

Bureau of Student Support

*“Improving Outcomes for Students with Disabilities Together”*

**APPLICATION FOR Approval of Private Provider Special Education Programs**

**APPENDIX A:**

K – 12 CURRICULUM STANDARDS

MINIMUM REQUIREMENTS FOR PRIVATE PROVIDERS

OF SPECIAL EDUCATION PROGRAMS

SELF-ASSESSMENT

**2019 – 2020**

|  |  |
| --- | --- |
| **Private Provider**: |  |
| **Date Submitted:** |  |

***Purpose: This document is intended to be used by private providers of special education programs as a guidance tool for evaluating K – 12 curriculum. The NHDOE will also use this as a basis for evaluating the program’s current K – 12 curriculum during the*** ***Approval of Private Provider Special Education Programs monitoring process.***

**This document needs to be completed and submitted with the application for any program seeking approval~~.~~**

PREFACE

*The**K – 12 Curriculum Standards Rubric - Minimum Requirements for Private Providers* has been developed as an instrument to be used by the Approval of Private Provider Special Education Programs reviewers and to help guide private providers as they develop K – 12 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 and Ed 306.27)

The rubric standards specify minimal learning expectations for required subject areas. The standards serve as the basis for developing course content in K – 12 subjects. They should be used for planning instructional programs in each private special education program to ensure that identified students in private programs have access to the same curriculum standards as their non-disabled peers.

INSTRUCTIONS

When filling out this self-assessment for the Application for Approval of Private Provider Special Education Programs/ Nonpublic School Approval please fill out each section as applicable to your program(s) approved grade levels. The first section (pages 3 – 9) is an overview of the minimum standards for K – 12 curriculum requirements. This section is divided into four columns. The first column lists the standard, the next column indicates which grade level(s) the standard is required for, and the third column is for the private provide to self-assess that the standards is met within the curriculum. The last column is for the NHDOE.

Please note that the sections that are related to each specific curriculum areas (starting on page 10) are divided into five columns. The first column lists 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 second is to list any text books and/or supporting materials currently being used and to note any copy write dates for texts and/or materials. The third column is for the private provider to self-assess whether what they have provided for evidence meets the corresponding curriculum program standard. The last column is for the NHDOE.

**Columns two and three for this section must be completed for all grade levels for which the program is approved. For example, if your program is approved for K – 12 then the pages/section in the curriculum and the list of textbooks and other supporting materials must be delineated for elementary, middle, and high.**

Certain sections of this self-assessment rubric will not apply to your program(s) depending on the grade levels your program(s) are approved for:

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| --- |
| Table rows with no color coding are required for grades K – 12 |
| Table rows colored blue are required for grades 9 – 12 |
| Table rows colored purple are required for middle level grades |
| Table rows colored green are required for elementary level grades |

Please select NA for any areas that do not apply to your program(s).

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| **Kindergarten - Grade 8 School Curriculum**  **(Ed 306.261\*)** *\*Effective 7/1/2017* | **Required for Grades:** | | **Provider Self-Assessment** | **NHDOE Use Only** | |
| (b) The local school board shall adopt, for each school, 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 learning levels in the school:  (1) For the elementary grades K-8, where no middle school has been established by vote of the local school board:   1. Ed 306.31, relative to arts education; | K-8\* | | Yes No NA | Yes No NA |  |
| 1. Ed 306.37, relative to English/language arts and reading program; | K-8\* | | Yes No NA | Yes No NA |  |
| 1. Ed 306.40, relative to health education program; | K-8\* | | Yes No NA | Yes No NA |  |
| 1. Ed 306.41, relative to physical education program; | K-8\* | | Yes No NA | Yes No NA |  |
| 1. Ed 306.42, relative to information & communication technologies program; | K-8\* | | Yes No NA | Yes No NA |  |
| 1. Ed 306.43, relative to mathematics program; | K-8\* | | Yes No NA | Yes No NA |  |
| 1. Ed 306.45, relative to science education; and | K-8\* | | Yes No NA | Yes No NA |  |
| 1. Ed 306.46, relative to social studies program | K-8\* | | Yes No NA | Yes No NA |  |
| For middle school:   1. Ed 306.31, relative to arts education; | Middle | | Yes No NA | Yes No NA |  |
| 1. Ed 306.37, relative to English/language arts and reading program; | Middle | | Yes No NA | Yes No NA |  |
| 1. Ed 306.40, relative to health education program; | Middle | | Yes No NA | Yes No NA |  |
| 1. Ed 306.41, relative to physical education program; | Middle | | Yes No NA | Yes No NA |  |
| 1. Ed 306.38, relative to family and consumer science education | Middle | | Yes No NA | Yes No NA |  |
| 1. Ed 306.42, relative to information & communication technologies program; | Middle | | Yes No NA | Yes No NA |  |
| 1. Ed 306.43, relative to mathematics program; | Middle | | Yes No NA | Yes No NA |  |
| 1. Ed 306.45, relative to science education; | Middle | | Yes No NA | Yes No NA |  |
| 1. Ed 306.46, relative to social studies program; and | Middle | | Yes No NA | Yes No NA |  |
| 1. Ed 306.47, relative to technology education. | Middle | | Yes No NA | Yes No NA |  |
| (c) If the local school board determines that 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. | Middle | | Yes No NA | Yes No NA |  |
| (d) 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. | Elem | Middle | Yes No NA | Yes No NA |  |
| (f) If extended learning opportunities in a middle school are offered, the extended learning opportunities shall:  (1) Consist of activities designed to:   * 1. Provide credit or supplement regular academic courses; and | Middle | | Yes No NA | Yes No NA |  |
| 1. Promote the schools and individual students’ educational goals and objectives; | Middle | | Yes No NA | Yes No NA |  |
| (2) Be governed by a policy adopted by the local school board that:   1. Provides for the administration and supervision of the program; | Middle | | Yes No NA | Yes No NA |  |
| 1. Outlines how certified school personnel oversee an individual student’s program; | Middle | | Yes No NA | Yes No NA |  |
| 1. Requires that each extended learning proposal meet rigorous measurable standards, and be approved by the school prior to its beginning; | Middle | | Yes No NA | Yes No NA |  |
| 1. 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 | Middle | | Yes No NA | Yes No NA |  |
| 1. Requires that acknowledgement of achievement for an extended learning activity be approved by a certified educator; | Middle | | Yes No NA | Yes No NA |  |
| (3) Incorporate student participation in selecting, organizing, and carrying out extended learning activities; | Middle | | Yes No NA | Yes No NA |  |
| (4) Provide opportunities for students to acquire knowledge and skill development comparable to knowledge and skill development in courses offered at the high school; and | Middle | | Yes No NA | Yes No NA |  |
| (5) Be available to all students. | Middle | | Yes No NA | Yes No NA |  |

