business principles, practices, attitudes and procedures basic to successful participation in the business world;			
Planned activities designed to increase students' knowledge and skills and enable students to function as economically literate citizens in domestic and international venues;			
Opportunities for students to acquire fundamental business knowledge and skills in: a. Business essentials b. Business technology applications; and c. Personal finance; and			
Courses totaling at least 3 credits in business education which shall be distributed as follows: One credit in business essentials that will encompass career exploration in: 1. Overview of career clusters in business, marketing and finance; 2. Written and oral communication; 3. Mathematics and economics; 4. Legal and ethical behavior; 5. Safe and secure environmental controls; 6. Management of resources; 7. Employability and personal skills for success in the workplace; 8. Entrepreneurship; 9. Business practices including ethics and social responsibilities; and 10. Global economy;			

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Business Education Program Standards (Ed 306.33)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
One credit in business technology applications that shall encompass business technologies in: <ul style="list-style-type: none">1. Word processing applications;2. Spreadsheet development;3. Database management;4. Presentations;5. Electronic communications and internet services;6. Graphics;7. Desktop publishing including basic web design;8. Interactive media;9. Ethical issues; and10. Careers in business using technology applications; and			
One credit in personal finance that will encompass financial literacy in: <ul style="list-style-type: none">1. Personal financial decisions;2. Rights and responsibilities of consumers;3. Money management;4. Understanding scholarships versus loans;5. Borrowing and earning power;6. Investing;7. Financial services and insurance; and8. Job application and interviewing.			

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Business Education Program Standards (Ed 306.33)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
For business education programs, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards. Examples of such assessment shall include, but not be limited to: (1) Teacher observations of student performance; (2) Competency-based or performance based assessments; (3) Common assessments developed locally; and (4) Project evaluation rubrics used to evaluate business education proficiencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments.			
For all business education programs, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.			

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Family and Consumer Science Education Program Standards (Ed 306.38(c))	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
Each district shall establish and provide a comprehensive, sequentially designed, family and consumer science curriculum that will meet the minimum standards for college and career readiness and that provide for continued growth in all content areas consistent with RSA 193-C:3,III.			
<p>The Family and Consumer Science Education program in each high school shall provide planned learning strategies and opportunities that:</p> <ol style="list-style-type: none"> 1). Enable students to develop an awareness of career opportunities and to function as leaders in family, community, and work settings; 2). Provide students with knowledge and experience in the following areas of: <ol style="list-style-type: none"> a. Foods and nutrition; b. Human growth and development; c. Consumer and resource management; and d. Textiles and design. 			
<p>For family and consumer science programs, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards. Examples of such assessment shall include, but not be limited to:</p> <ol style="list-style-type: none"> a. Teacher observations of student performance; b. Competency-based or performance based assessments; c. The use of real-life relevant tasks, laboratories, simulations, and community involvement; d. Common assessments developed locally; and e. Project evaluation rubrics used to evaluate family and consumer science competencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments. 			

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Family and Consumer Science Education Program Standards (Ed 306.38(c))	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
Family and consumer sciences programs shall report the academic performance of all students on a regular basis by providing the following: a. A summary of individual student performance to parents at least 4 times per course; and b. The opportunity for parents to meet individually with their students' teachers about their student's performance at least once during each school year.			
For the family and consumer science programs at each grade level, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.			

World Languages Program (Ed 306.481)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
The World Languages program shall include planned activities designed to: a. Gain proficiency in a second language through reading, writing, listening and speaking in a second language; b. Increase cultural understanding of countries where the language is spoken; c. Appreciate American culture by comparing it with the culture and contributions of d. countries where the second language is spoken; e. Prepare students to compete in the global economy; f. Complement other program areas, such as music, art, and social studies, through use of the language; g. Increase English literacy by making connections between languages; h. Model the second language; and Enable students to achieve positive outcomes through interactive and differentiated learning opportunities.			

