

Friends Forever International

Learn Everywhere Application

I. Organizational Details

A. Our Organization and History

Our mission: To help youth become the best version of themselves, so that they can help their community become the best version of itself.

An independent 501(c)3 nonprofit, Friends Forever International (FFI) works with communities around the globe to help leaders from diverse backgrounds develop the skills to tackle local and global issues. The first FFI group was composed of Catholic and Protestant young people from Northern Ireland who traveled to New Hampshire in 1986. For many years, FFI was engaged primarily in the practice of intergroup contact theory. More recently, our definition of conflict transformation has evolved beyond traditional conflict resolution programs focused on large scale geopolitical issues, personalities, and themes, into one that emphasizes individual leadership and community level action. We have grown from a grassroots group of volunteers to a global organization with campuses and leadership programs on three continents.

B. Contact Details

Friends Forever International
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603.397.5301
Steve Martineau/CEO
steve@ff.international

II. Program Description

Educational Program

FFI offers a comprehensive selection of educational courses*, each offering students* the opportunity to develop their motivation, knowledge, skills through experiential learning and application while gaining high school credit. Courses* consist of 3 modules*; each module* contains three to five synchronous 90-minute sessions. Students* who successfully complete all requirements are eligible for a certificate in the course*. Students* can enroll in individual modules* or designed courses* based on their individual educational needs and goals.

Partner Organizations may apply for a group to participate in Experiential Leadership Weekends*. During these individualized weekend experiences, participants* will complete the listed modules* for one of the courses* offered. As FFI continues to extend its reach, we hope to offer these programs with opportunities for individual student* enrollment, remote programming, and further connections with local schools.

About Friends Forever International Programs

Three factors separate FFI from the majority of leadership and educational programs:

1. We connect diverse youth and alumni* from around the world.
2. Our copyrighted curriculum is rigorous, comprehensive, and can be adapted for any community.
3. Program alumni* are encouraged to return as co-facilitators of future sessions to supplement the curriculum with real life accomplishments and challenges.

Our Global Reach

FFI Global Headquarters is located in Durham, NH on two adjacent properties, the Office and the Raiche Farmhouse. The nearby Leonard Seagren Home in New Castle, NH offers residential space for FFI programs. The FFI Center at Annalong in Northern Ireland is a 70-bed campus located between Belfast and Dublin, at the base of the Mourne Mountains on the Irish Sea. The FFI Diane M. Seagren Rainforest Academy is a 30 acre campus in the heart of the rainforest in Boom Creek, Belize.

We use these locations for most of our workshops; we also do “road” workshops in the community. Many workshops can also be adapted to remote facilitation in Zoom.

III. Policies

A. Instructor Qualifications

All Instructors receive forty hours of instruction, training, and facilitation practice. Instructors must apply annually, interview, and receive training prior to each session delivered. Instructors submit a report after each session is delivered which is reviewed within 24 hours by FFI staff. Instructors meet the above qualifications.

B. Criminal History Records Check

FFI utilizes Good Hire for instructor background checks. This background check is done annually after applicants have been offered an instructor position.. FFI will not allow instruction or student* contact by a person who has been charged pending disposition for, or convicted of, any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11

C. Admissions

FFI programs accepting individual applicants require participants* to apply to the program via the FFI website; the application process consists of completing an online application and interview.

For FFI Programs organized with Partner Organizations, the Partnering Organization submits the application via the FFI website and participants* complete Enrollment Forms only.

FFI follows all federal and state mandates and does not discriminate against any applicant based on gender, ethnic, religious, or political identity.

D. Liaison with the Local Educational Agency

Alexandra DesRuisseaux, FFI Program and Community Engagement Coordinator is the point of contact and liaison with any school referring a student who has disabilities and learning differences. We understand that we have responsibilities to provide students with disabilities equal access and equal opportunities to participate in the Learn Everywhere Program, including by providing the student with accommodations outlined in their 504 or IEP plan.

E. Indemnification statement

If a school refers a student to FFI, that student will be required to sign the following statement: "I (the parent/legal guardian of, or the emancipated student, ____/____) covenant and agree at all times to indemnify and hold harmless the (school district), their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the state approved Learn Everywhere program, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils."

IV. Facilities and Insurance

A. Educational Facilities

FFI operates a 3 acre campus off Route 4 in Durham, NH. Facilities include several classroom areas which include seating, desks/tables, smart screens for virtual learning, as well as numerous outdoor meeting and instruction spaces.

These facilities allow students to learn together safely and comfortably in small and large groups.

B. Affirmation of Compliance

FFI facilities comply with all federal and state safety laws. FFI complies with "Sat-C 6000" (the fire-safety code) and "barrier-free access under Abfd 300, code for barrier-free design, and the Americans with Disabilities Act of 1990(ADA), as amended by the ADA Amendments Act of 2008.

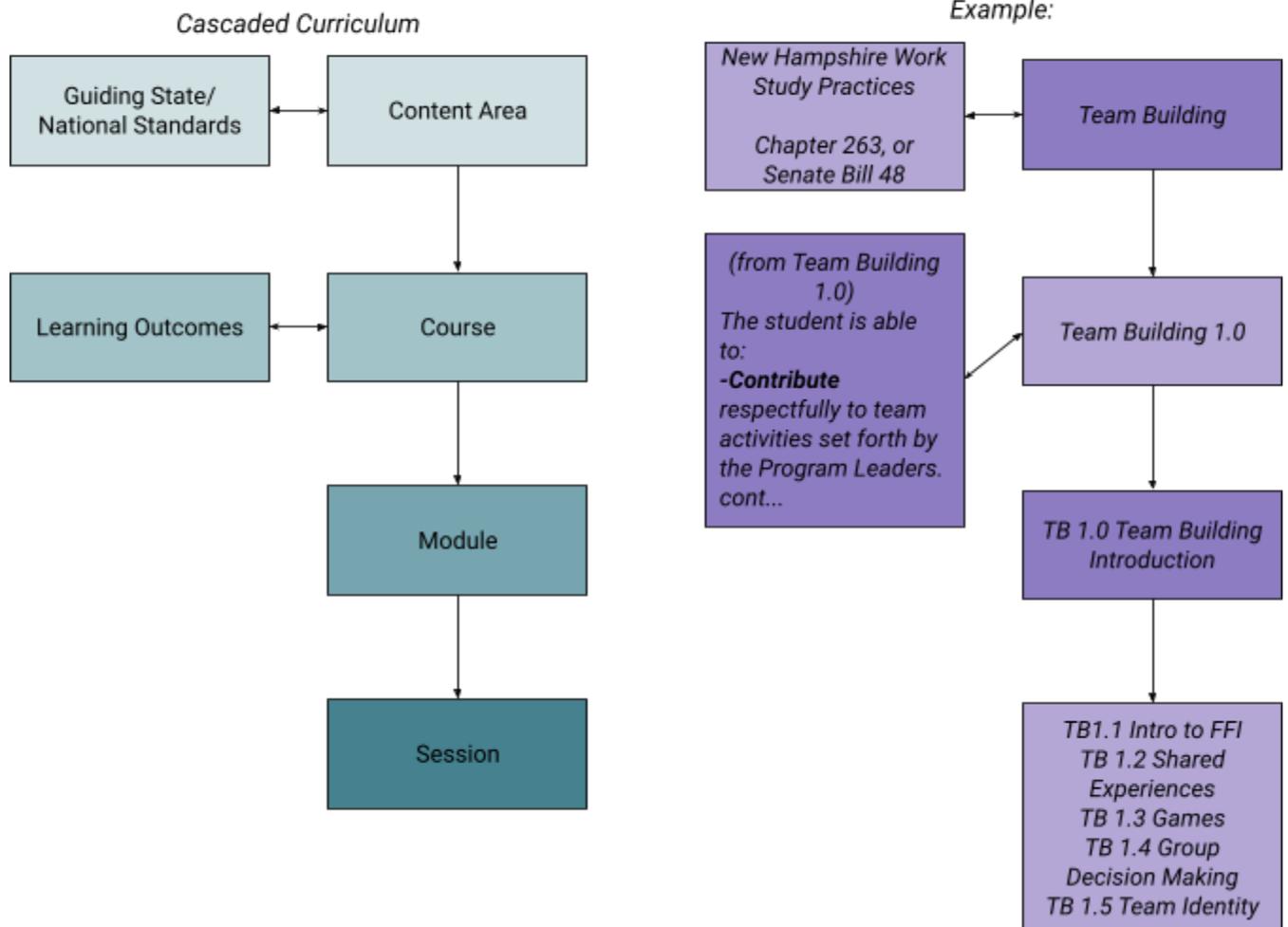
C. Proof of Insurance

FFI has comprehensive insurance in all aspects: General Liability with umbrella, Workers Compensation, Directors and Officers, Property, and more. FFI's insurance broker is based in Rochester, New Hampshire (Bernier Insurance). Attached is the document that names the Department of Education as covered.