*\*K-8 where no middle school has been established*

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| **High School Curriculum, Credits, Graduation Requirements, and Co-curricular Program.**  **(Ed 306.27)** | **Required for Grades:** | **Provider Self-Assessment** | **NHDOE Use Only** | |
| (b) The required curriculum content shall comply with the following:  (1) The program of studies shall include those courses in which students demonstrate achievement as well as other educational experiences and instructional activities required by Ed 306; | 9 – 12 | Yes No NA | Yes No NA |  |
| (2) Courses shall be planned for the attainment of specific educational district and graduation competencies leading to the high school diploma; | 9 – 12 | Yes No NA | Yes No NA |  |
| (4) Districts shall develop local policies that identify how the district shall engage students in creating and supporting extended learning opportunities that occur outside of the physical school building and outside of the usual school day in which students demonstrate achievement as well as other educational experiences and instructional activities required by Ed 306 | 9 – 12 | Yes No NA | Yes No NA |  |
| (5) The extended learning opportunities in (4) above shall:  a. Consist of activities designed to:   1. Provide acknowledgement of achievement or supplement regular academic courses; and | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. Promote the schools and individual students’ educational goals and objectives; | 9 – 12 | Yes No NA | Yes No NA |  |
| b. Be governed by a policy adopted by the local school board that:   1. Provides for the administration and supervision of the program; | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. Outlines how certified school personnel will oversee, although not necessarily lead, facilitate, or coordinate, an individual student’s program; | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. Requires that each extended learning proposal be aligned with district and graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation, and be approved by the school prior to its beginning; | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. Specifies that students will be able to attain acknowledgement of achievement through mastery of district or graduation competencies for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. Requires that acknowledgement of achievement shall be based on a student’s demonstration of district or graduation competencies, as approved by a certified educator; | 9 – 12 | Yes No NA | Yes No NA |  |
| c. Incorporate student participation in selecting, organizing, and carrying out extended learning activities; and | 9 – 12 | Yes No NA | Yes No NA |  |
| d. Be available to all students; and | 9 – 12 | Yes No NA | Yes No NA |  |
| (6) A co-curricular program shall be offered that provides opportunities for all students to participate in activities designed to meet their needs and interests, including, but not limited to:   1. Intramural and interscholastic athletics; | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. Performing groups; | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. Academic clubs and societies; | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. Student government; | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. Activities and services that afford students with disabilities an equal opportunity to participate; and | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. Any other activities that:    1. Supplement and enrich regular academic courses; | 9 – 12 | Yes No NA | Yes No NA |  |
| * 1. Provide opportunities for social development; | 9 – 12 | Yes No NA | Yes No NA |  |
| * 1. Encourage participation in the arts, athletics, and other cooperative groups; and | 9 – 12 | Yes No NA | Yes No NA |  |
| * 1. Encourage service to school and community. | 9 – 12 | Yes No NA | Yes No NA |  |
| (c) The local school board shall require that a program of studies shall be offered for each high school that enables each student to engage in and demonstrate achievement outlined for graduation as well as other educational experiences and instructional activities as follows:   1. Ed 306.31, relative to an arts education; | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. Ed 306.33, relative to a business education; | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. Ed 306.34, relative to a career and technical education; | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. Ed 306.35, relative to a career education; | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. Ed 306.37, relative to an English/language arts and reading program; | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. Ed 306.38, relative to a family and consumer science education; | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. Ed 306.39, relative to a school counseling program; | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. Ed 306.40, relative to a health education program; | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. Ed 306.41, relative to a physical education program; | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. Ed 306.42, relative to an information and communication technologies program; | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. Ed 306.43, relative to a mathematics program; | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. Ed 306.45, relative to a science education; | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. Ed 306.46, relative to a social studies program; | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. Ed 306.47, relative to a technology preengineering education; | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. Ed 306.48, relative to a world languages program; and | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. Ed 306.27(b)(4), relative to extended learning opportunities. | 9 – 12 | Yes No NA | Yes No NA |  |
| \*(k) There shall be a minimum of 20 credits for a regular high school diploma, unless the local school board has set a requirement of more than 20 credits for a regular high school diploma, in which case the local credit requirement shall apply. The local school board shall require that each high school offers courses or learning opportunities as specified in (c) above. | 9 – 12 | Yes No NA | Yes No NA |  |
| (l) The following shall apply relative to the required program of studies:   1. Consistent with Ed 306, the local school board shall verify in writing to the commissioner that each high school shall offer a total of at least 43 courses distributed as shown in Table 306-1 when the school seeks approval or renewal of approval under Ed 306.28; | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. Each high school may use any relevant title to identify a particular course; | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. Local school boards may propose innovative ways to meet or exceed the requirements in Table 306-1, pursuant to Ed 306.29; | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. Local school boards shall ensure that courses necessary to meet the requirements for attaining graduation competencies as defined on Table 306-3 are offered to district students enrolled in high school at no additional cost to the student; | 9 – 12 | Yes No NA | Yes No NA |  |
| 1. The required courses in program areas offered by each high school shall be distributed as specified in Table 306-1 below: | 9 – 12 | Yes No NA | Yes No NA |  |
| (u) Graduation competencies shall include competencies from the content areas as distributed in Table 306-3 in which students demonstrate proficiency as determined by the local school district no later than July 1, 2015: | 9 – 12 | Yes No NA | Yes No NA |  |
| (w) In addition to the graduation competencies aligned with credits as outlined in Table 306-3, students shall also demonstrate achievement of additional competencies through the equivalent of 6 elective courses, career and technical education courses, or extended learning opportunities of their choosing. These additional competencies required for graduation should align with student interests and should prepare the student for successful transitions into careers and college. | 9 – 12 | Yes No NA | Yes No NA |  |

**FOR HIGH SCHOOL**

**Table 306-1 REQUIRED PROGRAM AREAS AND COURSES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Required Program Areas** | **Required**  **Courses** | **Number of Provider**  **Courses** | **NHDOE**  **USE ONLY** |
| Arts education | 3 courses |  | Yes No |
| Business education | 3 courses |  | Yes No |
| Family and consumer science | 3 courses |  | Yes No |
| Information and communication technologies | ½ course\* |  | Yes No |
| World languages | 5 courses |  | Yes No |
| Health education | ½ courses |  | Yes No |
| Physical education | 2 courses |  | Yes No |
| Technology education | 4 courses |  | Yes No |
| English | 6 courses |  | Yes No |
| Mathematics | 6 courses |  | Yes No |
| Science | 5 courses |  | Yes No |
| Social studies | 5 courses |  | Yes No |

*\*or demonstrated proficiency*

**Table 306-3 REQUIRED CREDITS FOR GRADUATION AND GRADUATION COMPETENCIES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Required Graduation Competencies by Content Areas** | **Required**  **Credit(s)** | **Number of Provider**  **Credit(s)** | **NHDOE**  **USE ONLY** |
| Arts education | ½ credit |  | Yes No |
| Information and communications technologies1 | ½ credit |  | Yes No |
| English | 4 credits |  | Yes No |
| Mathematics2 that encompasses algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis | 3 credits |  | Yes No |
| Physical sciences | 1 credit |  | Yes No |
| Biological sciences | 1 credit |  | Yes No |
| US and NH history | 1 credit |  | Yes No |
| US and NH government/civics | ½ credit |  | Yes No |
| Economics, including personal finance | ½ credit |  | Yes No |
| World history, global studies, or geography | ½ credit |  | Yes No |
| Health education | ½ credit |  | Yes No |
| Physical education | 1 credit |  | Yes No |
| Open electives | 6 credits |  | Yes No |
| **Totals** | **20 credits** |  | Yes No |

1 The graduation competencies in information and communications technologies education shall be met by either: (1) The equivalent of a ½ credit course comprised of the creation by a student of an individual student digital portfolio to demonstrate proficient, ethical, and responsible use of digital tools, including, but not limited to, technology and communication tools, in the context of core subjects; or (2) A course in information and communications technologies education at the high school level through which a student can achieve and demonstrate appropriate graduation competencies.

2 Pursuant to RSA 186:8 VIII, Requiring a high school pupil to attain competency in mathematics for each year in which he or she is in high school through graduation to ensure career and college readiness. A pupil may meet this requirement either by satisfactorily completing a minimum of 4 courses in mathematics or by satisfactorily completing a minimum of 3 mathematics courses and one non-mathematics content area course in which mathematics knowledge and skills are embedded and applied…

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| --- | --- | --- | --- | --- | --- |
| **Curriculum Program Standards** | | **Page/Section in the curriculum submitted where evidence can be found** | **List of Textbooks and Other Supporting Materials used (include copy-write date for all materials)** | **Provider Use for Self-Assessment** | **NHDOE use only** |
| **Arts Education Program Standards**  **(Ed 306.31)** | | | **Required for Grades K – 12** | | |
| **NHDOE USE ONLY:** | **Curriculum meets standard**  **Yes No** |  | | | |
| (a) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require that an arts education program for grades K-12 provides:  (1) Systematic and sequential instruction in the arts disciplines of music and visual art, while developing opportunities for dance and theatre, where students will:   1. Create, perform, and respond with understanding; | |  |  | Yes No | Yes No |
| 1. Participate actively in at least one of the art forms of dance, music, theatre or visual art; | |  |  | Yes No | Yes No |
| 1. 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; | |  |  | Yes No | Yes No |
| 1. 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; | |  |  | Yes No | Yes No |
| 1. Relate various types of arts knowledge and skills within and across the arts and other disciplines; | |  |  | Yes No | Yes No |
| 1. Use technology as ways to create, perform, or respond in various arts disciplines; and | |  |  | Yes No | Yes No |
| 1. Become familiar with career opportunities in the arts or with the impact of the arts on everyday life; | |  |  | Yes No | Yes No |
| (2) Planned curriculum that is consistent with RSA 193-C:3, III; that will provide for:   1. 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; | |  |  | Yes No | Yes No |
| 1. The best interests of students regarding safety and health issues associated with materials, tools, equipment, supplies and procedures; | |  |  | Yes No | Yes No |
| 1. 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; | |  |  | Yes No | Yes No |
| 1. 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; | |  |  | Yes No | Yes No |
| 1. Developing artistry and artistic skill sequentially over time; | |  |  | Yes No | Yes No |
| 1. Critical thinking skills and artistic choices in the creation and evaluation of artworks; | |  |  | Yes No | Yes No |
| 1. Addressing opportunities available beyond the regular classroom; and | |  |  | Yes No | Yes No |
| 1. Embedding in the students global arts-related history and culture; and | |  |  | Yes No | Yes No |
| (3) Sound assessment practices as stated in Ed 306.24.  Ed 306.24 Assessment  (b) The following elements shall be used as evidence by the department in determining whether a school complies with the requirements of (a) above:   1. The school has a process for the selection, use, and interpretation of local assessment instruments; | |  |  | Yes No | Yes No |
| 1. The school supports the authentic assessment of student learning outcomes through multiple formative and summative assessment instruments, including, but not limited to:    1. Educator observation of project-based learning, including off-site learning projects; | |  |  | Yes No | Yes No |
| * 1. Competency-based or performance based assessments; | |  |  | Yes No | Yes No |
| * 1. Educator observations of student performance; and | |  |  | Yes No | Yes No |
| * 1. Project evaluation rubrics used to evaluate program proficiencies applied to integrated curriculum assignments, extended learning opportunities, career and technical education opportunities, and out of school learning environments; | |  |  | Yes No | Yes No |

