

**APPENDIX 3**

**MIDDLE 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.*

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

***Purpose: This document is intended to be used by the Private School Special Education Providers as a guidance tool for developing middle school curriculum. The NHDOE will also use this as a basis for evaluating the school's current middle 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**

## APPENDIX 3

# MIDDLE SCHOOL CURRICULUM STANDARDS RUBRIC

## MINIMUM REQUIREMENTS FOR PRIVATE SCHOOL

### SPECIAL EDUCATION PROVIDERS

## PREFACE

*The Middle 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 middle 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 middle 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.

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

<b>Kindergarten - Grade 8 School Curriculum (Ed 306.26)</b>		
	<b>Yes</b>	<b>No</b>
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"> <li>a. Procedures for diagnosing learner needs, learning styles, and interests;</li> <li>b. Methods and strategies for teaching students;</li> <li>c. Research-based learning opportunities;</li> <li>d. Techniques for the evaluation of student outcomes, and</li> <li>e. Provision of differentiated instruction for students based on learning styles, needs, and interests.</li> </ul>		
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 middle school: <ul style="list-style-type: none"> <li>a. Ed 306.31, relative to arts education;</li> <li>b. Ed 306.37, relative to English/language arts and reading program;</li> <li>c. Ed 306.38, relative to family and consumer science education</li> <li>d. Ed 306.40, relative to health education program;</li> <li>e. Ed 306.41, relative to physical education program;</li> <li>f. Ed 306.42, relative to information &amp; communication technologies program;</li> <li>g. Ed 306.43, relative to mathematics program;</li> <li>h. Ed 306.45, relative to science education;</li> <li>i. Ed 306.46, relative to social studies program; and</li> <li>j. Ed 306.47, relative to technology education.</li> </ul>		
If one or more world languages might be offered at a middle school in the district, the local school board shall develop a policy for each middle school relative to providing supplemental instruction in one or more world languages, including the extent of this instruction and the students to whom it is offered.		

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<b>Kindergarten - Grade 8 School Curriculum (Ed 306.26)</b>		
	<b>Yes</b>	<b>No</b>
<p>If extended learning opportunities in a middle school are offered, the extended learning opportunities shall consist of activities designed to:</p> <ul style="list-style-type: none"> <li>a. Provide credit or supplement regular academic courses; and</li> <li>b. Promote the schools and individual students' educational goals and objectives;</li> </ul>		
<p>Be governed by a policy adopted by the local school board that:</p> <ul style="list-style-type: none"> <li>a. Provides for the administration and supervision of the program;</li> <li>b. Encourages that certified school personnel oversee an individual student's program;</li> <li>c. Requires that each extended learning proposal meet rigorous measurable standards, and be approved by the school prior to its beginning;</li> <li>d. Specifies whether or not credit can be granted for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and</li> <li>e. Requires that credit for an extended learning activity can only be approved by certified educators;</li> </ul>		
<p>Incorporate student participation in selecting, organizing, and carrying out extended learning activities;</p>		
<p>Provide opportunities for students to acquire knowledge and skill development comparable to knowledge and skill development in courses offered at the high school; and</p>		
<p>Be available to all students.</p>		

**MIDDLE SCHOOL CURRICULUM STANDARDS RUBRIC  
MINIMUM REQUIREMENTS FOR PRIVATE SCHOOL  
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<b>Arts Education Program Standards (Ed 306.31)</b>	<b>Page/Section in the curriculum submitted where evidence can be found</b>	<b>List of Textbooks and Other Supporting Materials used</b>	<b>Copy-write date for text books and supporting materials</b>
<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"> <li>a. Create, perform, and respond with understanding;</li> <li>b. Participate actively in at least one of the art forms of dance, music, theatre or visual art;</li> <li>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;</li> <li>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;</li> <li>e. Relate various types of arts knowledge and skills within and across the arts and other disciplines;</li> <li>f. Use technology as ways to create, perform, or respond in various arts disciplines; and</li> <li>g. Become familiar with career opportunities in the arts or with the impact of the arts on everyday life;</li> </ul>			

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Planned curriculum that is consistent with RSA 193-C:3, III; that will provide for:			
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;			

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<b>Arts Education Program Standards (Ed 306.31)</b>	<b>Page/Section in the curriculum submitted where evidence can be found</b>	<b>List of Textbooks and Other Supporting Materials used</b>	<b>Copy-write date for text books and supporting materials</b>
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.			

