

**KINDERGARTEN THROUGH GRADE EIGHT –
Where No Middle School Has Been Established
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.*

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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 elementary school curriculum. The NHDOE will also use this as a basis for evaluating the school's current elementary 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 KINDERGARTEN THROUGH GRADE EIGHT –*Where No Middle School Has Been Established* 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 elementary school courses. The rubric is aligned to the curriculum program standards prescribed in the *New Hampshire Minimum Standards for Public School Approval*. (Section Ed 306.26)

The rubric standards specify minimal learning expectations for required subject areas. The standards serve as the basis for developing course content in elementary 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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Kindergarten - Grade 8 School Curriculum (Ed 306.26)	Yes	No
A broad and well-balanced elementary school curriculum in compliance with RSA 193-C:3, III; and		
An instructional program that includes: <ul style="list-style-type: none"> a. Procedures for diagnosing learner needs, learning styles, and interests; b. Methods and strategies for teaching students; c. Research-based learning opportunities; d. Techniques for the evaluation of student outcomes, and e. Provision of differentiated instruction for students based on learning styles, needs, and interests. 		
A local time schedule which specifies the distribution of instructional time among the following learning areas to be taught in grades K-8, at all grade levels in the school: For the elementary grades K-8, where no middle school has been established by vote of the local school board: <ul style="list-style-type: none"> a. Ed 306.31, relative to arts education; b. Ed 306.37, relative to English/language arts and reading program; c. Ed 306.40, relative to health education program; d. Ed 306.41, relative to physical education program; e. Ed 306.42, relative to information & communication technologies program; f. Ed 306.43, relative to mathematics program; g. Ed 306.45, relative to science education; and h. Ed 306.46, relative to social studies program 		
If a co-curricular program is offered, it shall consist of those activities that are designed to supplement and enrich regular academic instruction, provide opportunities for social development, and encourage participation in clubs, athletics, performing groups, and service to school and community.		
Develop a policy that grants credits to students taking coursework in the seventh or eighth grade toward high school graduation, if the course demonstrates content requirements consistent with related high school course(s) and the student achieves satisfactory standards of performance.		

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Arts Education Program Standards (Ed 306.31)	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>The arts education program for grades K-12 provides systematic and sequential instruction in the arts disciplines of music and visual art, while developing opportunities for dance and theatre, where students will:</p> <ul style="list-style-type: none"> a. Create, perform, and respond with understanding; b. Participate actively in at least one of the art forms of dance, music, theatre or visual art; c. Analyze and evaluate works of art from structural, historical, and cultural perspectives, including acquiring the ability to understand and evaluate works of art in various arts disciplines; d. Recognize exemplary works of art from a variety of historical periods and cultures, as well as understand historical development within and among the arts disciplines; e. Relate various types of arts knowledge and skills within and across the arts and other disciplines; f. Use technology as ways to create, perform, or respond in various arts disciplines; and g. Become familiar with career opportunities in the arts or with the impact of the arts on everyday life; 			

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Arts Education Program Standards (Ed 306.31)	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>Planned curriculum that is consistent with RSA 193-C:3, III; that will provide for:</p> <ul style="list-style-type: none"> a. A variety of developmentally appropriate techniques and processes as well as learning materials such as tools, equipment, facilities and supplies, including but not limited to musical instruments, current recording devices, computers and software, and expendable art-making supplies, that meet the diverse needs, interests and capacities of each student; b. The best interests of students regarding safety and health issues associated with materials, tools, equipment, supplies and procedures; c. The ability to guide student development in observing, imagining, visualizing, listening, transforming, and synthesizing their thoughts and ideas into artworks through traditional and nontraditional means such as, but not limited to, choreography, reading and writing music, improvisation, script-writing, set design, two and three-dimensional artworks, and media arts; d. The ability to guide students in selecting and applying subject matter and movements, sounds, language, or symbols, or any combination of them, with ideas to express meaning in artwork; e. Developing artistry and artistic skill sequentially over time; f. Critical thinking skills and artistic choices in the creation and evaluation of artworks; g. Addressing opportunities available beyond the regular classroom; and h. Embedding in the students global arts-related history and culture; and 			
Sound assessment practices as stated in Ed 306.24.			

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English Language Arts Program Standards (Ed 306.37(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
The English/language arts and reading program in each elementary school provides:			
Systematic and continuous instruction which develops students' knowledge of language arts, including listening, speaking, reading, writing, and viewing;			
Instruction which emphasizes how to clarify, order, interpret, and communicate experiences through the skillful use of language;			
Opportunities for each student to exercise, with fluency and ease, oral and written skills and to become acquainted with others' interpretations of experiences through fiction and informational materials, film, television, and other media;			
An environment which promotes the importance of reading;			
Opportunities for each child to become literate;			
Methods for assessing students for appropriate placement in the reading/language arts program, including diagnostic assessment for remediation;			
Support for teachers on interpreting test results;			
Continuous monitoring of each student's progress from grade to grade;			
Early intervention or remediation;			

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English Language Arts Program Standards (Ed 306.37(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
Instruction for teachers in reading in the content areas; and			
Training for instructional staff on methods for effectively meeting the language arts/reading needs of all students and on current developments in language arts/reading.			