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| **Business Education Program Standards**  **(Ed 306.33)** | | | **Required for Grades 9 – 12**  NA – No grades 9 – 12 | | |
| **NHDOE USE ONLY:** | **Curriculum meets standard**  **Yes No NA** |  | | | |
| (a) Pursuant to Ed 306.27, the local school board shall require that a business education program provides:  (1) Opportunities for students to become familiar with business principles, practices, attitudes and procedures basic to successful participation in the business world; | |  |  | Yes No | Yes No |
| (2) Planned activities designed to increase students' knowledge and skills and enable students to function as economically literate citizens in domestic and international venues; | |  |  | Yes No | Yes No |
| (3) Opportunities for students to acquire fundamental business knowledge and skills in:   1. Business essentials | |  |  | Yes No | Yes No |
| 1. Business technology applications; and | |  |  | Yes No | Yes No |
| 1. Personal finance; and | |  |  | Yes No | Yes No |
| (4) Courses totaling at least 3 credits in business education which shall be distributed as follows:  a. One credit in business essentials that will encompass career exploration in:   1. Overview of career clusters in business, marketing and finance; | |  |  | Yes No | Yes No |
| 1. Written and oral communication; | |  |  | Yes No | Yes No |
| 1. Mathematics and economics; | |  |  | Yes No | Yes No |
| 1. Legal and ethical behavior; | |  |  | Yes No | Yes No |
| 1. Safe and secure environmental controls; | |  |  | Yes No | Yes No |
| 1. Management of resources; | |  |  | Yes No | Yes No |
| 1. Employability and personal skills for success in the workplace; | |  |  | Yes No | Yes No |
| 1. Entrepreneurship; | |  |  | Yes No | Yes No |
| 1. Business practices including ethics and social responsibilities; and | |  |  | Yes No | Yes No |
| 1. Global economy; | |  |  | Yes No | Yes No |
| b. One credit in business technology applications that shall encompass business technologies in:   1. Word processing applications; | |  |  | Yes No | Yes No |
| 1. Spreadsheet development; | |  |  | Yes No | Yes No |
| 1. Database management; | |  |  | Yes No | Yes No |
| 1. Presentations; | |  |  | Yes No | Yes No |
| 1. Electronic communications and internet services; | |  |  | Yes No | Yes No |
| 1. Graphics; | |  |  | Yes No | Yes No |
| 1. Desktop publishing including basic web design; | |  |  | Yes No | Yes No |
| 1. Interactive media; | |  |  | Yes No | Yes No |
| 1. Ethical issues; and | |  |  | Yes No | Yes No |
| 1. Careers in business using technology applications; and | |  |  | Yes No | Yes No |
| c. One credit in personal finance that will encompass financial literacy in:   1. Personal financial decisions; | |  |  | Yes No | Yes No |
| 1. Rights and responsibilities of consumers; | |  |  | Yes No | Yes No |
| 1. Money management; | |  |  | Yes No | Yes No |
| 1. Understanding scholarships versus loans; | |  |  | Yes No | Yes No |
| 1. Borrowing and earning power; | |  |  | Yes No | Yes No |
| 1. Investing; | |  |  | Yes No | Yes No |
| 1. Financial services and insurance; and | |  |  | Yes No | Yes No |
| 1. Job application and interviewing. | |  |  | Yes No | Yes No |
| (c) 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.  (d) Examples of such assessment shall include, but not be limited to:   1. Teacher observations of student performance; | |  |  | Yes No | Yes No |
| 1. Competency-based or performance based assessments; | |  |  | Yes No | Yes No |
| 1. Common assessments developed locally; and | |  |  | Yes No | Yes No |
| 1. Project evaluation rubrics used to evaluate business education proficiencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments. | |  |  | Yes No | Yes No |

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| **English Language Arts Program Standards**  **(Ed 306.37)** | | | **Required for Elem. Grades:**  NA – No elem. grades | | |
| **NHDOE USE ONLY:** | **Curriculum meets standard**  **Yes No NA** |  | | | |
| (a) Pursuant to Ed 306.26, the local school board shall require that an English/language arts and reading program in each elementary school provides:   1. Systematic and continuous instruction which develops students' knowledge of language arts, including listening, speaking, reading, writing, and viewing; | |  |  | Yes No | Yes No |
| 1. Instruction which emphasizes how to clarify, order, interpret, and communicate experiences through the skillful use of language; | |  |  | Yes No | Yes No |
| 1. 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; | |  |  | Yes No | Yes No |
| 1. An environment which promotes the importance of reading; | |  |  | Yes No | Yes No |
| 1. Opportunities for each child to become literate; | |  |  | Yes No | Yes No |
| 1. Methods for assessing students for appropriate placement in the reading/language arts program, including diagnostic assessment for remediation; | |  |  | Yes No | Yes No |

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| **English Language Arts Program Standards**  **(Ed 306.37)** | | | **Required for Middle Grades:**  NA – No middle grades | | |
| **NHDOE USE ONLY:** | **Curriculum meets standard**  **Yes No NA** |  | | | |
| (b) Pursuant to Ed 306.26, the local school board shall require that an English/language arts and reading program in each middle school provides:   1. Instruction which emphasizes the use of language to clarify, order, interpret, and communicate experiences including instruction in listening, speaking, reading, writing, and viewing; | |  |  | Yes No | Yes No |
| 1. 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 | |  |  | Yes No | Yes No |
| 1. Systematic instruction and activities designed to enable student to:    1. 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; | |  |  | Yes No | Yes No |
| * 1. Recognize and create literary elements, such as plot, character, setting and point of view in a variety of genres; | |  |  | Yes No | Yes No |
| * 1. Apply the writing process, including choosing a topic, generating ideas and locating information, drafting, revising, and editing; | |  |  | Yes No | Yes No |
| * 1. Increase vocabulary through semantics, use of the dictionary, structural analysis, including prefixes and suffixes, and other strategies; | |  |  | Yes No | Yes No |
| * 1. Apply previously learned reading skills to content materials; | |  |  | Yes No | Yes No |
| * 1. Acquire new reading skills and fluency through remedial, developmental, and enrichment programs; | |  |  | Yes No | Yes No |
| * 1. 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; | |  |  | Yes No | Yes No |
| * 1. Read to satisfy personal interests and recognize that fiction and informational materials can offer insight into life; and | |  |  | Yes No | Yes No |
| * 1. Employ appropriate study skills, including the ability to locate materials, take notes, organize information, and use a variety of sources. | |  |  | Yes No | Yes No |