<b>English Language Arts Program Standards (Ed 306.37(c))</b>	<b>Page/Section in the curriculum submitted where evidence can be found</b>	<b>List of Textbooks and Other Supporting Materials used</b>	<b>Copy-write date for text books and supporting materials</b>
English/language arts and reading program in each middle school provides:			
Instruction which emphasizes the use of language to clarify, order, interpret, and communicate experiences including instruction in listening, speaking, reading, writing, and viewing;			
Opportunities for each student to develop oral and written skills and to become acquainted with others' interpretations of experiences through fiction and informational materials, film, television, and other media; and			

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<b>English Language Arts Program Standards (Ed 306.37(c))</b>	<b>Page/Section in the curriculum submitted where evidence can be found</b>	<b>List of Textbooks and Other Supporting Materials used</b>	<b>Copy-write date for text books and supporting materials</b>
<p>Systematic instruction and activities designed to enable student to:</p> <ul style="list-style-type: none"> <li>a. Comprehend and produce progressively more complex oral and written language using various patterns of organization, such as narration, description, enumeration, sequence, cause/effect, comparison/contrast, and problem/solution;</li> <li>b. Recognize and create literary elements, such as plot, character, setting and point of view in a variety of genres;</li> <li>c. Apply the writing process, including choosing a topic, generating ideas and locating information, drafting, revising, and editing;</li> <li>d. Increase vocabulary through semantics, use of the dictionary, structural analysis, including prefixes and suffixes, and other strategies;</li> <li>e. Apply previously learned reading skills to content materials;</li> <li>f. Acquire new reading skills and fluency through remedial, developmental, and enrichment programs;</li> <li>g. Use appropriate reading techniques to acquire knowledge, including setting the purpose for reading, varying reading speed, and reading for comprehension at the literal, inferential, evaluative, critical, and analytical levels;</li> <li>h. Read to satisfy personal interests and recognize that fiction and informational materials can offer insight into life; and</li> <li>i. Employ appropriate study skills, including the ability to locate materials, take notes, organize information, and use a variety of sources.</li> </ul>			



**MIDDLE SCHOOL CURRICULUM STANDARDS RUBRIC  
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<b>Family and Consumer Science Education Program Standards (Ed 306.38)</b>	<b>Page/Section in the curriculum submitted where evidence can be found</b>	<b>List of Textbooks and Other Supporting Materials used</b>	<b>Copy-write date for text books and supporting materials</b>
<p>Pursuant to Ed.306.26 and Ed. 306.27, the local school board shall require that a family and consumer science education program be provided in each middle school.</p>			
<p>The middle school program shall provide planned learning strategies and opportunities to prepare independent, educated consumers that are literate in life skills that provide students with teaching and instructional practice that:</p> <ul style="list-style-type: none"> <li>a. Prepare students for college, career and citizenship;</li> <li>b. Promote optimal nutrition education that supports district wellness policies;</li> <li>c. Use critical and creative thinking skills to promote problem solving in diverse family, community and work environments;</li> <li>d. Demonstrate creative thinking, constructs knowledge, and develops innovative products and processes using technology;</li> <li>e. Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions;</li> <li>f. Supports literacy in math, language arts and science; and</li> <li>g. Manage the challenges of living and working in a diverse global society;</li> </ul>			