Health Education Program Standards (Ed 306.40)	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 school health education program for grades K-12 provides: <ul style="list-style-type: none"> (1) Health education; (2) School health services; (3) Food and nutrition services; (4) A comprehensive guidance and counseling program; (5) Healthy school facilities; and (6) Family and community partnerships. 			
Systematic instruction in grades K-12, designed to enable students to:			
<ul style="list-style-type: none"> a. Comprehend concepts related to health promotion and disease prevention, linking to all content areas; 			

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Health Education Program Standards (Ed 306.40)	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
b. Demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health;			
c. Demonstrate the ability to access valid health information and health-promoting products and services;			
d. Demonstrate the ability to practice health enhancing behaviors and reduce health risks;			
e. Analyze the effect of culture, media, technology, and other influences on health;			
f. Demonstrate the ability to use interpersonal communications skills to enhance health;			
g. Demonstrate the ability to use goal-setting and decision making skills to enhance health; and			
h. Demonstrate the ability to advocate for personal, family, and community health;			
A planned K-12 curriculum in health education designed to teach the skills listed above across the following content areas of health education:			
a. Alcohol and other drug use prevention, in accordance with RSA 189:10;			
b. Injury prevention;			

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Health Education Program Standards (Ed 306.40)	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
d. Physical activity;			
e. Family life and comprehensive sexuality education, including instruction relative to abstinence and sexually transmitted infections in accordance with RSA 189:10;			
f. Tobacco use prevention;			
g. Mental health;			
h. Personal and consumer health; and			
i. Community and environmental health; and			

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Health Education Program Standards (Ed 306.40)	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>Sound assessment practices in health education that:</p> <ul style="list-style-type: none"> a. Match goals and objectives; b. Require evaluation and synthesis of knowledge and skills; c. Emphasize higher order thinking skills; d. Clearly indicate what the student is asked to do but not how to do it; e. Are at the appropriate reading level; f. Have criteria that are clear to students and teachers; g. Are engaging and relevant to students; h. Link to ongoing instruction; i. Provide feedback to students; j. Provide cost-effective benefits to students; k. Reflect real world situations; and l. Emphasize use of available knowledge and skills in relevant problem contexts. 			

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Physical Education Program Standards (Ed 306.41)	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>The school physical education program for grades K-12 provides systematic instruction in grades K-12, designed to enable students to:</p> <ul style="list-style-type: none">a. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities;b. Demonstrate understanding of movement concepts, principles, and performance of physical activities;c. Participate regularly in physical activity;d. Achieve and maintain a health enhancing level of physical fitness;e Exhibit responsible personal and social behavior that respects self and others in physical activity settings; andf. Value physical activity for health, enjoyment, challenge, self expression, and social interaction;			

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Physical Education Program Standards (Ed 306.41)	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>A planned K-12 curriculum in physical education that will provide for:</p> <ul style="list-style-type: none">a. A variety of motor skills that are designed to enhance the physical, mental, social, and emotional development of every child;b. Fitness education and assessment to help children understand and improve or maintain their physical well-being;c. Development of cognitive concepts about motor skills and fitness;d. Opportunities to improve children’s’ emerging social and cooperative skills and to gain a multicultural perspective;e. Promotion of regular amounts of appropriate physical activity now and throughout life; andf. Utilization of technology in attaining instruction, curricular, and assessment goals; and			

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Physical Education Program Standards (Ed 306.41)	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>Sound assessment practices in physical education that:</p> <ul style="list-style-type: none"> a. Match goals and objectives; b. Require evaluation and synthesis of knowledge and skills; c. Emphasize higher-order thinking skills; d. Clearly indicate what the student is asked to do; e. Are at an appropriate skill level according to: <ul style="list-style-type: none"> 1. State standards; and 2. The needs of the individual; f. Have criteria that are clear to students and teacher; g. Are engaging and relevant to students; h. Link to ongoing instruction; i. Provide feedback to students; j. Provide cost-effective benefits to students; k. Reflect real-world situations; and l. Emphasize use of available knowledge and skills in relevant problem contexts. 			