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| **English Language Arts Program Standards**  **(Ed 306.37)** | | | **Required for Grades 9 – 12**  NA – No grades 9 – 12 | | |
| **NHDOE USE ONLY:** | **Curriculum meets standard**  **Yes No NA** |  | | | |
| (c) Pursuant to Ed 306.27, the local school board shall require that an English/language arts program in each high school provides:   1. Opportunities for students to become familiar with the history, structure, and use of English as the basic medium of communication in our society; | |  |  | Yes No | Yes No |
| 1. Opportunities for students to develop proficiency and control in the use of language, an appreciation of a variety of literary forms, an understanding and appreciation of various aspects of past and present cultures as expressed in literature, and interests for lifelong learning; | |  |  | Yes No | Yes No |
| 1. Courses totaling at least 6 credits in English which shall be distributed as follows:    1. At least 4 credits required of all students and planned as a purposeful sequence of study which promotes:       1. The development of the basic language skills of listening, speaking, reading, writing, and viewing; | |  |  | Yes No | Yes No |
| * + 1. The acquisition of knowledge; and | |  |  | Yes No | Yes No |
| * + 1. The understanding of literature and our literary heritage; and | |  |  | Yes No | Yes No |
| * 1. At least 2 elective credits designed to provide increased proficiency in the basic language skills and/or an expanded knowledge and understanding of literature and which may be met by such courses as advanced writing, public speaking, debating, dramatics, humanities, and world literature; and | |  |  | Yes No | Yes No |
| 1. Systematic instruction and activities designed to enable students to:    1. Develop effective listening and discussion techniques, distinguish fact from opinion, and identify the principle idea; | |  |  | Yes No | Yes No |
| * 1. Write and present speeches for a variety of purposes and audiences; | |  |  | Yes No | Yes No |
| * 1. Understand and apply the writing process by choosing a topic, generating ideas and locating information, drafting, revising, and editing in order to write well-organized, legible, well-supported papers; | |  |  | Yes No | Yes No |
| * 1. Correctly use the conventions of standard English, such as grammar, punctuation, spelling, capitalization, and word usage, in all written work; | |  |  | Yes No | Yes No |
| * 1. Increase reading speed and comprehension and develop thinking skills, such as inference, applying knowledge, and making judgments; | |  |  | Yes No | Yes No |
| * 1. Develop word recognition skills, such as context clues, prefixes, suffixes, and phonetic analysis, in order to develop an increased vocabulary; | |  |  | Yes No | Yes No |
| * 1. Understand ideas presented in a variety of visual formats such as television advertisements and political cartoons; | |  |  | Yes No | Yes No |
| * 1. Know and appreciate both traditional and contemporary literature, including English, American, and works in translation; | |  |  | Yes No | Yes No |
| * 1. Understand literary analysis through discussion and writing activities; | |  |  | Yes No | Yes No |
| * 1. Recognize how our literary heritage relates to the customs, ideas, and values of today's life and culture; and | |  |  | Yes No | Yes No |
| * 1. Develop study skills which contribute to academic success, such as using the dictionary, note taking, locating information, distinguishing good sources of information from bad sources, and applying information in solving of real-life problems. | |  |  | Yes No | Yes No |

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| **Family and Consumer Science Education Program Standards**  **(Ed 306.38)** | | | **Required for Middle Grades:**  NA – No middle grades | | |
| **NHDOE USE ONLY:** | **Curriculum meets standard**  **Yes No NA** |  | | | |
| (a) 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. | |  |  | Yes No | Yes No |
| (b) The middle school program shall provide planned learning strategies and opportunities to prepare independent, educated consumers that are literate in life skills that provide:  (1) Students with teaching and instructional practice that:   1. Prepare students for college, career and citizenship; | |  |  | Yes No | Yes No |
| 1. Promote optimal nutrition education that supports district wellness policies; | |  |  | Yes No | Yes No |
| 1. Use critical and creative thinking skills to promote problem solving in diverse family, community and work environments; | |  |  | Yes No | Yes No |
| 1. Demonstrate creative thinking, constructs knowledge, and develops innovative products and processes using technology; | |  |  | Yes No | Yes No |
| 1. Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions; | |  |  | Yes No | Yes No |
| 1. Supports literacy in math, language arts and science; and | |  |  | Yes No | Yes No |
| 1. Manage the challenges of living and working in a diverse global society; | |  |  | Yes No | Yes No |
| (2) Experiences that support students’ 21st century learning, including, but not limited to:   1. Collecting, analyzing, organizing, and presenting information; | |  |  | Yes No | Yes No |
| 1. Decision making and problem solving; | |  |  | Yes No | Yes No |
| 1. Self-management; | |  |  | Yes No | Yes No |
| 1. Communication and conflict resolution; and | |  |  | Yes No | Yes No |
| 1. Technological literacy; and | |  |  | Yes No | Yes No |
| (3) Experiences which develop students' knowledge and skills in:   1. Managing foods and nutrition; | |  |  | Yes No | Yes No |
| 1. Consumer financial literacy; and | |  |  | Yes No | Yes No |
| 1. Human growth and development; | |  |  | Yes No | Yes No |
| (f) 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.  (g) Examples of such assessment shall include, but not be limited to:   1. Teacher observations of student performance; | |  |  | Yes No | Yes No |
| 1. Competency-based or performance based assessments; | |  |  | Yes No | Yes No |
| 1. The use of real-life relevant tasks, laboratories, simulations, and community involvement; | |  |  | Yes No | Yes No |
| 1. Common assessments developed locally; and | |  |  | Yes No | Yes No |
| 1. 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. | |  |  | Yes No | Yes No |

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| **Family and Consumer Science Education Program Standards**  **(Ed 306.38)** | | | **Required for Grades 9 – 12**  NA – No grades 9 – 12 | | |
| **NHDOE USE ONLY:** | **Curriculum meets standard**  **Yes No NA** |  | | | |
| (c) The local school board shall require that a family and consumer science education program be provided in each high school. | |  |  | Yes No | Yes No |
| (d) The program in each high school shall provide planned learning strategies and opportunities that:  (1) Enable students to develop an awareness of career opportunities and to function as leaders in family, community, and work settings; | |  |  | Yes No | Yes No |
| (2) Provide students with knowledge and experience in the following areas of:   1. Foods and nutrition; | |  |  | Yes No | Yes No |
| 1. Human growth and development; | |  |  | Yes No | Yes No |
| 1. Consumer and resource management; and | |  |  | Yes No | Yes No |
| 1. Textiles and design. | |  |  | Yes No | Yes No |
| (f) 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.  (g) Examples of such assessment shall include, but not be limited to:   1. Teacher observations of student performance; | |  |  | Yes No | Yes No |
| 1. Competency-based or performance based assessments; | |  |  | Yes No | Yes No |
| 1. The use of real-life relevant tasks, laboratories, simulations, and community involvement; | |  |  | Yes No | Yes No |
| 1. Common assessments developed locally; and | |  |  | Yes No | Yes No |
| 1. 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. | |  |  | Yes No | Yes No |

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| **Health Education Program Standards**  **(Ed 306.40)** | | | **Required for Grades K – 12** | | |
| **NHDOE USE ONLY:** | **Curriculum meets standard**  **Yes No** |  | | | |
| (b) The local school board shall require that each school health education program provides:   1. Systematic instruction in grades K-12, designed to enable students to:    1. Comprehend concepts related to health promotion and disease prevention, linking to all content areas; | |  |  | Yes No | Yes No |
| * 1. Demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health; | |  |  | Yes No | Yes No |
| * 1. Demonstrate the ability to access valid health information and health-promoting products and services; | |  |  | Yes No | Yes No |
| * 1. Demonstrate the ability to practice health enhancing behaviors and reduce health risks; | |  |  | Yes No | Yes No |
| * 1. Analyze the effect of culture, media, technology, and other influences on health; | |  |  | Yes No | Yes No |
| * 1. Demonstrate the ability to use interpersonal communications skills to enhance health; | |  |  | Yes No | Yes No |
| * 1. Demonstrate the ability to use goal-setting and decision making skills to enhance health; and | |  |  | Yes No | Yes No |
| * 1. Demonstrate the ability to advocate for personal, family, and community health; | |  |  | Yes No | Yes No |
| 1. A planned K-12 curriculum in health education designed to teach the skills listed in (b)(1) above across the following content areas of health education:    1. Alcohol and other drug use prevention, in accordance with RSA 189:10; | |  |  | Yes No | Yes No |
| * 1. Injury prevention; | |  |  | Yes No | Yes No |
| * 1. Nutrition; | |  |  | Yes No | Yes No |
| * 1. Physical activity; | |  |  | Yes No | Yes No |
| * 1. Family life and comprehensive sexuality education, including instruction relative to abstinence and sexually transmitted infections in accordance with RSA 189:10; | |  |  | Yes No | Yes No |
| * 1. Tobacco use prevention; | |  |  | Yes No | Yes No |
| * 1. Mental health; | |  |  | Yes No | Yes No |
| * 1. Personal and consumer health; and | |  |  | Yes No | Yes No |
| * 1. Community and environmental health; and | |  |  | Yes No | Yes No |
| 1. Sound assessment practices in health education that:    1. Match goals and objectives; | |  |  | Yes No | Yes No |
| * 1. Require evaluation and synthesis of knowledge and skills; | |  |  | Yes No | Yes No |
| * 1. Emphasize higher order thinking skills; | |  |  | Yes No | Yes No |
| * 1. Clearly indicate what the student is asked to do but not how to do it; | |  |  | Yes No | Yes No |
| * 1. Are at the appropriate reading level; | |  |  | Yes No | Yes No |
| * 1. Have criteria that are clear to students and teachers; | |  |  | Yes No | Yes No |
| * 1. Are engaging and relevant to students; | |  |  | Yes No | Yes No |
| * 1. Link to ongoing instruction; | |  |  | Yes No | Yes No |
| * 1. Provide feedback to students; | |  |  | Yes No | Yes No |
| * 1. Provide cost-effective benefits to students; | |  |  | Yes No | Yes No |
| * 1. Reflect real world situations; and | |  |  | Yes No | Yes No |
| * 1. Emphasize use of available knowledge and skills in relevant problem contexts. | |  |  | Yes No | Yes No |