V. Educational Program

The following chart displays how content areas* (topics) are broken down into sessions* (individual activities).

Curriculum Design Overview



A. Proposed Content Areas* Learn Everywhere

Below are brief content area* descriptions for current courses.

- **Leadership:** courses focus on teaching communication, creativity, collaboration, and self-direction through rigorous practice. Leadership requires both a passion to build a better world and specific knowledge and skills to make it a reality.
- **Social Studies:** courses provide students with the opportunity to foster intercultural relationships, understand the global impact of conflicts and their resolutions, and how to apply this knowledge to their future as an informed citizen. These courses are inquiry and experience based in their approach to Social Studies topics.
- **Creativity & Arts:** courses are rooted in recognizing the positive impact creativity has on the human brain, and introduces students to different types of artistic mediums, such as ceramics, visual arts, jewelry making, or photography. This curriculum includes how to use these means for expression and community activism.
- **Science:** courses provide students with the opportunity to examine human connectedness to the planet. In this content area, students explore new ways of understanding the interdependence of species, our impact on our environment, and how we relate to the natural world.
- **Healthy Living:** courses focus on whole-body approaches to nutrition, exercise and healthy living as a more holistic way of life. Activities are designed to provide a deeper knowledge of how individuals and communities can work to attain their optimal health on all levels.
- **Adventure Education:** courses focus on integrating the five senses with a variety of challenging programs in different environments to create a unique active learning experience through sailing, hiking, climbing, ballroom dancing, etc.
- **English:** courses provide students the opportunity to engage with reading, writing, speaking, and listening with an emphasis on creativity and telling personal stories. These courses push personal comforts with the written language as a form of expression and encourage students to utilize writing in novel ways.
- **Special Education Electives:** courses focus on the knowledge and skills for youth who have identified mental, behavioral, or emotional disabilities that are looking to connect to their communities through a service lens and recognize their positive impact.

B. Guiding State/ National Standards*

Each of these eight content areas* comfortably satisfy the minimum standards for graduation credit, as shown in the following table:

Friends Forever International: Minimum Standards for Graduation Credit		
FFI Content Area*	Subject Area and Code	Guiding Curriculum Standards*
Leadership	New Hampshire Work Study Practices Chapter 263, or Senate Bill 48	<ul style="list-style-type: none"> • Communication: I can use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding. • Creativity: I can use original and flexible thinking to communicate my ideas or construct a unique product or solution. • Collaboration: I can work in diverse groups to achieve a common goal. • Self-Direction: I can initiate and manage my learning, and demonstrate a “growth” mindset, through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner.
Social Studies	New Hampshire Curriculum Framework Social Studies Ed 306.461	<ul style="list-style-type: none"> • SS.CV.1: The Nature and Purpose of Government- Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of the government of the United States. • SS.CV.3: The World and the United States Place In It- Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs. • SS.CV.4: Rights and Responsibilities- Students will demonstrate an understanding of the rights and responsibilities of citizenship, and be able to apply their knowledge of local, state, and national government through the political process and citizen involvement. • SS:EC:1: Economics and the Individual- Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them. • SS.GE.2: Places and Regions- Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions. • SS:GE:5: Environment and Society- Students will

		<p>demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.</p> <ul style="list-style-type: none"> ● SS.WH.1: Political Foundations and Development- Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance. ● SS.WH.5: Social/ Cultural- Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.
<p>Creativity & Arts</p>	<p>New Hampshire Art Education Ed 306.311</p>	<p>(1) Systematic and sequential instruction in the arts disciplines of music and visual art, while developing opportunities for dance and theater, where students will:</p> <ul style="list-style-type: none"> ● 1a. Create, perform, and respond with understanding. ● 1b. Participate actively in at least one of the art forms of dance, music, theater or visual art. ● 1c. 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. ● 1d. 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. ● 1e. Relate various types of arts knowledge and skills within and across the arts and other disciplines. ● 1f. Use technology as ways to create, perform, or respond in various arts disciplines. ● 1g. Become familiar with career opportunities in the arts or with the impact of the arts on everyday life.
<p>Science</p>	<p>Next Generation Science Standards (NGSS) HS-LS2-2 Ecosystem: Interactions, Energy, Dynamics</p>	<p>Students who demonstrate understanding can:</p> <ul style="list-style-type: none"> ● Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. ● Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. ● Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. ● Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. ● Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce

*Terms defined in glossary in section IV. Words are marked for the first 5 times they are shown. 8

<p>Healthy Living</p>	<p>National Health Education Center Standards-Centers for Disease Control and Prevention</p>	<ul style="list-style-type: none"> ● 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health. ● 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. ● 3. Students will demonstrate the ability to access valid information, products, and services to enhance health. ● 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. ● 5. Students will demonstrate the ability to use decision-making skills to enhance health. ● 6. Students will demonstrate the ability to use goal-setting skills to enhance health. ● 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. ● 8. Students will demonstrate the ability to advocate for personal, family, and community health.
<p>Adventure Education</p>	<p>New Hampshire k-12 Physical Education Curriculum Guidelines Grades 9-12</p>	<ul style="list-style-type: none"> ● C.G.1: The student will be able to: <ul style="list-style-type: none"> ○ a. Participate in daily health-enhancing and personally rewarding physical activities. ● C.G.3: The student will be able to: <ul style="list-style-type: none"> ○ a. Demonstrate competency in many and proficiency in a few complex motor skills. ○ c. Demonstrate use of strategies and tactics within a variety of physical activities. ● C.G.4: The student will be able to: <ul style="list-style-type: none"> ○ a. Use a movement vocabulary when describing motor skill performance. ○ b. Describe critical elements of complex motor skills. ● C.G. 5: The student will be able to: <ul style="list-style-type: none"> ○ a. Identify the value of personally participating in physical activities. ○ b. Analyze the contributions of group members. ○ c. Reflect on personal contribution(s) within a group. ● C.G. 6: The student will be able to: <ul style="list-style-type: none"> ○ a. Initiate independent responsible behaviors in order to be a positive influence on others in physical activity settings. ○ b. Recognize the role of the leader and follower within a group in order to achieve physical activity goals. ○ c. Identify, follow and, when appropriate, create safety guidelines for participation in physical activity settings.

		<ul style="list-style-type: none"> ○ d. Analyze the difference between ethical and unethical behavior in physical activity settings. ○ e. Demonstrate ethical behavior in physical activity settings. ○ f. Demonstrate positive attitudes towards self and others through verbal and non-verbal behaviors. ○ g. Develop strategies for including others in physical activity settings. ○ h. Advocate for including all people in physical activity settings. ○ i. Resolve conflicts and accept decisions of judgment in socially acceptable ways.
<p>English</p>	<p>Common Core State Standards for English Language Arts & Literacy in History/ Social Studies, Science, and Technical Subjects 9-12</p>	<p>Writing 9-10</p> <ul style="list-style-type: none"> ● Text Type and Purposes: 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ul style="list-style-type: none"> ○ a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. ○ b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ○ c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ○ d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ○ e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p>Speaking and Listening 9-10</p> <ul style="list-style-type: none"> ● Comprehension and Collaboration: 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> ○ a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

*Terms defined in glossary in section IV. Words are marked for the first 5 times they are shown. 10

		<ul style="list-style-type: none"> ○ b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. ○ c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. ○ d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. ● Presentation of Knowledge and Ideas <ul style="list-style-type: none"> ○ 4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. ○ 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. ○ 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Special Education Electives	Indiana HBMSSC Standards Based Life Skills Curriculum Level: Grades 9-12	<p>Writing:</p> <ul style="list-style-type: none"> ● 1.5.1 Write brief narratives describing an experience. ● 2.5.3 Write a friendly letter complete with the date, salutation (greeting such as Dear Mrs. Smith), body, closing, and signature. <p>Listening & Speaking:</p> <ul style="list-style-type: none"> ● 2.7.4 Give and follow three-and four-step oral directions. ● 3.7.1 Retell, paraphrase, and explain what a speaker has said. ● 3.7.3 Answer questions completely and appropriately. <p>Social Skills:</p> <ul style="list-style-type: none"> ● Health 1.5.2 Describe characteristics needed to be a responsible friend and family member. ● Health 5.5.4 Demonstrate ways to communicate care, consideration, and respect of self and others.