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Information & Communication Technologies Program (Ed 306.42)	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
Use an integrated approach to the use of 21 st century tools, including, but not limited to technology and communication tools, within all curriculum areas through the adoption of an information and communication technologies literacy (ICT) program in grades K - 12 that provides opportunities at developmentally appropriate levels for students to:			
Develop knowledge of ethical, responsible use of technology tools in a society that relies heavily on knowledge of information in its decision-making;			
Become proficient in the use of 21 st century tools to access, manage, integrate, evaluate, and create information within the context of the core subjects of: <ul style="list-style-type: none"> a. Reading; b. Mathematics; c. English and language arts; d. Science; e. Social studies, including civics, government, economics, history, and geography; f. Arts; and g. World languages; 			

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Information & Communication Technologies Program (Ed 306.42)	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
Use 21st century tools to develop cognitive proficiency in: a. Literacy; b. Numeracy; c. Problem solving; d. Decision making; and e. Spatial / visual literacy;			
Use 21 st century tools to develop technical proficiency at a foundation knowledge level in: a. Hardware; b. Software applications; c. Networks; and d. Elements of digital technology; and			

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Information & Communication Technologies Program (Ed 306.42)	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>Create digital portfolios which:</p> <ul style="list-style-type: none"> a. Address the following components: <ul style="list-style-type: none"> 1. Basic operations and concepts; 2. Social, ethical, and human issues; 3. Technology productivity tools; 4. Technology communications tools; 5. Technology research tools; and 6. Technology problem solving and decision-making tools; b. Represent proficient, ethical, responsible use of 21st century tools within the context of the core subjects; and c. Include, at a minimum, such digital artifacts as: <ul style="list-style-type: none"> 1. Standardized tests; 2. Observation; 3. Student work; and 4. Comments describing a student’s reflection on his/her work 			

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Information & Communication Technologies Program (Ed 306.42)	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 opportunities for students to demonstrate ICT competency by the end of 8th grade using assessment rubrics applied to the contents of digital portfolios as required in (a)(5) above. Students who successfully demonstrate knowledge, skill, and understanding of these competencies shall have the opportunity, as high school students, to take a higher level computer course to meet the ½ credit requirement.</p>			

Mathematics Education Program Standards (Ed 306.43(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>The mathematics program in each elementary grade provides opportunities for all students to solve problems by:</p> <ul style="list-style-type: none"> a. Using multiple strategies; b. Communicating mathematical ideas through speaking and writing; and c. Making logical connections between different mathematical concepts; 			
<p>Opportunities for all students to build and construct knowledge and understanding of mathematical concepts through developmentally appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment;</p>			

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Mathematics Education Program Standards (Ed 306.43(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
Opportunities for authentic tasks that: <ul style="list-style-type: none"> a. Promote student decision making and questioning; b. Encourage students to develop unique problem solving strategies while allowing students to defend their strategies and results; 			
Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level;			
Opportunities for all students to develop positive attitudes such as inquisitiveness and appreciation of the multiple ways to approach and solve mathematical situations;			
Interactive instruction and sustained activities designed to enable all students to demonstrate proficiency using the concepts and skills articulated in any grade level expectations that are adopted at the state level; and			
A developed curriculum incorporating number and operations, geometry and measurement, data, statistic and probability, and functions and algebra consistent with RSA 193-C:3, III.			

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Science Education Program Standards (Ed 306.45(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
A science education program in each school with the grades K-4 provides planned activities designed to: <ul style="list-style-type: none"> a. Develop students' critical thinking skills; b. Promote the acquisition of positive attitudes, including, but not limited to, curiosity, initiative, self-reliance, and persistence; and c. Develop an awareness of and involvement with the natural world; 			
Planned activities designed to increase students' factual knowledge and conceptual understanding of the nature of science, unifying themes of science, and physical, biological, and earth space sciences; and			
Opportunities for students to develop a knowledge and understanding of process skills such as observing, classifying, measuring, and inferring through activities that allow each student to:			
<ul style="list-style-type: none"> a. Explore, collect, handle, sort, and classify natural objects; 			
<ul style="list-style-type: none"> b. Use strategies to organize and identify the questions children ask from natural world observations; 			
<ul style="list-style-type: none"> c. Use tools, including, but not limited to, nonstandard measures, rulers, and magnifiers, to enhance observations and collect represent and interpret data; 			
<ul style="list-style-type: none"> d. Organize data in multiple ways using tools of technology, including calculators, computers, and handheld electronic devices; 			

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Science Education Program Standards (Ed 306.45(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
e. Communicate through reading, writing, speaking, listening, creating, and viewing to describe their observations of the natural world; and			
f. Model and communicate safety and health related issues relating to exploration, activities, and inquiry associated with materials, tools, and procedures.			

Social Studies Education Program Standards (Ed 306.46(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
The social studies program in each elementary school provides opportunities for students to: <ul style="list-style-type: none"> a. Acquire knowledge and understanding of civics, economics, geography, and history in a program consistent with RSA 193-C:3, III; and b. Become familiar with the skills of decision making, data gathering, and critical thinking; 			
Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;			
Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and			

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Social Studies Education Program Standards (Ed 306.46(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
Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world.			