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| **Physical Education Program Standards**  **(Ed 306.41)** | | | **Required for Grades K – 12** | | |
| **NHDOE USE ONLY:** | **Curriculum meets standard**  **Yes No** |  | | | |
| (b) In the area of physical education, the local school board shall require that each school physical education program provides:  (1) Systematic instruction in grades K-12, designed to enable students to:   1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities; | |  |  | Yes No | Yes No |
| 1. Demonstrate understanding of movement concepts, principles, and performance of physical activities; | |  |  | Yes No | Yes No |
| 1. Participate regularly in physical activity; | |  |  | Yes No | Yes No |
| 1. Achieve and maintain physically fitness; | |  |  | Yes No | Yes No |
| 1. Exhibit responsible personal and social behavior that respects self and others in physical activity settings; and | |  |  | Yes No | Yes No |
| 1. Value physical activity for health, enjoyment, challenge, self expression, and social interaction; | |  |  | Yes No | Yes No |
| (2) A planned K-12 curriculum in physical education that will provide for:   1. A variety of motor skills that are designed to enhance the physical, mental, social, and emotional development of every child; | |  |  | Yes No | Yes No |
| 1. Fitness education and assessment to help children understand and improve or maintain their physical well-being; | |  |  | Yes No | Yes No |
| 1. Development of cognitive concepts about motor skills and fitness; | |  |  | Yes No | Yes No |
| 1. Opportunities to improve children’s emerging social and cooperative skills and to gain a multicultural perspective; | |  |  | Yes No | Yes No |
| 1. Promotion of regular amounts of appropriate physical activity now and throughout life; and | |  |  | Yes No | Yes No |
| 1. Utilization of technology in attaining instruction, curricular, and assessment goals; and | |  |  | Yes No | Yes No |
| (3) Sound assessment practices in physical education that:   1. Match goals and objectives; | |  |  | Yes No | Yes No |
| 1. Require evaluation and synthesis of knowledge and skills; | |  |  | Yes No | Yes No |
| 1. Emphasize higher-order thinking skills; | |  |  | Yes No | Yes No |
| 1. Clearly indicate what the student is asked to do; | |  |  | Yes No | Yes No |
| 1. Are at an appropriate skill level according to:    1. State standards; and | |  |  | Yes No | Yes No |
| * 1. The needs of the individual; | |  |  | Yes No | Yes No |
| 1. Have criteria that are clear to students and teacher; | |  |  | Yes No | Yes No |
| 1. Are engaging and relevant to students; | |  |  | Yes No | Yes No |
| 1. Link to ongoing instruction; | |  |  | Yes No | Yes No |
| 1. Provide feedback to students; | |  |  | Yes No | Yes No |
| 1. Provide cost-effective benefits to students; | |  |  | Yes No | Yes No |
| 1. Reflect real-world situations; and | |  |  | Yes No | Yes No |
| 1. Emphasize use of available knowledge and skills in relevant problem contexts. | |  |  | Yes No | Yes No |

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| **Information and Communications Technologies Program Standards**  **(Ed 306.42)** | | | **Required for Grades K – 12** | | |
| **NHDOE USE ONLY:** | **Curriculum meets standard**  **Yes No** |  | | | |
| (a) The local school board shall require an integrated approach to the use of 21st 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:   1. Develop knowledge of ethical, responsible use of technology tools in a society that relies heavily on knowledge of information in its decision-making; | |  |  | Yes No | Yes No |
| 1. Become proficient in the use of 21st century tools to access, manage, integrate, evaluate, and create information within the context of the core subjects of:    1. Reading; | |  |  | Yes No | Yes No |
| * 1. Mathematics; | |  |  | Yes No | Yes No |
| * 1. English and language arts; | |  |  | Yes No | Yes No |
| * 1. Science; | |  |  | Yes No | Yes No |
| * 1. Social studies, including civics, government, economics, history, and geography; | |  |  | Yes No | Yes No |
| * 1. Arts; and | |  |  | Yes No | Yes No |
| * 1. World languages; | |  |  | Yes No  NA | Yes No  NA |
| 1. Use 21st century tools to develop cognitive proficiency in:    1. Literacy; | |  |  | Yes No | Yes No |
| * 1. Numeracy; | |  |  | Yes No | Yes No |
| * 1. Problem solving; | |  |  | Yes No | Yes No |
| * 1. Decision making; and | |  |  | Yes No | Yes No |
| * 1. Spatial / visual literacy; | |  |  | Yes No | Yes No |
| 1. Use 21st century tools to develop technical proficiency at a foundation knowledge level in:    1. Hardware; | |  |  | Yes No | Yes No |
| * 1. Software applications; | |  |  | Yes No | Yes No |
| * 1. Networks; and | |  |  | Yes No | Yes No |
| * 1. Elements of digital technology; and | |  |  | Yes No | Yes No |
| 1. Create digital portfolios which:    1. Address the following components:       1. Basic operations and concepts; | |  |  | Yes No | Yes No |
| * + 1. Social, ethical, and human issues; | |  |  | Yes No | Yes No |
| * + 1. Technology productivity tools; | |  |  | Yes No | Yes No |
| * + 1. Technology communications tools; | |  |  | Yes No | Yes No |
| * + 1. Technology research tools; and | |  |  | Yes No | Yes No |
| * + 1. Technology problem solving and decision-making tools; | |  |  | Yes No | Yes No |
| * 1. Represent proficient, ethical, responsible use of 21st century tools within the context of the core subjects; and | |  |  | Yes No | Yes No |
| * 1. Include, at a minimum, such digital artifacts as:      1. Standardized tests; | |  |  | Yes No | Yes No |
| * + 1. Observation; | |  |  | Yes No | Yes No |
| * + 1. Student work; and | |  |  | Yes No | Yes No |
| * + 1. Comments describing a student’s reflection on his/her work. | |  |  | Yes No | Yes No |
| (b) The local school board shall 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. | |  |  | Yes No | Yes No |
| (c) The local school board shall provide opportunities for students to complete a ½ credit ICT course prior to high school graduation, including, but not limited to:   1. Use of common productivity and web based software; | |  |  | Yes No  NA | Yes No  NA |
| 1. Use of a variety of multimedia software and equipment; | |  |  | Yes No  NA | Yes No  NA |
| 1. Configuring computers and basic network configurations; and | |  |  | Yes No  NA | Yes No  NA |
| 1. Applying programming concepts used in software development. | |  |  | Yes No  NA | Yes No  NA |

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| **Mathematics Program Standards**  **(Ed 306.43)** | | | **Required for Elem. Grades:**  NA – No elem. grades | | |
| **NHDOE USE ONLY:** | **Curriculum meets standard**  **Yes No NA** |  | | | |
| (a) Pursuant to Ed 306.26, the local school board shall require that a mathematics program in each elementary grade provides:  (1) Opportunities for all students to solve problems by:   1. Using multiple strategies; | |  |  | Yes No | Yes No |
| 1. Communicating mathematical ideas through speaking and writing; | |  |  | Yes No | Yes No |
| 1. Making logical connections between different mathematical concepts; | |  |  | Yes No | Yes No |
| (2) 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; | |  |  | Yes No | Yes No |
| (3) Opportunities for authentic tasks that:   1. Promote student decision making and questioning; | |  |  | Yes No | Yes No |
| 1. Encourage students to develop unique problem solving strategies while allowing students to defend their strategies and results; | |  |  | Yes No | Yes No |
| (4) Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level; | |  |  | Yes No | Yes No |
| (5) Opportunities for all students to develop positive attitudes such as inquisitiveness and appreciation of the multiple ways to approach and solve mathematical situations; | |  |  | Yes No | Yes No |
| (6) 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 | |  |  | Yes No | Yes No |
| (7) 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. | |  |  | Yes No | Yes No |