C. Proposed Course Offerings

Each proposed course offering beneath its corresponding content area is listed below with its credit equivalency.

Friends Forever International: Course Offerings	
Leadership	
<i>FFI Course</i>	<i>Credit Equivalent</i>
Compassionate Communication 1.0	0.5 credit Elective (Work Study Practices)
Compassionate Communication 2.0	0.5 credit Elective (Extended Learning Opportunity)*
Goal Setting 1.0	0.5 credit Elective (Work Study Practices)
Goal Setting 2.0	0.5 credit Elective (Extended Learning Opportunity)*
Identity 1.0	0.5 credit Elective (Work Study Practices)
Identity 2.0	0.5 credit Elective (Extended Learning Opportunity)*
Team Building 1.0	0.5 credit Elective (Work Study Practices)
Team Building 2.0	0.5 credit Elective (Extended Learning Opportunity)*
<i>Leadership Total Credits</i>	<i>4.0 credits</i>
Social Studies	
<i>FFI Course</i>	<i>Credit Equivalent</i>
Economics 1.0	0.5 credit Economics (Social Studies Elective)
Economics 2.0	0.5 credit Elective (Extended Learning Opportunity)
Empathetic Debate 1.0	0.5 credit Social Studies (Social Studies Elective)
Empathetic Debate 2.0	0.5 credit Elective (Extended Learning Opportunity)
Food, Environment, & Society 1.0	0.5 credit Social Studies (Social Studies Elective)
Food, Environment, & Society 2.0	0.5 credit Elective (Extended Learning Opportunity)
Genealogy 1.0	0.5 credit Social Studies (Social Studies Elective)
Genealogy 2.0	0.5 credit Elective (Extended Learning Opportunity)
Israeli/ Palestinian Cultural Exchange 1.0	0.5 credit Social Studies (Social Studies Elective)

Israeli/ Palestinian Cultural Exchange 2.0	0.5 credit Elective (Extended Learning Opportunity)
Israeli/ Palestinian Cultural Exchange 3.0	0.5 credit Elective (Extended Learning Opportunity)
My Town 1.0	0.5 credit Social Studies (Social Studies Elective)
My Town 2.0	0.5 credit Elective (Extended Learning Opportunity)
My Town 3.0	0.5 credit Elective (Extended Learning Opportunity)
Northern Ireland Cultural Exchange 1.0	0.5 credit Social Studies (Social Studies Elective)
Northern Ireland Cultural Exchange 2.0	0.5 credit Elective (Extended Learning Opportunity)
Northern Ireland Cultural Exchange 3.0	0.5 credit Elective (Extended Learning Opportunity)
U.S. City Cultural Experience 1.0	0.5 credit Social Studies (Social Studies Elective)
U.S. City Cultural Experience 2.0	0.5 credit Elective (Extended Learning Opportunity)
U.S. City Cultural Experience 3.0	0.5 credit Elective (Extended Learning Opportunity)
<i>Social Studies Total Credits</i>	<i>10.0 credits</i>
Creativity and Arts	
<i>FFI Course</i>	<i>Credit Equivalent</i>
Ceramics 1.0	0.5 credit Art (Arts Elective)
Ceramics 2.0	0.5 credit Elective (Extended Learning Opportunity)
Hands On Art 1.0	0.5 credit Art (Arts Elective)
Hands on Art 2.0	0.5 credit Elective (Extended Learning Opportunity)
Jewelry Making 1.0	0.5 credit Art (Arts Elective)
Jewelry Making 2.0	0.5 credit Elective (Extended Learning Opportunity)
Photography 1.0	0.5 credit Art (Arts Elective)
Photography 2.0	0.5 credit Elective (Extended Learning Opportunity)
<i>Creativity and Arts Total Credits</i>	<i>4.0 credits</i>

Science	
<i>FFI Course</i>	<i>Credit Equivalent</i>
Astronomy 1.0	0.5 credit Physical Science (Science Elective)
Astronomy 2.0	0.5 credit Elective (Extended Learning Opportunity)
Flora & Fauna 1.0	0.5 credit Biological Science (Science Elective)
Flora & Fauna 2.0	0.5 credit Elective (Extended Learning Opportunity)
New Hampshire Coastal Biome 1.0	0.5 credit Biological Science (Science Elective)
New Hampshire Coastal Biome 2.0	0.5 credit Elective (Extended Learning Opportunity)
Sustainable Agriculture 1.0	0.5 credit Biological Science (Science Elective)
Sustainable Agriculture 2.0	0.5 credit Elective (Extended Learning Opportunity)
Sea Perch 1.0	0.5 credit Biological Science (Science Elective)
Sea Perch 2.0	0.5 credit Elective (Extended Learning Opportunity)
<i>Science Total Credits</i>	<i>5.0 credits</i>
Healthy Living	
<i>FFI Course</i>	<i>Credit Equivalent</i>
International Foods: Eastern Hemisphere 1.0	0.5 credit Health (Health Elective)
International Foods: Eastern Hemisphere 2.0	0.5 credit Elective (Extended Learning Opportunity)
International Foods: Western Hemisphere 1.0	0.5 credit Health (Health Elective)
International Foods: Western Hemisphere 1.0	0.5 credit Elective (Extended Learning Opportunity)
Nutrition 1.0	0.5 credit Health (Health Elective)
Nutrition 2.0	0.5 credit Elective (Extended Learning Opportunity)
Mindfulness 1.0	0.5 credit Health (Health Elective)
Mindfulness 2.0	0.5 credit Elective (Extended Learning Opportunity)
<i>Mindfulness Total Credits</i>	<i>4.0 credits</i>

Adventure Education	
<i>FFI Course</i>	<i>Credit Equivalent</i>
Dance 1.0	0.5 credit Physical Education (Physical Education Elective)
Dance 2.0	0.5 credit Elective (Extended Learning Opportunity)
Climbing & Bouldering 1.0	0.5 credit Physical Education (Physical Education Elective)
Climbing & Bouldering 2.0	0.5 credit Elective (Extended Learning Opportunity)
Hiking 1.0	0.5 credit Physical Education (Physical Education Elective)
Hiking 2.0	0.5 credit Elective (Extended Learning Opportunity)
New Hampshire Winter Activities 1.0	0.5 credit Physical Education (Physical Education Elective)
New Hampshire Winter Activities 2.0	0.5 credit Elective (Extended Learning Opportunity)
Sailing 1.0	0.5 credit Physical Education (Physical Education Elective)
Sailing 2.0	0.5 credit Elective (Extended Learning Opportunity)
<i>Adventure Education Total Credits</i>	<i>5.0 credits</i>
English	
<i>FFI Course</i>	<i>Credit Equivalent</i>
Art of Storytelling 1.0	0.5 credit English (English Elective)
Art of Storytelling 2.0	0.5 credit Elective (Extended Learning Opportunity)
In Tune with Nature 1.0	0.5 credit English (English Elective)
In Tune with Nature 2.0	0.5 credit Elective (Extended Learning Opportunity)
Creative Writing 1.0	0.5 credit English (English Elective)
Creative Writing 2.0	0.5 credit Elective (Extended Learning Opportunity)
Public Speaking 1.0	0.5 credit English (English Elective)
Public Speaking 2.0	0.5 credit Elective (Extended Learning Opportunity)

<i>English Total Credits</i>	<i>4.0 credits</i>
Special Education Electives	
<i>FFI Course</i>	<i>Credit Equivalent</i>
Community Oriented Life Skills 1.0	0.5 credit Elective
Community Oriented Life Skills 2.0	0.5 credit Elective
Special Education Electives Total Credits	1.0 credit
Total Credits Offered	37.0 credits

D. Learning Outcomes*

The program leader and staff provide continuous feedback to students about their progress throughout the program. After assignments for the course are complete, students receive a Final Report with feedback from the program leader. All scores are calculated based on qualitative feedback from the program leader and staff as well as quantitative data relating to assignment completion.