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<p>Experiences that support students' 21<sup>st</sup> century learning, including, but not limited to:</p> <ul style="list-style-type: none"> <li>a. Collecting, analyzing, organizing, and presenting information;</li> <li>b. Decision making and problem solving;</li> <li>c. Self-management;</li> <li>d. Communication and conflict resolution; and</li> <li>e. Technological literacy; and</li> </ul>			
<p>Experiences which develop students' knowledge and skills in:</p> <ul style="list-style-type: none"> <li>a. Managing foods and nutrition;</li> <li>b. Consumer financial literacy; and</li> <li>c. Human growth and development;</li> </ul>			

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<b>Family and Consumer Science Education Program Standards (Ed 306.38)</b>	<b>Page/Section in the curriculum submitted where evidence can be found</b>	<b>List of Textbooks and Other Supporting Materials used</b>	<b>Copy-write date for text books and supporting materials</b>
<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> <ul style="list-style-type: none"> <li>(1) Teacher observations of student performance;</li> <li>(2) Competency-based or performance based assessments;</li> <li>(3) The use of real-life relevant tasks, laboratories, simulations, and community involvement;</li> <li>(4) Common assessments developed locally; and</li> <li>(5) 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.</li> </ul>			
<p>Family and consumer sciences programs shall report the academic performance of all students on a regular basis by providing the following:</p> <ul style="list-style-type: none"> <li>(1) A summary of individual student performance to parents at least 4 times per course; and</li> <li>(2) The opportunity for parents to meet individually with their students' teachers about their student's performance at least once during each school year.</li> </ul>			

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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.			

<b>Health Education Program Standards (Ed 306.40)</b>	<b>Page/Section in the curriculum submitted where evidence can be found</b>	<b>List of Textbooks and Other Supporting Materials used</b>	<b>Copy-write date for text books and supporting materials</b>
The school health education program for grades K-12 provides: <ul style="list-style-type: none"> <li>(1) Health education;</li> <li>(2) School health services;</li> <li>(3) Food and nutrition services;</li> <li>(4) A comprehensive guidance and counseling program;</li> <li>(5) Healthy school facilities; and</li> <li>(6) Family and community partnerships.</li> </ul>			

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<p>Systematic instruction in grades K-12, designed to enable students to:</p> <ul style="list-style-type: none"> <li>a. Comprehend concepts related to health promotion and disease prevention, linking to all content areas;</li> <li>b. Demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health;</li> <li>c. Demonstrate the ability to access valid health information and health-promoting products and services;</li> <li>d. Demonstrate the ability to practice health enhancing behaviors and reduce health risks;</li> <li>e. Analyze the effect of culture, media, technology, and other influences on health;</li> <li>f. Demonstrate the ability to use interpersonal communications skills to enhance health;</li> <li>g. Demonstrate the ability to use goal-setting and decision making skills to enhance health; and</li> <li>h. Demonstrate the ability to advocate for personal, family, and community health;</li> </ul>			

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<b>Health Education Program Standards (Ed 306.40)</b>	<b>Page/Section in the curriculum submitted where evidence can be found</b>	<b>List of Textbooks and Other Supporting Materials used</b>	<b>Copy-write date for text books and supporting materials</b>
<p>A planned K-12 curriculum in health education designed to teach the skills listed above across the following content areas of health education:</p> <ul style="list-style-type: none"> <li>a. Alcohol and other drug use prevention, in accordance with RSA 189:10;</li> <li>b. Injury prevention;</li> <li>c. Nutrition;</li> <li>d. Physical activity;</li> <li>e. Family life and comprehensive sexuality education, including instruction relative to abstinence and sexually transmitted infections in accordance with RSA 189:10;</li> <li>f. Tobacco use prevention;</li> <li>g. Mental health;</li> <li>h. Personal and consumer health; and</li> <li>i. Community and environmental health; and</li> </ul>			