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| **Mathematics Program Standards**  **(Ed 306.43)** | | | **Required for Middle Grades:**  NA – No middle grades | | |
| **NHDOE USE ONLY:** | **Curriculum meets standard**  **Yes No NA** |  | | | |
| (b) Pursuant to Ed 306.26, the local school board shall require that a mathematics program in each middle school grade provides:   1. Opportunities for all students to solve problems by:    1. Using multiple strategies; | |  |  | Yes No | Yes No |
| * 1. Reading and interpreting mathematics; | |  |  | Yes No | Yes No |
| * 1. Communicating mathematical ideas through speaking and writing; and | |  |  | Yes No | Yes No |
| * 1. Making connections within and among mathematical ideas and across disciplines; | |  |  | Yes No | Yes No |
| 1. 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; | |  |  | Yes No | Yes No |
| 1. Opportunities for authentic tasks that:    1. Promote student decision making and questioning; and | |  |  | Yes No | Yes No |
| * 1. Encourage students to develop unique problem solving strategies while allowing students to defend their strategies and results through inductive and deductive reasoning; | |  |  | Yes No | Yes No |
| 1. Opportunities for all students to explore the historical and cultural development of mathematics; | |  |  | Yes No | Yes No |
| 1. Opportunities for all students to:    1. Explore mathematically-related careers; and | |  |  | Yes No | Yes No |
| * 1. Have direct interaction with the mathematics involved in various careers; | |  |  | Yes No | Yes No |
| 1. Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level; | |  |  | Yes No | Yes No |
| 1. 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; | |  |  | Yes No | Yes No |
| 1. Sustained projects and labs that are designed to:    1. Incorporate multiple mathematical ideas, research, technology, mathematical communication, and interdisciplinary interaction; and | |  |  | Yes No | Yes No |
| * 1. Encourage students to solve problems that are meaningful and unique to their lives; | |  |  | Yes No | Yes No |
| 1. 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 | |  |  | Yes No | Yes No |
| 1. A developed curriculum incorporating number and operations, geometry and measurement, data, statistics and probability, and functions and algebra consistent with RSA 193-C:3, III. | |  |  | Yes No | Yes No |

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| **Mathematics Program Standards**  **(Ed 306.43)** | | | **Required for Grades 9 – 12**  NA – No grades 9 – 12 | | |
| **NHDOE USE ONLY:** | **Curriculum meets standard**  **Yes No NA** |  | | | |
| (c) Pursuant to Ed 306.27, the local school board shall require that a mathematics program in each high school provides:   1. Opportunities for all students to solve problems by:    1. Using multiple strategies; | |  |  | Yes No | Yes No |
| * 1. Reading and interpreting mathematics; | |  |  | Yes No | Yes No |
| * 1. Communicating mathematical ideas through speaking and writing; and | |  |  | Yes No | Yes No |
| * 1. Making connections within and among mathematical ideas and across disciplines; | |  |  | Yes No | Yes No |
| 1. 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; | |  |  | Yes No | Yes No |
| 1. Opportunities for authentic tasks that:    1. Promote student decision making and questioning; and | |  |  | Yes No | Yes No |
| * 1. Encourage students to develop unique problem-solving strategies while allowing students to defend their strategies and results through inductive and deductive reasoning and proof; | |  |  | Yes No | Yes No |
| 1. Opportunities for all students to explore the historical and cultural development of mathematics; | |  |  | Yes No | Yes No |
| 1. Opportunities for all students to:    1. Research mathematically-related careers; | |  |  | Yes No | Yes No |
| * 1. Have direct interaction with the mathematics involved in various careers; and | |  |  | Yes No | Yes No |
| * 1. Research the mathematical requirements of various college majors; | |  |  | Yes No | Yes No |
| 1. Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level; | |  |  | Yes No | Yes No |
| 1. Opportunities for all students to develop positive attitudes such as inquisitiveness, appreciation of the multiple ways to approach and solve mathematical situations, appreciation of mathematical patterns, and the ability to make predictions from patterns; | |  |  | Yes No | Yes No |
| 1. Sustained projects and labs designed to incorporate multiple mathematical ideas, research, technology, mathematical communication, and interdisciplinary interaction, and to encourage students to solve problems that are meaningful and unique to their lives; | |  |  | Yes No | Yes No |
| 1. Interactive instruction and sustained activities developed to increase mathematical maturity and allow students to be successful in solving problems outside of the classroom; | |  |  | Yes No | Yes No |
| 1. Opportunities for all students to attain competency in mathematics for each year in which he or she is in high school, through graduation, to ensure career and college readiness. | |  |  | Yes No | Yes No |
| 1. Such competency may be met by satisfactorily completing:    1. A minimum of 4 courses in mathematics; or    2. A minimum of 3 mathematics courses and one non-mathematics content area course in which mathematics knowledge and skills are embedded and applied, as may be approved by the school board. | |  |  | Yes No | Yes No |
| 1. Interactive instruction and sustained activities designed to enable all students to demonstrate proficiency on the state assessment; and | |  |  | Yes No | Yes No |
| 1. A developed curriculum incorporating number and operations, geometry and measurement, data, statistics and probability, and functions and algebra consistent with RSA 193-C:3, III. | |  |  | Yes No | Yes No |

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| **Science Education Program Standards**  **(Ed 306.45)** | | | **Required for K – 4 Grades:**  NA – No K – 4 grades | | |
| **NHDOE USE ONLY:** | **Curriculum meets standard**  **Yes No NA** |  | | | |
| (a) Pursuant to Ed 306.26, the local school board shall require that a science education program in each school with the grades K-4 provides:   1. Planned activities designed to:    1. Develop students' critical thinking skills; | |  |  | Yes No | Yes No |
| * 1. Promote the acquisition of positive attitudes, including, but not limited to, curiosity, initiative, self-reliance, and persistence; and | |  |  | Yes No | Yes No |
| * 1. Develop an awareness of and involvement with the natural world; | |  |  | Yes No | Yes No |
| 1. 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 | |  |  | Yes No | Yes No |
| 1. 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:    1. Explore, collect, handle, sort, and classify natural objects; | |  |  | Yes No | Yes No |
| * 1. Use strategies to organize and identify the questions children ask from natural world observations; | |  |  | Yes No | Yes No |
| * 1. Use tools, including, but not limited to, nonstandard measures, rulers, and magnifiers, to enhance observations and collect represent and interpret data; | |  |  | Yes No | Yes No |
| * 1. Organize data in multiple ways using tools of technology, including calculators, computers, and handheld electronic devices; | |  |  | Yes No | Yes No |
| * 1. Communicate through reading, writing, speaking, listening, creating, and viewing to describe their observations of the natural world; and | |  |  | Yes No | Yes No |
| * 1. Model and communicate safety and health related issues relating to exploration, activities, and inquiry associated with materials, tools, and procedures. | |  |  | Yes No | Yes No |

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| **Science Education Program Standards**  **(Ed 306.45)** | | | **Required for Middle Grades:**  NA – No middle grades | | |
| **NHDOE USE ONLY:** | **Curriculum meets standard**  **Yes No NA** |  | | | |
| (c) Pursuant to Ed 306.26, the local school board shall require that a science program in each middle school provides:   1. 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; | |  |  | Yes No | Yes No |
| 1. 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; | |  |  | Yes No | Yes No |
| 1. Opportunities for students to develop a knowledge and understanding of process skills such as observing, classifying, measuring, graphing, inferring, experimenting, and communicating; and | |  |  | Yes No | Yes No |
| 1. Systematic instruction, laboratory experiences and activities designed to enable students to:    1. Gather scientific data through laboratory and field work; | |  |  | Yes No | Yes No |
| * 1. Employ safe practices and techniques in the laboratory and on field trips; | |  |  | Yes No | Yes No |
| * 1. Apply scientific concepts and skills in solving real problems and in everyday situations; | |  |  | Yes No | Yes No |
| * 1. Understand the impact of science and technology on daily life; | |  |  | Yes No | Yes No |
| * 1. Be aware of science-related societal issues; | |  |  | Yes No | Yes No |
| * 1. Investigate the natural world and acquire an understanding of scientific explanations of natural phenomena; | |  |  | Yes No | Yes No |
| * 1. Acquire an understanding of the history of science and its impact on society and the realization that science is a human endeavor; | |  |  | Yes No | Yes No |
| * 1. Become familiar with science and technology related careers; | |  |  | Yes No | Yes No |
| * 1. Engage in full and partial inquiries; | |  |  | Yes No | Yes No |
| * 1. Use their understanding of background content and theories to guide their design of observations and investigations; | |  |  | Yes No | Yes No |
| * 1. Shape and modify their background knowledge through experiments and observations; | |  |  | Yes No | Yes No |
| * 1. Develop their abilities in systematic observation, making accurate measurements, and identifying and controlling variables; and | |  |  | Yes No | Yes No |
| * 1. Express their understanding through the use of writing, labeling drawings, completing concept maps, developing spreadsheets and creative representations, and designing computer images and representations. | |  |  | Yes No | Yes No |