Students progress is assessed using the following rating scale:

- **Not Yet Competent (NYC):** The student has not yet completed the requirements of the Learning Outcome*.
- **Competent (C):** The student has demonstrated competence in all requirements/outcomes.
- **Beyond Competent (BC):** The student has shown proficiency beyond the requirements of the learning outcomes*.
- **Advanced (A):** The student has demonstrated mastery of all requirements/outcomes in this course.

Timmy Student's Final Report			
Course	Competency Attained	Achieved Skills and Knowledge	Recommendations to Integrate Achieved Skills and Knowledge Daily
Team Building 1.0	A	-Acted as an integral part of their assigned team. -Created spaces and opportunities to encourage all team members to participate.	-Value your own ideas and communicate them to others when in a group. -Use new skills and knowledge for a Social Action Project at one of the volunteer sites.
Team Building 2.0	A	-Social Action Project was organized and presented. -Community public speaking with confidence.	-Continue to participate in FFI as an alumni*
Creative Writing	BC	-Clearly and concisely established setting and details in a short story writing project.	-Practice giving and receiving feedback from peers.
Sailing	BC	-Demonstrated enthusiasm and ability in supplemental skills (Knot Tying).	-Practice interpreting and using charts to follow a course.

The Team Leader prepares a Final Report for all program participants* seeking academic credit, evaluating each of the relevant Outcomes and assigning the student a rating based on the course rubric. A Final Report will be provided upon completion of all modules and courses. Students who receive a C or above in an outcome have met the standard for demonstrating competence in that outcome. When a student achieves this competence in a course, they are granted a certificate which will equate to credit towards graduation at their New Hampshire High School.

Evaluation of the relevant competencies are based on the assessment rubrics that follow. Assessment criteria were developed using Bloom's Taxonomy* levels 3-6. This encourages students to use higher level cognitive processes to demonstrate depth of knowledge and skill.

Leadership 1.0 Learning Outcomes* Assessment Rubric

Course: Compassionate Communication 1.0

Content Area: Leadership

Credit Equivalent: 0.5 credit- Elective, Work Study Practices

Course Description: Building on current communication abilities, students are introduced to the knowledge and skills required to use Compassionate Communication in both 1:1 and group settings. Teaching methods include small and large group discussions, personal reflection, and simulation.

Modules:	1. Emotions and Communication	2. The Essential Why	3. Open The Conversation
	Re-framing how we communicate	Starting with me	Building a bridge

Competency 1: Students will understand the basic concept of compassionate communication and emotional response.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely identify and describe specific emotions.	I can identify and describe specific emotions and I can define compassionate communication.	Through discussion, I can develop a plan to correctly express specific emotions.	I can anticipate the role emotions may play in communication.

Competency 2: Students will explain and utilize language associated with compassionate communication.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely define empathy and compassionate communication.	I can define empathy and demonstrate compassionate communication both in how I express the words I choose to say and how others hear me.	I can compare and contrast empathy and sympathy and display the ability to use each appropriately.	I can evaluate the effectiveness of empathy and sympathy.

Competency 3: Students will understand the role of the mediator.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely define what the mediator is and practice the mediator role through simulated activity.	I can define what the mediator is and practice the mediator role through simulated activity.	I can demonstrate mediator best practices during a simulated activity.	I can assess a power struggle in a group situation and recommend which mediator best practices will be most effective in returning the group to compassionate communication.

Competency 4: Students will understand and demonstrate how effective mediation can move a group beyond a power struggle towards more compassionate communication.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot identify power struggles in a group setting and do not know the process used to resolve them.	Using my “Essential Why”, I can develop and implement the first step in the process of resolving a power struggle in a group setting.	I can evaluate how my “Essential Why” plays an important role in power struggles.	I can demonstrate reflection and application of my “Essential Why” and link it to mediation, the second step in the process of resolving power struggles.

Course: Goal Setting 1.0

Content Area: Leadership

Credit Equivalent: 0.5 credit- Elective, Work Study Practices

Course Description: Students learn how to set goals using the **OKR** process and how to both achieve their personal goals and apply them to the broader community. Teaching methods include small and large group discussions, personal reflection, and individual and group goal writing for use in subsequent curriculum

Modules:	1. What Are Goals?	2. Organizing Your Vision	3. Habits and Goals
	Why set goals?	What do you want to achieve?	How do habits shape your environment and how can they help you accomplish your goals?

Competency 1: Students will understand the components of successful goal setting.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot state the importance of goal-setting and don't know what the components of the OKR process of goal setting are.	I can state the importance of goal setting and know what the components of OKRs. I can set short-term goals using the The OKR* methodology in a simulated activity.	I can actively participate in the development of group goals using the OKR* method for group based community work.	I can explain and outline the goal setting process.

Competency 2: Students will establish their own desires, preferences, and priorities and discuss the relevance of these to goal setting.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely identify my own personal desires, preferences, and priorities.	I can identify my own personal desires, preferences, and priorities and apply them to setting goals	I can actively participate in discussion around the establishment of a common goal.	I can explain the different ways people may attempt to attain their objective.

Competency 3: Students will understand the relationship between habits and goals.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify and describe the similarities and differences between habits and goals and verbalize my own.	I can identify and describe the similarities and differences between habits and goals and verbalize my own.	I can explain how my habits help me achieve my goals.	I can analyze and discuss how the group's habits contribute to us achieving our group goals.

Competency 4: Students will understand how to set goals for their future using OKR and relying on expanding helpful habits through independent reflection.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely set individualized long-term goals using the OKR methodology and don't know how to rely on expanding helpful habits through independent reflection.	I can set individualized long-term goals using the OKR methodology and can rely on expanding helpful habits through independent reflection.	I can present my long term goals to the group and answer others'; clarifying questions.	I can evaluate how the achievement of my identified long-term goals will positively impact my own future and that of my community.

Course: Identity 1.0

Content Area: Leadership

Credit Equivalent: 0.5 credit- Elective, Work Study Practices

Course Description: Students learn about the components that comprise an individual's identity and understand how it shapes life's experiences. Teaching methods include small and large group discussions, presentation with visuals, completing the Myers Briggs Personality Test, and personal reflection.

Modules:	1. Who Am I?	2. Learning About You	3. Identity & Society
	What is identity and why it matters	"16 personalities"	How your identity can impact society

Competency 1: Students will explore their personal relationships between individual experiences and identity.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely outline components of my own identity and individual story.	I can outline components of my own identity and individual story, and discuss it using my life experiences..	I can explain components of my identity and individual story using visuals and noting how my life experiences impacted these.	I can explain the relationship between my identity and my future goals and can envision how I can impact my community through them.

Competency 2: Students will demonstrate a greater understanding of others through sharing individual experiences and life stories.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely discuss how others' life experiences comprise their identity.	I can discuss how others' life experiences impact their identities empathically.	I can compare and contrast life experiences with others, respectfully, with the goal of finding commonalities.	I can participate in creating a poem with other members of the group highlighting new learnings about our combined identities.

Competency 3: Students will understand their impact and value as a team member through reflection of their Myers Briggs Personality Test type.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely describe how my Myers Briggs Personality Test type can strengthen the collective group.	I can describe and discuss how my Myers Briggs Personality Test type can strengthen the collective group.	After evaluating my Myers Briggs Personality Test type may need support from the collective group.	Predict my future behaviors based on my Myers Briggs Personality Test type description.

Competency 4: Students will understand how the values and beliefs of collective identity may build connections or isolate groups.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely define the values and belief systems of a group through discussion.	I can define the values and belief systems of a group through discussion and identify those that connect and those that isolate..	I can examine ways in which these values and belief systems may connect or isolate in other groups.	I can defend values and belief systems that encourage representation and inclusion for people from various backgrounds.

Course: Team Building 1.0

Content Area: Leadership

Credit Equivalent: 0.5 credit- Elective, Work Study Practices

Course Description: Students build a safe environment to improve team cohesion, lay a foundation for future work, and demonstrate the impact that a team can have when working together. Teaching methods include brainstorming, small and large group discussion, and learning games.

Modules:	1. Team Building Intro	2. Team Foundations	3. Team Impact
	Improve team cohesion and bonds	Building team trust	Choose and plan a team project

Competency 1: Students will contribute respectfully to activities outlined by program leaders.

<i>Not Yet Competent</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely follow the remote and/or in-person communication agreements as defined by my group.	I can follow the remote and/or in-person communication agreements as defined by my group.	I can assist in the development of group communication agreements.	I can advocate for communication agreements as they relate to team building.