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

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<b>Physical Education Program Standards (Ed 306.41)</b>	<b>Page/Section in the curriculum submitted where evidence can be found</b>	<b>List of Textbooks and Other Supporting Materials used</b>	<b>Copy-write date for text books and supporting materials</b>
<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"> <li>a. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities;</li> <li>b. Demonstrate understanding of movement concepts, principles, and performance of physical activities;</li> <li>c. Participate regularly in physical activity;</li> <li>d. Achieve and maintain a health enhancing level of physical fitness;</li> <li>e Exhibit responsible personal and social behavior that respects self and others in physical activity settings; and</li> <li>f. Value physical activity for health, enjoyment, challenge, self expression, and social interaction;</li> </ul>			



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<b>Physical Education Program Standards (Ed 306.41)</b>	<b>Page/Section in the curriculum submitted where evidence can be found</b>	<b>List of Textbooks and Other Supporting Materials used</b>	<b>Copy-write date for text books and supporting materials</b>
<p>A planned K-12 curriculum in physical education that will provide for:</p> <ul style="list-style-type: none"> <li>a. A variety of motor skills that are designed to enhance the physical, mental, social, and emotional development of every child;</li> <li>b. Fitness education and assessment to help children understand and improve or maintain their physical well-being;</li> <li>c. Development of cognitive concepts about motor skills and fitness;</li> <li>d. Opportunities to improve children's' emerging social and cooperative skills and to gain a multicultural perspective;</li> <li>e. Promotion of regular amounts of appropriate physical activity now and throughout life; and</li> <li>f. Utilization of technology in attaining instruction, curricular, and assessment goals; and</li> </ul>			

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

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<b>Information &amp; Communication Technologies Program (Ed 306.42)</b>	<b>Page/Section in the curriculum submitted where evidence can be found</b>	<b>List of Textbooks and Other Supporting Materials used</b>	<b>Copy-write date for text books and supporting materials</b>
<p>Use an integrated approach to the use of 21<sup>st</sup> 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:</p> <p>Develop knowledge of ethical, responsible use of technology tools in a society that relies heavily on knowledge of information in its decision-making;</p>			
<p>Become proficient in the use of 21<sup>st</sup> century tools to access, manage, integrate, evaluate, and create information within the context of the core subjects of:</p> <ul style="list-style-type: none"> <li>a. Reading;</li> <li>b. Mathematics;</li> <li>c. English and language arts;</li> <li>d. Science;</li> <li>e. Social studies, including civics, government, economics, history, and geography;</li> <li>f. Arts; and</li> <li>g. World languages;</li> </ul>			

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Use 21st century tools to develop cognitive proficiency in: <ul style="list-style-type: none"> <li>a. Literacy;</li> <li>b. Numeracy;</li> <li>c. Problem solving;</li> <li>d. Decision making; and</li> <li>e. Spatial / visual literacy;</li> </ul>			
Use 21 <sup>st</sup> century tools to develop technical proficiency at a foundation knowledge level in: <ul style="list-style-type: none"> <li>a. Hardware;</li> <li>b. Software applications;</li> <li>c. Networks; and</li> <li>d. Elements of digital technology; and</li> </ul>			
Create digital portfolios which: <ul style="list-style-type: none"> <li>a. Address the following components:                             <ul style="list-style-type: none"> <li>1. Basic operations and concepts;</li> <li>2. Social, ethical, and human issues;</li> <li>3. Technology productivity tools;</li> <li>4. Technology communications tools;</li> <li>5. Technology research tools; and</li> <li>6. Technology problem solving and decision-making tools;</li> </ul> </li> <li>b. Represent proficient, ethical, responsible use of 21<sup>st</sup> century tools within the context of the core subjects; and</li> <li>c. Include, at a minimum, such digital artifacts as:                             <ul style="list-style-type: none"> <li>1. Standardized tests;</li> <li>2. Observation;</li> <li>3. Student work; and</li> <li>4. Comments describing a student’s reflection on his/her work</li> </ul> </li> </ul>			