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| **Science Education Program Standards**  **(Ed 306.45)** | | | **Required for Grades 9 – 12**  NA – No grades 9 – 12 | | |
| **NHDOE USE ONLY:** | **Curriculum meets standard**  **Yes No NA** |  | | | |
| (e) Pursuant to Ed 306.27, the local school board shall require that a science program in each high school provides:   1. Opportunities for students to become familiar with the impact, limitations, fundamental principles, and methods of science; | |  |  | Yes No | Yes No |
| 1. Opportunities for students to acquire knowledge of the natural world through the application of logical thought processes such as observation, hypothesizing, experimentation, and the drawing of conclusions; | |  |  | Yes No | Yes No |
| 1. Opportunities for students to develop a knowledge and understanding of attitudes and problem-solving techniques essential for life in an increasingly complex technological society; | |  |  | Yes No | Yes No |
| 1. Courses totaling at least 5 credits in science comprised of offerings in each of the following areas:    1. Physical science which shall include:       1. Conservation of matter; | |  |  | Yes No | Yes No |
| * + 1. Conservation of energy, matter and energy in nuclear phenomena; | |  |  | Yes No | Yes No |
| * + 1. Newton’s Laws involving the structure and interaction of matter and energy; | |  |  | Yes No | Yes No |
| * + 1. Chemical principles, including the ability to distinguish among materials by utilizing observable properties; and | |  |  | Yes No | Yes No |
| * + 1. Physical principles, including the application of knowledge of forces and motion to all types of motion in the universe; | |  |  | Yes No | Yes No |
| * 1. Biology which shall include:      1. Molecular and cellular biology; | |  |  | Yes No | Yes No |
| * + 1. Genetics; | |  |  | Yes No | Yes No |
| * + 1. Plant and animal diversity and the structure and function of plants and animals; | |  |  | Yes No | Yes No |
| * + 1. The principles of classification, including fundamental structures, functions, and mechanisms of inheritance found in the major grouping of organisms including bacteria, fungi, protists, plants, and animals; | |  |  | Yes No | Yes No |
| * + 1. Population biology; | |  |  | Yes No | Yes No |
| * + 1. Organic evolution and patterns and products of evolution, including genetic variation, specialization, adaptation, and natural selection; | |  |  | Yes No | Yes No |
| * + 1. Ecology and animal behavior and how environmental factors affect all living systems, including individuals, communities, biomes, and the biosphere, as well as species to species interactions; and | |  |  | Yes No | Yes No |
| * + 1. The concept that organisms are linked to one another and to their physical setting by the transfer and transformation of matter and energy to maintain a dynamic equilibrium; | |  |  | Yes No | Yes No |
| * 1. Chemistry which shall include:      1. Structure of matter; | |  |  | Yes No | Yes No |
| * + 1. States of matter; | |  |  | Yes No | Yes No |
| * + 1. Chemical classification; | |  |  | Yes No | Yes No |
| * + 1. Introductory organic chemistry; | |  |  | Yes No | Yes No |
| * + 1. Reactions of matter such as acids, bases, oxidation-reduction, electrochemistry, equilibrium, kinetics; and | |  |  | Yes No | Yes No |
| * + 1. Thermodynamics; | |  |  | Yes No | Yes No |
| * 1. Physics which shall include:      1. Principles of mechanics; | |  |  | Yes No | Yes No |
| * + 1. Laws of conservation; | |  |  | Yes No | Yes No |
| * + 1. Basics of waves; | |  |  | Yes No | Yes No |
| * + 1. Fundamentals of electricity and magnetism; and | |  |  | Yes No | Yes No |
| * + 1. Atomic and nuclear physics; | |  |  | Yes No | Yes No |
| * 1. Earth space science which shall include the concepts that the earth:      1. Is a unique member of our solar system, located in a galaxy, within the universe; | |  |  | Yes No | Yes No |
| * + 1. Is a complex planet with 5 interacting systems, namely:        1. Solid earth or lithosphere; | |  |  | Yes No | Yes No |
| * + - 1. Air or atmosphere; | |  |  | Yes No | Yes No |
| * + - 1. Water or hydrosphere; | |  |  | Yes No | Yes No |
| * + - 1. Ice or cryosphere; and | |  |  | Yes No | Yes No |
| * + - 1. Life or biosphere; and | |  |  | Yes No | Yes No |
| * + 1. Contains a variety of renewable and nonrenewable resources; and | |  |  | Yes No | Yes No |
| * 1. General or advanced science which shall include subject matter appropriate to the disciplines listed in e. above; and | |  |  | Yes No | Yes No |
| 1. Systematic instruction, fieldwork, experimentation and activities designed to enable students to:    1. Know about the diversity of natural phenomena and the methods of studying and classifying them; | |  |  | Yes No | Yes No |
| * 1. Recognize the interrelationship and interdependence of living organisms and the role of a biological organism in a physical world; | |  |  | Yes No | Yes No |
| * 1. Understand the scientific method of investigation, including the role of observation and experimentation in the advancement of scientific knowledge; | |  |  | Yes No | Yes No |
| * 1. Gather scientific data through laboratory and field work; | |  |  | Yes No | Yes No |
| * 1. Construct tables and graphs from given data and interpret data presented in tables and graphs; | |  |  | Yes No | Yes No |
| * 1. Draw conclusions and inferences from data; | |  |  | Yes No | Yes No |
| * 1. Apply scientific concepts and skills in solving real problems and in everyday situations; | |  |  | Yes No | Yes No |
| * 1. Communicate observations and experimental results both quantitatively, through the use of mathematical relationships, and qualitatively, in clear and concise spoken or written language; | |  |  | Yes No | Yes No |
| * 1. Appreciate the unifying concepts and principles within the natural sciences; | |  |  | Yes No | Yes No |
| * 1. Be aware of the philosophical, ethical, legal, political, and economic impacts of science and technology; | |  |  | Yes No | Yes No |
| * 1. Acquire an understanding of the history of science and the realization that science is a human endeavor; and | |  |  | Yes No | Yes No |
| * 1. Be aware of concerns about the current and future impacts of science and technology on society and the environment. | |  |  | Yes No | Yes No |
| (f) Science courses in high schools shall teach the fundamentals of science and incorporate all of the content-specific components listed in (e) above and as many of the other non-course frameworks and concepts, including, but not limited to, science as inquiry/science and technology and society/unifying themes, as are appropriate. | |  |  | Yes No | Yes No |

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| **Social Studies Program Standards**  **(Ed 306.46)** | | | **Required for Elem. Grades:**  NA – No elem. grades | | |
| **NHDOE USE ONLY:** | **Curriculum meets standard**  **Yes No NA** |  | | | |
| (a) Pursuant to Ed 306.26, the local school board shall require that a social studies program in each elementary school provides:   1. Opportunities for students to: 2. Become familiar with the skills of decision making, data gathering, and critical thinking; | |  |  | Yes No | Yes No |
| 1. Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community; | |  |  | Yes No | Yes No |
| 1. Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and | |  |  | Yes No | Yes No |
| 1. 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. | |  |  | Yes No | Yes No |

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| **Social Studies Program Standards**  **(Ed 306.46)** | | | **Required for Middle Grades:**  NA – No middle grades | | |
| **NHDOE USE ONLY:** | **Curriculum meets standard**  **Yes No NA** |  | | | |
| (b) Pursuant to Ed 306.26, the local school board shall require that a social studies program in each middle school provides:   1. Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community; | |  |  | Yes No | Yes No |
| 1. Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and | |  |  | Yes No | Yes No |
| 1. Systematic instruction and activities designed to enable students to:    1. Acquire and use information to clarify issues and seek solutions to societal problems; | |  |  | Yes No | Yes No |
| * 1. Value and apply critical thinking, interpersonal relations, and decision-making skills in both individual and group problem-solving situations; | |  |  | Yes No | Yes No |
| * 1. 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 | |  |  | Yes No | Yes No |
| * 1. Become familiar with careers in history, the humanities, and the social sciences. | |  |  | Yes No | Yes No |

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| **Social Studies Program Standards**  **(Ed 306.46)** | | | **Required for Grades 9 – 12**  NA – No grades 9 – 12 | | |
| **NHDOE USE ONLY:** | **Curriculum meets standard**  **Yes No NA** |  | | | |
| (c) Pursuant to Ed 306.27, the local school board shall require that a social studies program in each high school provides:   1. Opportunities for students to acquire knowledge and modes of inquiry in the areas of civics, economics, geography, world history, and United States and New Hampshire history in a program consistent with RSA 193-C:3, III, including the related areas of sociology, anthropology, and psychology; | |  |  | Yes No | Yes No |
| 1. 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; | |  |  | Yes No | Yes No |
| 1. Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community; | |  |  | Yes No | Yes No |
| 1. Courses totaling at least 5 credits in social studies comprised of offerings in each of the following areas:    1. At least one credit in national and state history pursuant to RSA 189:11; | |  |  | Yes No | Yes No |
| * 1. At least one credit in world history or global studies; | |  |  | Yes No | Yes No |
| * 1. At least one credit in geography; | |  |  | Yes No | Yes No |
| * 1. At least ½ credit in United States and New Hampshire government/civics; | |  |  | Yes No | Yes No |
| * 1. At least ½ credit in economics; and | |  |  | Yes No | Yes No |
| * 1. At least one credit, which may be interdisciplinary or integrated, to be chosen from the areas of geography, economics, world history, civics/government, state or national history or both, or behavioral studies; and | |  |  | Yes No | Yes No |
| 1. Systematic instruction and activities designed to enable students to acquire the skills of critical thinking, effective decision making, and human relations. | |  |  | Yes No | Yes No |