Competency 2: Students will practice team building through games, brief exercises, and debriefs.

<i>Not Yet Competent</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely participate and follow instruction for games and brief group exercises.	I can participate and follow instruction for games and brief group exercises.	I can assist in the facilitation of a game, brief exercise, or debrief.	I can teach my group a game, brief exercise, or debrief with them.

Competency 3: Students will explore how team decision making impacts their group and aid in the team decision making process.

<i>Not Yet Competent</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely participate and engage in the team decision making process.	I can participate and engage in the team decision making process.	I can evaluate my role as an individual in the team decision making process.	I can assess how team decision making impacted our group cohesiveness.

Competency 4: Students will brainstorm a plan for a team project.

<i>Not Yet Competent</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely participate and engage in the process of planning a team project.	I can participate and engage in the process of planning a team project.	I can evaluate how the team has grown as a group since beginning the course.	I can assist other team members in the planning and implementation of our team project.

Leadership 2.0 Learning Outcomes* Assessment Rubric

Courses: Compassionate Communication 2.0

Goal Setting 2.0

Identity 2.0

Team Building 2.0

Content Area: Leadership

Credit Equivalent: 0.5 credit- Elective, Extended Learning Opportunity

Course Description: Students must complete the corresponding 1.0 course curriculum before beginning the 2.0 course. Demonstrating competency in any 2.0 course requires the knowledge and skills learned in the 1.0 course. Student(s) apply what they have gained in order to create a self directed or group based community project using the four components of an ELO.

Competencies: Created on an individual basis using the 4 essential components provided.

4 Essential Components:	Research	Reflection	Product	Presentation
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Students must:

- Apply **Research** to a community oriented **Product**.
- Deliver a **Presentation** which includes an experiential **Reflection**.
- **Demonstrate** mastery of the targeted skills in their project and create a product that can be replicated.
- **Present** to invested community members, FFI staff, and/or FFI alumni.

Social Studies 1.0 Learning Outcomes* Assessment Rubric

Course: Economics 1.0

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Social Studies Elective

Course Description: Students study basic economic principles and apply these to economic situations, the local economy, their own lives, and national and global economies. Teaching methods: small and large group discussion , individual reflection, and simulation.

Modules:	1. Microeconomics	2. Personal Choices	3. Macroeconomics
	Exploring small business decisions	My personal finance choices	National and global economies

Competency 1: Students will explore concepts related to economic setbacks.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely define and distinguish the characteristics of recession and depression.	I can define and distinguish the characteristics of recession and depression.	I can summarize the overall impact of depression and recession in the US using resources gathered through research.	I can analyze and explain current US economic information and identify indicators that point to change.

Competency 2: Students will develop a business plan and identify the “economics” of starting a small business in a simulation.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely develop a business plan and apply key economic principles when outlining the steps in starting a food truck business.	I can develop a business plan and apply key economic principles when outlining the steps in starting a food truck business.	I can develop an effective presentation from my food truck business plan and deliver it to a group	I can compare my food truck business plan to the plan of another food truck and predict how my food truck will succeed in a local economy.

Competency 3: Using knowledge gained earlier in the course, Students will connect their learning to globalization and international trade markets.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely differentiate between globalization and international trade using their definitions and compare and contrast the positive and negative effects of each.	I can differentiate between globalization and international trade using their definitions and compare and contrast the positive and negative effects of each.	I can share insights on the impact of international trade.	I can connect the concept of globalization to international trade.

Competency 4: Students will apply concepts in basic personal finance to the creation of a budget and planning for monthly expenses based on a specific income.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely create a budget based on income and select options within each budget category that enable me to stay within budget.	I can create a budget based on income and select options within each budget category that enable me to stay within budget.	I can provide feedback to others as they look for options within their budget.	I can reflect on the process and importance of budgeting and teach others how to stay within budget.

Competency 5: Students will define and describe various options for saving, investing, and financial planning.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely define and describe various options for saving, investing, and financial planning.	I can define and describe various options for saving, investing, and financial planning.	I can identify and use local resources to supplement my knowledge of saving, investing, and financial planning.	I can evaluate outcomes and create a saving/ investment plan within my theoretical budget parameters.

Course: Empathetic Debate 1.0

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Social Studies Elective

Course Description: Students study basic rules of debate and apply these to the practice of debate with a focus in empathy and applying perspective. Teaching methods include small and large group discussion, individual reflection, and simulation.

Modules:	1. Introduction to Debate	2. Applying Perspective and Experience	3. Practicing Debate
	Structure, rules, and practice of debate	Exploring how these pieces of individuals shape their approach to debate	Practicing debate through the lens of empathy

Competency 1: Students will understand the basic foundations and rules for structured debate.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot currently or completely list and describe rules for structured debate.	I can list and describe rules for structured debate.	I can explain why rules are critical to structured debate.	I can teach someone else about the rules of structured debate.

Competency 2: Students will follow basic rules for structured debate through class activities and simulations.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely follow rules for structured debate through class activities and simulations.	I can follow rules for structured debate through class activities and simulations.	I can suggest rules or structure that contribute to a successful debate.	I can develop a plan with a team that follows basic rules for structured debate through class activities and simulations.

Competency 3: Students will explore approaches to debate with a focus on how personal experience is tied to perspective.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify personal experiences and parts of my own identity that link to the creation of my perspective on a given topic.	I can identify personal experiences and parts of my own identity that link to the creation of my perspective on a given topic.	I can discuss and share how personal identity connects to perspective.	I can evaluate how perspective may carry itself into a debate.

Competency 4: Students will recognize the value of empathy as it relates to debate.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely define and describe empathy. I can practice empathy through my approach to debate.	I can define and describe empathy. I can practice empathy through my approach to debate.	I can discuss ideas for approaching debate with empathy.	I can explain the value of approaching debate through the lens of empathy.

Course: Food, Environment, & Society 1.0

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Social Studies Elective

Course Description: This course provides an overview of how specific foods are produced and consumed locally and globally, with a special focus on impact to the environment. Teaching methods include food preparation and sampling, field trip (visit local community and engage with local food market), and reflection.

Mini unit topics may include:	<ul style="list-style-type: none"> - Coffee - Maple Syrup - Pickles - Eggs - Chocolate 	<ul style="list-style-type: none"> - Bread - Seafood - Meats - Strawberries 	<ul style="list-style-type: none"> - Apples - Milk - Icecream - Cheese
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Competency 1: Students will understand steps of production for assigned food goods.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify and describe steps in the production process for specific foods.	I can identify and describe steps in the production process for specific foods.	I can compare and contrast steps in the production process for specific foods.	I can analyze efficiency and reasoning of steps in the production process for specific foods.

Competency 2: Students will understand how different markets are able to reach consumers.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely research and identify businesses that sell assigned foods to my community.	I can research and identify businesses that sell assigned foods to my community.	I can compare and contrast markets and how they are able to access their consumers.	I can assess the choices businesses make in my community in order to reach their target market.

Competency 3: Students will participate in discussion around the environmental impact of food production.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely acknowledge and identify ways in which the production of foods are harmful to the environment.	I can acknowledge and identify ways in which the production of foods are harmful to the environment.	I can make predictions on the future environmental health of specific areas as it connects to the production of foods.	I can use my knowledge of environmental health and food production to recommend informed decisions on foods to consume.

Competency 4: Students will explain how to ensure food sustainability.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely describe and recognize the importance of sustainability as it relates to food production.	I can describe and recognize the importance of sustainability as it relates to food production.	I can suggest means of promoting sustainability as it relates to food production.	I can evaluate the long term impact of specific agricultural practices.

Course: Genealogy 1.0

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Social Studies Elective

Course Description: Students explore the many “whys” behind immigration, and the meaning of cultural diversity; they then research their own genealogy, consolidating what they find into a virtual research portfolio, to understand the impact of diversity and immigration on our current and future world. Teaching methods: individual and group research, presentation, small and large group discussion.

Modules:	1. Immigration and Diversity	2. Research and Reference	3. Research Portfolio
	Why do people immigrate to other countries? What are the components of cultural diversity?	Researching using the Ancestry database and learning about types of Ancestry records	Consolidate into a virtual portfolio

Competency 1: Students will exhibit knowledge of a variety of cultures and backgrounds.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely define and describe ethnic and cultural diversity and list examples from varying cultures.	I can define and describe ethnic and cultural diversity and list examples from varying cultures.	I can examine how ethnic and cultural diversity relate to my own identity.	I can explore the overall impact of ethnic and cultural diversity on the present day U.S.