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World Languages Program (Ed 306.481)	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
Where world language programs are provided, they shall be aligned with the minimum standards for college and career readiness.			
<p>Where world language programs are offered in grades 7-12, schools shall provide for the following:</p> <ul style="list-style-type: none"> a. A classroom setting, complete with staff deemed to be fully certified or highly qualified in the language, that will enable students to demonstrate achievement of graduation competencies pursuant to Table 306-1; b. For grades 9-12, classroom settings and HQT or certified staff in a minimum of 2 world languages with a minimum of 3 levels provided in one language and 2 levels in another; c. The language provided may include American sign language; d. The ongoing assessment of learning outcomes through the use of local assessments that are aligned with the state and district content and performance standards; and e. The authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards. Examples of such assessment shall include, but not be limited to: <ul style="list-style-type: none"> 1. Teacher observations of student performance; 2. Competency-based or performance-based assessments; 3. Common assessments developed locally; and 4. Project evaluation rubrics used to evaluate world language proficiencies applied to integrated curriculum assignments, extended learning opportunities and out of school learning environments. 			
<p>All world language programs shall report the academic performance of all students on a regular basis by providing the following:</p> <ul style="list-style-type: none"> a. A summary of individual student performance to parents at least 3 times each year; and b. The opportunity for parents to meet individually with their students' teachers about their students' performance at least once during each school year. 			
All world language programs shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.			

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Technology Education Program Standards (Ed 306.471(b))	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
Each district shall establish and provide a comprehensive, sequentially designed, technology/pre-engineering education curriculum designed to meet the minimum standards for college and career readiness and that provides for continued growth in all content areas consistent with RSA 193-C:3,III.			
The Technology / Pre-Engineering Education program in each high school provides:			
1) Opportunities for students to develop insight, understanding, and application of technological concepts, processes, and systems;			
2) Opportunities for students to develop safe and efficient habits in the application of tools, materials, machines, processes, and technical concepts;			
3) Planned activities designed to increase students' knowledge and skills related to technologies like medicine, agriculture, biotechnology, energy and power, information and communications, transportation, manufacturing, and construction;			
4) Courses totaling at least 4 credits in technology/engineering education with a minimum of one credit offered in 3 of the 4 areas of: a. Energy and power technologies, including electricity, electronics, power mechanics, transportation, alternative energy, and energy conservation; b. Process technologies, including manufacturing, construction, wood, metal, medical, agricultural, and biotechnology; c. Communication and information technologies, including engineering graphics/CAD fundamentals, architectural design including modeling and the virtual environment, photography, printing, desktop publishing, graphic arts and design; and d. Engineering principles and design; and			

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Technology Education Program Standards (Ed 306.471(b))	Page/Section in the curriculum submitted where evidence can be found	List of Textbooks and Other Supporting Materials used	Copy-write date for text books and supporting materials
<p>5) Systematic instruction and activities designed to enable students to:</p> <ul style="list-style-type: none"> a. Understand the factors of production, including capital, labor, and management, in relation to industrial organization, systems and structure; b. Utilize the engineering design process to propose, build, test and assess technological problems in a systematic and economically sound manner; c. Develop skills in specific machine fabrication, process, and/or equipment; d. Plan, design, develop, and/or produce methods and procedures to control, test and assess parts of a technological process; e. Use a variety of problem-solving tools to develop and apply critical thinking skills to technological problems; f. Exhibit an understanding for the importance of using resources in a way that is economical, efficient and respectful of our shared environment; g. Develop those habits of mind necessary to a lifelong learner such as the ability to question, investigate, design, experiment, and evaluate; and h. Develop leadership abilities required in a technological society such as communication, cooperation, and collaboration with individuals and groups. 			
<p>For technology/pre-engineering education programs, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.</p> <p>Examples of such assessment shall include, but not be limited to:</p> <ul style="list-style-type: none"> a. Teacher observations of student performance; b. Competency-based or performance based assessments; c. Common assessments developed locally; and d. Project evaluation rubrics used to evaluate technology/pre-engineering education proficiencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments. 			

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The six open electives can be selected from any of the following subject areas:

- **Arts education**
- **Business education**
- **Information and communication technologies**
- **Family and consumer science**
- **World languages**
- **Health education**
- **Physical education**
- **Technology education**
- **English**
- **Mathematics**
- **Science**
- **Social studies**