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| **Technology/Engineering Education Program Standards**  **(Ed 306.47)** | | | **Required for Middle Grades:**  NA – No middle grades | | |
| **NHDOE USE ONLY:** | **Curriculum meets standard**  **Yes No NA** |  | | | |
| (a) Technology/engineering education is the discipline devoted to the study of human invention and innovation and their influence on our natural and human-made environment.  (b) The local school board shall require that a technology/engineering education program in each middle school provides:   1. Opportunities for students to develop an understanding of the technological world in which they live and will someday work; | |  |  | Yes No | Yes No |
| 1. Opportunities for students to develop positive attitudes and knowledge about present and future technologies in 3 or more of the following content areas:    1. Medical technologies; | |  |  | Yes No  NA | Yes No  NA |
| * 1. Agricultural; | |  |  | Yes No  NA | Yes No  NA |
| * 1. Biotechnologies; | |  |  | Yes No  NA | Yes No  NA |
| * 1. Energy and power technologies; | |  |  | Yes No  NA | Yes No  NA |
| * 1. Information and communications technologies; | |  |  | Yes No  NA | Yes No  NA |
| * 1. Transportation technologies; | |  |  | Yes No  NA | Yes No  NA |
| * 1. Manufacturing technologies; | |  |  | Yes No  NA | Yes No  NA |
| * 1. Construction technologies; and | |  |  | Yes No  NA | Yes No  NA |
| * 1. New and emerging technologies; | |  |  | Yes No  NA | Yes No  NA |
| 1. 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; | |  |  | Yes No | Yes No |
| 1. 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 | |  |  | Yes No | Yes No |
| 1. Systematic instruction and activities designed to enable students to:    1. 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; | |  |  | Yes No | Yes No |
| * 1. 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; | |  |  | Yes No | Yes No |
| * 1. Understand industry and technology, their systematic structures, and their place in our culture; | |  |  | Yes No | Yes No |
| * 1. 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; | |  |  | Yes No | Yes No |
| * 1. Learn leadership and group-process skills; | |  |  | Yes No | Yes No |
| * 1. Recognize and build upon individual talents and interests; and | |  |  | Yes No | Yes No |
| * 1. 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. | |  |  | Yes No | Yes No |

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| **Technology/Engineering Education Program Standards**  **(Ed 306.47)** | | | **Required for Grades 9 – 12**  NA – No grades 9 – 12 | | |
| **NHDOE USE ONLY:** | **Curriculum meets standard**  **Yes No NA** |  | | | |
| (c) The local school board shall require that a technology/engineering education program in each high school provides:   1. Opportunities for students to develop insight, understanding, and application of technological concepts, processes, and systems; | |  |  | Yes No | Yes No |
| 1. Opportunities for students to develop safe and efficient habits in the application of tools, materials, machines, processes, and technical concepts; | |  |  | Yes No | Yes No |
| 1. 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; | |  |  | Yes No | Yes No |
| 1. Courses totaling at least 4 credits in technology/engineering education with a minimum of one credit offered in 3 of the 4 areas of:    1. Energy and power technologies, including electricity, electronics, power mechanics, transportation, alternative energy, and energy conservation; | |  |  | Yes No  NA | Yes No  NA |
| * 1. Process technologies, including manufacturing, construction, wood, metal, medical, agricultural, and biotechnology; | |  |  | Yes No  NA | Yes No  NA |
| * 1. 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 | |  |  | Yes No  NA | Yes No  NA |
| * 1. Engineering principles and design; and | |  |  | Yes No  NA | Yes No  NA |
| 1. Systematic instruction and activities designed to enable students to:    1. Understand the factors of production, including capital, labor, and management, in relation to industrial organization, systems and structure; | |  |  | Yes No | Yes No |
| * 1. Utilize the engineering design process to propose, build, test and assess technological problems in a systematic and economically sound manner; | |  |  | Yes No | Yes No |
| * 1. Develop skills in specific machine and tool operations; | |  |  | Yes No | Yes No |
| * 1. Plan, design, produce and/or use measuring instruments, jigs, fixtures, and templates to control, test and assess parts of a technological process; | |  |  | Yes No | Yes No |
| * 1. Use a variety of problem-solving tools to develop and apply critical thinking skills to technological problems; | |  |  | Yes No | Yes No |
| * 1. Exhibit an understanding for the importance of using resources in a way that is economical, efficient and respectful of our shared environment; | |  |  | Yes No | Yes No |
| * 1. Develop those habits of mind necessary to a lifelong learner such as the ability to question, investigate, design, experiment, and evaluate; and | |  |  | Yes No | Yes No |
| * 1. Develop leadership abilities required in a technological society such as communication, cooperation, and collaboration with individuals and groups. | |  |  | Yes No | Yes No |

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| **World Languages Program**  **(Ed 306.48)** | | | **Required for Grades 9 – 12, Optional for Elem & Middle Grades:**  NA – No grades 9 – 12 and not offered in Elem. or Middle | | |
| **NHDOE USE ONLY:** | **Curriculum meets standard**  **Yes No NA** |  | | | |
| (a) The local school board may provide instruction in one or more world languages in an elementary school. The extent of this instruction and the students to whom it is offered shall be determined by local school board policy. | |  |  | Yes No  NA | Yes No  NA |
| (b) Pursuant to Ed 306.26 the local school board may provide supplemental instruction in one or more world languages in a middle school. | |  |  | Yes No  NA | Yes No  NA |
| (c) If world language instruction is offered, the program shall be designed to provide:   1. Opportunities for students to develop a basic proficiency in a second language or to explore 2 or more languages other than English; | |  |  | Yes No | Yes No |
| 1. Instruction which emphasizes basic competency in the 4 skills of listening comprehension, reading, speaking, and writing; | |  |  | Yes No | Yes No |
| 1. Activities designed to make students aware of the culture of the countries in which the language(s) is/are spoken; and | |  |  | Yes No | Yes No |
| 1. Systematic instruction and activities designed to enable students to:    1. Gain basic linguistic knowledge in one or more second language(s); | |  |  | Yes No | Yes No |
| * 1. Acquire basic communicative competence by applying the skills of listening comprehension, speaking, reading, and writing; | |  |  | Yes No | Yes No |
| * 1. Understand the contributions of other cultures and compare elements of those cultures with American culture; | |  |  | Yes No | Yes No |
| * 1. Recognize and respect linguistic and cultural differences and be enriched by other societies' contributions to the human experience; | |  |  | Yes No | Yes No |
| * 1. Be aware of the concept of global interdependence; and | |  |  | Yes No | Yes No |
| * 1. Become familiar with the relationship between second language skills and future career choices. | |  |  | Yes No | Yes No |
| (d) Pursuant to Ed 306.27, the local school board shall require that a world language program in each high school provides:   1. Opportunities for students to become familiar with the linguistic and cultural elements of classical and/or modern languages; | |  |  | Yes No | Yes No |
| 1. Opportunities for students to develop a knowledge and understanding of the skills necessary for effective communication in the language(s) studied as well as an understanding of the nature and contributions of the related culture(s); and | |  |  | Yes No | Yes No |
| 1. Systematic instruction and activities designed to enable students to:    1. Acquire progressive proficiency in the skills of listening comprehension, speaking, reading, writing and structural analysis; | |  |  | Yes No | Yes No |
| * 1. Increase knowledge and understanding of the countries, cultures, and attitudes of the peoples whose languages are being studied; | |  |  | Yes No | Yes No |
| * 1. Appreciate one's own cultural heritage; | |  |  | Yes No | Yes No |
| * 1. Plan education and career development in areas related to world languages; and | |  |  | Yes No | Yes No |
| * 1. Develop career and technical interests and activities associated with the study and use of world languages. | |  |  | Yes No | Yes No |
| (e) Each high school shall offer courses totaling 5 credits comprised of a 3-year sequence in one world language and a 2-year sequence in a second world language. | |  |  | Yes No | Yes No |
| (f) American Sign Language (ASL) shall qualify as a world language for purposes of this section and for the purpose of meeting a high school world language graduation requirement. | |  |  | Yes No  NA | Yes No  NA |