Competency 2: Students will understand how immigration and immigrants have shaped American culture.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely identify push and pull factors that have encouraged immigration to the U.S. using specific examples of large scale examples of immigration.	I can identify push and pull factors that have encouraged immigration to the U.S. using specific examples of large scale examples of immigration.	I can compare and contrast the experiences of individuals immigrating to the U.S. using specific examples.	I can predict future changes in population based on immigration patterns.

Competency 3: Students will understand the different types of records used in genealogy research.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely list and describe different types of genealogy sources and information they contain while identifying these as primary or secondary sources.	I can list and describe different types of genealogy sources and information they contain while identifying these as primary or secondary sources.	I can compare and contrast the overall effectiveness of different types of records on genealogy research.	I can draw conclusions based on findings in genealogy records.

Competency 4: Students will apply research and reference skills in identifying information, evaluating sources, and consolidating effective artifacts.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely use the given database(s) to gather and sort relevant artifacts using scenarios and examples.	I can use the given database(s) to gather and sort relevant artifacts using scenarios and examples.	I can sort and collect relevant artifacts into a digital research portfolio.	I can summarize my Ancestry database research findings into an oral and visual presentation.

Course: Jewish Israeli/ Palestinian Israeli Cultural Exchange 1.0

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Social Studies Elective

Course Description: Students explore Palestinian Israeli and Jewish Israeli culture and traditions historically and today, including the “why” behind these traditions and experience conflict resolution within their group’s assigned activities. Teaching methods include small and large group discussion, reflection, and experiential learning of cooperative living.

Modules:	1. Intro to Jewish Israeli/ Palestinian Israeli Cultures	2. Culture and Tradition	3. Jewish Israeli/ Palestinian Israeli Conflict
	Learn about Jewish Israeli/ Palestinian Israeli cultures	Dig deeper into Jewish Israeli/ Palestinian Israeli cultures	Learn about the Jewish Israeli/ Palestinian Israeli conflict history and perspectives

Competency 1: Students will explore and understand components of Israel’s culture and traditions.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely discuss and review components of Jewish Israeli/ Palestinian Israeli culture and traditions.	I can discuss and review components of Jewish Israeli/ Palestinian Israeli culture and traditions.	I can identify key components of Israel’s culture including the actual experiences of Jewish Israelis and Palestinian Israelis.	I can discuss the culture and traditions of Jewish Israel and Palestinian Israel with people who didn’t participate in this program.

Competency 2: Students will explore and understand the political and physical geography of Israel.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely describe and map the current political and physical geography of Israel.	I can describe and map the current political and physical geography of Israel and discuss the “why” behind it.	I can create a map that highlights key political and physical features of Israel.	I can present my map and provide insights collected from the program pointing suggestions for positive change.

Competency 3: Students will research and identify the causes of conflict in Israel from varying perspectives.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely discuss and review provided resources relating to conflict in Israel	I can discuss and review provided resources relating to conflict in Israel.	I can actively participate in discussion with individuals who have different perspectives on the conflict in Israel.	I can synthesize information through provided resources in order to summarize the experiences of groups living in Israel during times of conflict.

Competency 4: Students will consider the potential for successful conflict resolution using provided examples.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely discuss and review provided examples of conflict resolution.	I can discuss and review provided examples of conflict resolution.	I can recommend conflict resolution examples for a specific community.	I can assess the overall impact of varying conflict resolution approaches.

Course: My Town 1.0

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Social Studies Elective

Course Description: Students gain a deeper understanding of their own family history and how it relates to their community's history. Teaching methods include 1:1 interviews, reflection, and small and large group discussion.

Modules:	1. Who Made Me?	2. What's Our Story?	3. Where's My Story?
	Understanding family-centric history	Learn your family story	How does the environment affect your story?

Competency 1: Students will gain a greater understanding of their personal history.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely develop and share a family tree with other participants.	I can develop and share a family tree with other participants.	I can identify commonalities with and between other participants as it relates to our family trees.	I can describe and summarize how my family history has impacted me.

Competency 2: Students will complete community based research with the goal of creating connections.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely pose questions about my family tree and about the history of my community.	I can pose questions about my family tree and about the history of my community.	I can effectively research using family and online resources to seek out answers to questions.	I can connect findings to my family tree by updating it with new findings.

Competency 3: Students will tell the story of their community through conducted interviews and research.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely interview individuals and record their responses to questions.	I can interview individuals and record their responses to questions.	I can share interview responses and takeaways through group discussion .	I can examine how communication and story can encourage stronger connections across a population.

Competency 4: Students will research locations within their communities.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely visit assigned locations in my local community and research to learn more about them.	I can visit assigned locations in my local community and research to learn more about them.	I can converse with community members from assigned locations.	I can examine the impact of these locations to the overall community.

Course: Northern Ireland Cultural Exchange 1.0

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Social Studies Elective

Course Description: Students explore Northern Ireland culture and traditions historically and today, including the “why” behind these traditions and experience conflict resolution within their group’s assigned activities. Teaching methods include small and large group discussion, reflection, and experiential learning of cooperative living.

Modules:	1. Intro to Northern Ireland’s Cultures	2. Culture and Tradition	3. Northern Ireland Conflict
	Learn about Protestant/ Catholic Northern Ireland cultures	Dig deeper into Protestant/ Catholic Northern Ireland cultures	Learn about the Protestant/ Catholic Northern Ireland conflict history and perspectives

Competency 1: Students will explore and understand components of Northern Ireland’s culture and traditions.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely discuss and review components of Protestant and Catholic Northern Irish culture and traditions.	I can discuss and review components of Protestant and Catholic Northern Irish culture and traditions.	I can identify key components of Northern Ireland’s culture including the actual experiences of Protestant/ Catholic Northern Irish.	I can discuss the culture and traditions of Protestant and Catholic Northern Irish with people who didn’t participate in this program.

Competency 2: Students will explore and understand the political and physical geography of Israel.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely describe and map the current political and physical geography of Northern Ireland.	I can describe and map the current political and physical geography of Northern Ireland and discuss the “why” behind it.	I can create a map that highlights key political and physical features of Northern Ireland.	I can present my map and provide insights collected from the program pointing suggestions for positive change.

Competency 3: Students will research and identify the causes of conflict in Northern Ireland from varying perspectives.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely discuss and review provided resources relating to conflict in Northern Ireland.	I can discuss and review provided resources relating to conflict in Northern Ireland.	I can actively participate in discussion with individuals who have different perspectives on the conflict in Northern Ireland.	I can synthesize information through provided resources in order to summarize the experiences of groups living in Northern Ireland during times of conflict.

Competency 4: Students will consider the potential for successful conflict resolution using provided examples.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely discuss and review provided examples of conflict resolution.	I can discuss and review provided examples of conflict resolution.	I can recommend conflict resolution examples for a specific community.	I can assess the overall impact of varying conflict resolution approaches.

Course: U.S. City Cultural Experience 1.0

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Social Studies Elective

Course Description: Students will engage in an in depth cultural experience through the exploration of a U.S. city's geography, community, culture, and traditions. Teaching methods include 1:1 interviews, reflection, immersive city experiences, and small and large group discussion.

Modules:	1. Introduction to U.S. City	2. Culture & Tradition	3. Experiences of Others
	The city's history, geography, and community	Exploring culture and traditions	Speaking to community members and reflecting with the group

Competency 1: Students will develop basic knowledge of the city's history, geography, and community.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely discuss the history and geography of the city or identify community resources to address community specific needs.	I can discuss the history and geography of the city. I can identify community resources to address community specific needs.	I can summarize how the city's geography has changed over time.	I can teach someone else about the city's history, geography, and/or community resources.

Competency 2: Students will explore the city's culture and traditions.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely discuss the city's culture and tradition from the perspective of multiple groups within the community.	I can discuss the city's culture and tradition from the perspective of multiple groups within the community.	I can explore a location in the city with a different culture and tradition from my own.	I can teach someone else about the city's culture and tradition.

Competency 3: Students will engage with community members within the community.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely discuss components of the community and needs of it with members living in that community.	I can discuss components of the community and needs of it with members living in that community.	I can compare and contrast the needs of this community from the one I live in.	I can evaluate similar community needs between this one and my own.