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<b>Information &amp; Communication Technologies Program (Ed 306.42)</b>	<b>Page/Section in the curriculum submitted where evidence can be found</b>	<b>List of Textbooks and Other Supporting Materials used</b>	<b>Copy-write date for text books and supporting materials</b>
<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>			
<b>Mathematics Education Program Standards (Ed 306.43(c))</b>	<b>Page/Section in the curriculum submitted where evidence can be found</b>	<b>List of Textbooks and Other Supporting Materials used</b>	<b>Copy-write date for text books and supporting materials</b>
<p>The mathematics program in each middle school grade provides opportunities for all students to solve problems by:</p> <ul style="list-style-type: none"> <li>a. Using multiple strategies;</li> <li>b. Reading and interpreting mathematics;</li> <li>c. Communicating mathematical ideas through speaking and writing; and</li> <li>d. Making connections within and among mathematical ideas and across disciplines;</li> </ul>			

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<b>Mathematics Education Program Standards (Ed 306.43(c))</b>	<b>Page/Section in the curriculum submitted where evidence can be found</b>	<b>List of Textbooks and Other Supporting Materials used</b>	<b>Copy-write date for text books and supporting materials</b>
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 manipulative, technology, and their environment;			
Opportunities for authentic tasks that: <ul style="list-style-type: none"> <li>a. Promote student decision making and questioning; and</li> <li>b. Encourage students to develop unique problem solving strategies while allowing students to defend their strategies and results through inductive and deductive reasoning;</li> </ul>			
Opportunities for all students to explore the historical and cultural development of mathematics;			
Opportunities for all students to: <ul style="list-style-type: none"> <li>a. Explore mathematically-related careers; and</li> <li>b. Have direct interaction with the mathematics involved in various careers;</li> </ul>			
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, appreciation of the multiple ways to approach and solve mathematical situations, and an appreciation of mathematical patterns;			

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<b>Mathematics Education Program Standards (Ed 306.43(c))</b>	<b>Page/Section in the curriculum submitted where evidence can be found</b>	<b>List of Textbooks and Other Supporting Materials used</b>	<b>Copy-write date for text books and supporting materials</b>
<p>Sustained projects and labs that are designed to:</p> <ul style="list-style-type: none"> <li>a. Incorporate multiple mathematical ideas, research, technology, mathematical communication, and interdisciplinary interaction; and</li> <li>b. Encourage students to solve problems that are meaningful and unique to their lives;</li> </ul>			
<p>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</p>			
<p>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.</p>			

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<b>Science Education Program Standards (Ed 306.45(d))</b>	<b>Page/Section in the curriculum submitted where evidence can be found</b>	<b>List of Textbooks and Other Supporting Materials used</b>	<b>Copy-write date for text books and supporting materials</b>
<p>Pursuant to Ed 306.26, the local school board shall require that a science program in each middle school provides:</p> <p>Planned activities in grades 5-8 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;</p>			
<p>Instruction in grades 6 to 8 which provides a semester or yearlong and content connected experiences in biology life science, physical science, and earth space science;</p>			
<p>Opportunities for students to develop a knowledge and understanding of process skills such as observing, classifying, measuring, graphing, inferring, experimenting, and communicating; and</p>			
<p>Systematic instruction, laboratory experiences and activities designed to enable students to:</p>			
<p>a. Gather scientific data through laboratory and field work;</p>			
<p>b. Employ safe practices and techniques in the laboratory and on field trips;</p>			
<p>c. Apply scientific concepts and skills in solving real problems and in everyday situations;</p>			
<p>d. Understand the impact of science and technology on daily life;</p>			



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<b>Science Education Program Standards (Ed 306.45(d))</b>	<b>Page/Section in the curriculum submitted where evidence can be found</b>	<b>List of Textbooks and Other Supporting Materials used</b>	<b>Copy-write date for text books and supporting materials</b>
e. Be aware of science-related societal issues;			
f. Investigate the natural world and acquire an understanding of scientific explanations of natural phenomena;			
g. Acquire an understanding of the history of science and its impact on society and the realization that science is a human endeavor;			
h. Become familiar with science and technology related careers;			
i. Engage in full and partial inquiries;			
j. Use their understanding of background content and theories to guide their design of observations and investigations;			
k. Shape and modify their background knowledge through experiments and observations;			
l. Develop their abilities in systematic observation, making accurate measurements, and identifying and controlling variables; and			
m. Express their understanding through the use of writing, labeling drawings, completing concept maps, developing spreadsheets and creative representations, and designing computer images and representations.			
Establish a comprehensive curriculum that provides for continued growth in all content areas consistent with RSA 193-C:3, III.			