Competency 4: Students will reflect and debrief with their team.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely discuss and reflect upon the experience with my group.	I can discuss and reflect upon the experience with my group.	I can connect FFI values to my reflection.	I can relate to how this experience will affect my future plans for community involvement.

Social Studies 2.0 Learning Outcomes Assessment Rubric

Courses: Economics 2.0

Empathetic Debate 2.0

Food, Environment, & Society 2.0

Genealogy 2.0

Jewish Israeli/ Palestinian Israeli Cultural Exchange 2.0

My Town 2.0

Northern Irish Cultural Exchange 2.0

U.S. City Cultural Exchange 2.0

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Elective, Extended Learning Opportunity

Course Description: Students must complete the corresponding 1.0 course curriculum before beginning the 2.0 course. Demonstrating competency in any 2.0 course requires the knowledge and skills learned in the 1.0 course. Student(s) apply what they have gained in order to create a self directed or group based community project using the four components of an ELO.

Competencies: Created on an individual basis using the 4 essential components provided.

4 Essential Components:	Research	Reflection	Product	Presentation
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Students must:

- Apply **Research** to a community oriented **Product**.
- Deliver a **Presentation** which includes an experiential **Reflection**.
- **Demonstrate** mastery of the targeted skills in their project and create a product that can be replicated.
- **Present** to invested community members, FFI staff, and/or FFI alumni.

Social Studies 3.0 Learning Outcomes Assessment Rubric

Courses:

Jewish Israeli/ Palestinian Israeli Cultural Exchange 3.0

My Town 3.0

Northern Irish Cultural Exchange 3.0

U.S. City Cultural Exchange 3.0

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Elective, Extended Learning Opportunity

Course Description: Students must complete the corresponding 1.0 and 2.0 course before beginning the 3.0 course. Demonstrating competency in any 3.0 course requires the knowledge and skills learned in the 2.0 course and 1.0 course. Student(s) apply what they have gained in order to create an in-depth and continued study of their chosen topic.

Competencies: Created on an individual basis using the 4 essential components provided.

4 Essential Components:	Research	Reflection	Product	Presentation
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Students must:

- Through **continued study** the student develops a complex, tangible product that **demonstrates** application of their knowledge and skill in the focus areas on language, culture, conflict, or other agreed-upon topic.
- They are able to apply **Research** to their complex tangible **Product**. They are able to deliver a **Presentation** that includes an experiential **Reflection**.
- The student is able to **connect** their experiences from course prerequisites to their finalized product.
- The student is able to further **support** their complex tangible product by **presenting** to invested community members, FFI staff, and/or FFI alumni.

Creativity and Arts 1.0 Learning Outcomes Assessment Rubric

Course: Ceramics 1.0

Content Area: Creativity & Arts

Credit Equivalent: 0.5 credit- Arts Elective

Course Description: Students explore basic techniques, create pieces of art, and explore the history of the ceramics. Teaching methods include guidance through artistic process and independent art creation.

Modules:	1. History of Ceramics	2. Exploring Ceramics	3. Practicing Ceramics
	Exploring the history of ceramics throughout the world	An introduction to ceramics and techniques	A deeper dive into ceramics and creating a piece of art

Competency 1: Students will be able to determine how ceramics has developed from a practical art form to a creative art form.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely describe and discuss provided historical examples of ceramics. I can recount the history of ceramics and identify specific uses in world cultures.	I can describe and discuss provided historical examples of ceramics. I can recount the history of ceramics and identify specific uses in world cultures.	I can compare and contrast provided historical examples of ceramics. I can identify specific styles of ceramic design and connect them to the history of ceramics.	I can differentiate between ceramic objects created for practical use and those created as art and the "why" behind each.

Competency 2: Students will explore how ceramics is presently integrated into my local community.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify resources within my community that offer space to create, sell, or display ceramic art.	I can identify resources within my community that offer space to create, sell, or display ceramic art and/ or artists that create it.	I can visit and explore resources within my community that offer space to create or display ceramic art.	I can evaluate the impact of art and these resources to the overall community.

Competency 3: Students will follow a step oriented process in creating an artistic product.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify and follow steps in creating an artistic product.	I can identify and follow steps in creating an artistic product.	I can create a plan in order to make a specific artistic product.	I can describe the steps followed and best practices in creating an artistic product.

Competency 4: Students will explore and practice a variety of artistic techniques.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely define and describe key terms and techniques in relation to ceramics.	I can define and describe key terms and techniques in relation to ceramics.	I can discuss artists' intent in specific work examples that show different techniques.	I can compare and contrast the work of different artists and different artistic techniques.

Course: Hands-On Art 1.0

Content Area: Creativity & Arts

Credit Equivalent: 0.5 credit- Arts Elective

Course Description: Students select an artistic medium and research or refresh learning if they have studied how to create art in this medium before, and document their plan; then following their plan, they create a piece of art and describe the process to their group. Teaching methods include small and large group discussion, learning and applying new processes, motivation in developing an original piece of art.

Modules:	1. Exploring Hands-On Art		2. Practicing Hands-On Art	3. Creative Activism
	Getting started on your artistic journey		Diving deeper into art mediums	How art and creativity support one another

Competency 1: Students will select an art medium, and identify the steps in the process to create a piece of art using that medium.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot yet correctly or completely identify and follow steps in creating an artistic product.	I can identify and follow steps in creating an artistic product.	I can create a plan in order to make a specific artistic product.	I can describe the steps followed and best practices in creating an artistic product.

Competency 2: Students will connect the value of playfulness to the creation of art.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot yet correctly or completely explain how playfulness connects to creating an artistic product.	I can explain how playfulness connects to creating an artistic product.	I can practice playfulness while creating an artistic product.	I can reflect and discuss with peers about how playfulness connected to our artistic products.

Competency 3: Students will use a number of examples in recognizing that art can be an expression of the artist's world view.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot yet correctly or completely explain how art represents the artist's world view in a variety of examples.	I can explain how art represents the artist's world view in a variety of examples.	I can compare and contrast ways different artists have used artistic products to convey a personal message.	Using an art object I created, I can explain convincingly to others how my object reflects my world view.

Competency 4: Students will determine how art can be used as activism.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot yet correctly or completely identify examples of art, both historical and current, and describe how they portray activism.	I can identify examples of art, both historical and current, and describe how they portray activism.	I can compile a list of current or historical examples of art in my community and discuss how they demonstrate activism	I can identify and advocate for the best course of action to use art as activism to solve a specific community problem.

Course: Jewelry Making 1.0

Content Area: Creativity & Arts

Credit Equivalent: 0.5 credit- Arts Elective

Course Description: Students explore basic techniques, create pieces of art, and explore the history of jewelry making. Teaching methods include guidance through artistic process and independent art creation. Teaching methods include small and large group discussion, learning and applying new processes, and motivation in developing an original piece of art.

Modules:	1. History of Jewelry Making	2. Exploring Jewelry Making	3. Practicing Jewelry Making
	Exploring the history of ceramics throughout the world	An introduction to jewelry making and techniques	A deeper dive into jewelry making and creating a piece of art

Competency 1: Students will discover cultural history in jewelry making and how these have evolved.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely describe and discuss provided historical examples of ceramics. I can recount the history of ceramics and identify specific uses in world cultures.	I can describe and discuss provided historical examples of jewelry making. I can recount the history of jewelry making and identify specific uses in world cultures.	I can compare and contrast provided historical examples of jewelry making. I can identify specific styles of jewelry design and connect them to the history of jewelry making.	I can explain how jewelry is viewed in some cultures throughout history and provide insights on how jewelry is viewed currently in different cultures and generations.

Competency 2: Students will explore how jewelry making is presently integrated into my local community.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely identify resources within my community that offer space to create, sell, or display jewelry.	I can identify resources within my community that offer space to create, sell, or display jewelry.	I can visit and explore resources within my community that offer space to create or display jewelry making.	I can evaluate the impact of art and these resources to the overall community.

Competency 3: Students will follow a step oriented process in creating an artistic product.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify and follow steps in creating an artistic product.	I can identify and follow steps in creating an artistic product.	I can create a plan in order to make a specific artistic product.	I can describe the steps followed and best practices in creating an artistic product.

Competency 4: Students will explore and practice a variety of artistic techniques.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely define and describe key terms and techniques in relation to jewelry making.	I can define and describe key terms and techniques in relation to jewelry making.	I can discuss artists' intent in specific work examples that show different techniques.	I can compare and contrast the work of different artists and different artistic techniques.