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<b>Social Studies Education Program Standards (Ed 306.46(c))</b>	<b>Page/Section in the curriculum submitted where evidence can be found</b>	<b>List of Textbooks and Other Supporting Materials used</b>	<b>Copy-write date for text books and supporting materials</b>
<p>Pursuant to Ed 306.26, the local school board shall require that a social studies program in each middle school provides:</p> <p>Opportunities for students to acquire knowledge and understanding of civics, economics, geography, and history in a program consistent with RSA 193-C:3, III;</p>			
<p>Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;</p>			
<p>Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and</p>			
<p>Systematic instruction and activities designed to enable students to:</p> <ul style="list-style-type: none"> <li>a. Acquire and use information to clarify issues and seek solutions to societal problems;</li> <li>b. Value and apply critical thinking, interpersonal relations, and decision-making skills in both individual and group problem-solving situations;</li> <li>c. Participate in and contribute to the well-being of the home and school as well as the larger communities of the state, nation, and world; and</li> <li>d. Become familiar with careers in history, the humanities, and the social sciences.</li> </ul>			

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<b>Technology Education Program Standards (Ed 306.47(c))</b>	<b>Page/Section in the curriculum submitted where evidence can be found</b>	<b>List of Textbooks and Other Supporting Materials used</b>	<b>Copy-write date for text books and supporting materials</b>
<p>a technology/engineering education program in each middle school provides:</p> <p>Opportunities for students to develop an understanding of the technological world in which they live and will someday work;</p>			
<p>Opportunities for students to develop positive attitudes and knowledge about present and future technologies in 3 or more of the following content areas:</p> <ul style="list-style-type: none"> <li>a. Medical technologies;</li> <li>b. Agricultural;</li> <li>c. Biotechnologies;</li> <li>d. Energy and power technologies;</li> <li>e. Information and communications technologies;</li> <li>f. Transportation technologies;</li> <li>g. Manufacturing technologies;</li> <li>h. Construction technologies; and</li> <li>i. New and emerging technologies;</li> </ul>			
<p>Opportunities for students to develop a knowledge and understanding of how social forces like demographics and prevailing economic systems can influence the free-enterprise system and the global marketplace;</p>			

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<p>Opportunities to promote the development of problem-solving skills as well as basic skills in planning, design, fabrication, and evaluating technical processes technology/engineering principles and design, encouraging those habits of mind necessary to be a lifelong learner; and</p>			
<p>Systematic instruction and activities designed to enable students to:</p> <ul style="list-style-type: none"> <li>a. Acquire an understanding of technical processes, the practical application of mathematics and scientific principles, and the interrelationships between technology/engineering education and other academic disciplines in the school curriculum;</li> <li>b. Be aware of the right to, and the knowledge of what constitutes, safe work environments as well as the safe and appropriate use of tools, small machines, and processes;</li> <li>c. Understand industry and technology, their systematic structures, and their place in our culture;</li> <li>d. Understand the technological systems model requiring inputs, processes, outputs and feedback, where the processes include the resources of people, information, tools, energy, capital, time, materials;</li> <li>e. Learn leadership and group-process skills;</li> <li>f. Recognize and build upon individual talents and interests; and</li> <li>g. Become familiar with opportunities and requirements for careers in new and emerging technologies like medicine, agriculture, biotechnology, energy and power, information and communications, transportation, manufacturing, and construction.</li> </ul>			