Course: Photography 1.0

Content Area: Creativity & Arts

Credit Equivalent: 0.5 credit- Arts Elective

Course Description: Students explore basic techniques, create pieces of art, and explore how photography has changed over time. Teaching methods include small and large group discussion, learning and applying new processes, motivation in developing an original piece of art.

Modules:	1. History of Photography	2. Exploring Photography	3. Practicing Photography
	Exploring how photography has changed over time	An introduction to photography and techniques	A deeper dive into photography and creating a piece of art

Competency 1: Students will explore and discover history in photography and how photography has evolved.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely describe and discuss provided historical examples of photography. I can recount the history of photography and identify ways in which it has changed.	I can describe and discuss provided historical examples of photography. I can recount the history of photography and identify ways in which it has changed.	I can compare and contrast provided historical examples of photography. I can identify specific styles of photography approaches and connect them to the history of photography.	I can evaluate the quality of photos using what I know about photography and artistic approaches.

Competency 2: Students will explore how photography is presently integrated into my local community.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify resources within my community that offer space to display photography.	I can identify resources within my community that offer space to display photography and/ or artists that create it.	I can visit and explore resources within my community that offer space to display photography.	I can evaluate the impact of art and these resources to the overall community.

Competency 3: Students will follow a step oriented process in creating an artistic product.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify and follow steps in creating an artistic product.	I can identify and follow steps in creating an artistic product.	I can create a plan in order to make a specific artistic product.	I can describe the steps followed and best practices in creating an artistic product.

Competency 4: Students will explore and practice a variety of artistic techniques.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely define and describe key terms and techniques in relation to jewelry making.	I can define and describe key terms and techniques in relation to jewelry making.	I can discuss artists' intent in specific work examples that show different techniques.	I can compare and contrast the work of different artists and different artistic techniques.

Creativity and Arts 2.0 Learning Outcomes Assessment Rubric

Courses: Ceramics 2.0

Hands on Art 2.0

Jewelry Making 2.0

Photography 2.0

Content Area: Creativity and Arts

Credit Equivalent: 0.5 credit- Elective, Extended Learning Opportunity

Course Description: Students must complete the corresponding 1.0 course curriculum before beginning the 2.0 course. Demonstrating competency in any 2.0 course requires the knowledge and skills learned in the 1.0 course. Student(s) apply what they have gained in order to create a self directed or group based community project using the four components of an ELO.

Competencies: Created on an individual basis using the 4 essential components provided.

4 Essential Components:	Research	Reflection	Product	Presentation
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Students must:

- Apply **Research** to a community oriented **Product**.
- Deliver a **Presentation** which includes an experiential **Reflection**.
- **Demonstrate** mastery of the targeted skills in their project and create a product that can be replicated.
- **Present** to invested community members, FFI staff, and/or FFI alumni.

Science 1.0 Learning Outcomes Assessment Rubric

Course: Astronomy 1.0

Content Area: Science

Credit Equivalent: 0.5 credit- Physical Science, Science Elective

Course Description: Students use print and digital resources to determine what comprises the universe and “what” “where” and “why” this is important; they study the telescope’s history and then use it to map and reflect on what they can find in their night sky. Teaching methods include individual research, small and large group discussion, hands-on experience with a telescope, and reflection.

Modules:	1. Identifying What is in the Sky	2. History of Astronomy and the Telescope	3. Observing the Night Sky
	What might I see?	How am I able to see it and who’s observed it before?	What can I identify?

Competency 1: Students will research and discuss constellations.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify and discuss major constellations and other components of the universe.	I can properly identify and discuss major constellations.	I can explain the process for finding major constellations in the night sky.	I can assist others in properly identifying and discussing major constellations in the night sky.

Competency 2: Students will research and discuss planets in our Solar System and other components of the universe.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify and discuss planets of the solar system and other components of the universe and categorize them based on distinctive qualities.	I can properly identify and discuss planets of the solar system and other components of the universe and categorize them based on distinctive qualities.	I can connect how the proximity of planets to the sun creates their properties.	I can describe the order of the planets, their varying characteristics, and their proximity to the sun.

Competency 3: Students will understand the components of telescopes and how telescopes have changed over time.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify features of telescope models and the history of this astronomy tool.	I can identify features of telescope models and the history of this astronomy tool.	I can compare and contrast various telescope models.	I can describe how technological advancements have impacted telescopes and the science of astronomy..

Competency 4: Students will understand how to use a telescope.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely describe how to set up and use a telescope.	I can describe how to set up and use a telescope.	I can explain and demonstrate how a modern telescope works.	I can teach others how to set up and use a telescope to identify constellations in the night sky.

Course: Flora and Fauna 1.0

Content Area: Science

Credit Equivalent: 0.5 credit- Biological Science, Science Elective

Course Description: Students use the world around them and provided resources to analyze the inner workings of the natural world around them. Teaching methods include individual research, field research, small and large group discussion, hands on experiences, and reflection.

Modules:	1. New Hampshire Flora Identification	2. New Hampshire Fauna Identification	3. Working together to create a balanced ecosystem
	Identifying animal life in the state of New Hampshire	Identifying plant life in the state of New Hampshire	Exploring the balance of the overall ecosystems and threats to the balance

Competency 1: Students will explore the fauna of the state of New Hampshire.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely define and describe species of fauna within the state of New Hampshire.	I can define and describe species of fauna within the state of New Hampshire.	I can categorize species of fauna within the state of New Hampshire based on where their population does best.	I can evaluate how the geography and climate of New Hampshire connects to the overall success of various species of fauna.

Competency 2: Students will explore the flora of the state of New Hampshire.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely define and describe species of flora within the state of New Hampshire.	I can define and describe species of flora within the state of New Hampshire.	I can categorize species of fauna within the state of New Hampshire based on their preferred climate.	I can evaluate how the geography and climate of New Hampshire connects to the overall success of various species of flora.

Competency 3: Students will understand how the ecosystem of New Hampshire provides natural balance.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify and describe ways the ecosystem of New Hampshire provides natural and long term balance.	I can identify and describe ways the ecosystem of New Hampshire provides natural and long term balance.	I can discuss the balance of the New Hampshire ecosystem with peers and local experts in the field.	I can teach someone else about the balance of the New Hampshire ecosystem.

Competency 4: Students will explore threats to the sustainability and balance of the New Hampshire ecosystem.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify and describe natural and human made threats to the balance of the New Hampshire ecosystem.	I can identify and describe natural and human made threats to the balance of the New Hampshire ecosystem.	I can recommend best practices to either slow or improve the natural and human made threats to the balance of the New Hampshire ecosystem.	I can teach someone else about natural and human made threats to the balance of the New Hampshire ecosystem.

Course: New Hampshire Coastal Biome 1.0

Content Area: Science

Credit Equivalent: 0.5 credit- Biological Science, Science Elective

Course Description: Students research and discuss species and their habitats native to New Hampshire and how humans have impacted the New Hampshire coastal biome. Teaching methods include individual research, field research, small and large group discussion, hands on experiences, and reflection.

Modules:	1. Introduction to the NH Coastal Biome	2. Interconnectedness of Land and Sea	3. Human Influences
	Mapping features and identifying species	Deepening knowledge of estuaries and habitats	Exploring how humans have impacted and will continue to impact the environment

Competency 1: Students will study the diverse species of flora and fauna that live within the New Hampshire Coastal Biome.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely identify and categorize species of flora and fauna within the NH Coastal Biome.	I can identify and categorize species of flora and fauna within the NH Coastal Biome.	I can differentiate between various similar species of flora and fauna and discuss their habitat. .	I can assess the connectedness of various species of flora and fauna to one another in creating a balanced ecosystem.

Competency 2: Students will understand the geographical features of coastal NH.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely describe and locate key geographical features and locations of the NH coast using a map.	Using a map, I can describe and locate key geographical features and locations of the NH coast.	I can determine and discuss where specific points are using my map of the NH coast.	I can connect geographical features to the establishment of different habitats within the NH coast.

Competency 3: Students will explore estuaries and the connections between land and sea.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely explain what an estuary is and describe the habitat it provides.	I can explain what an estuary is and describe the habitat it provides.	I can discuss how an estuary differs from other habitats.	I can teach others about estuaries and their importance in the NH coastal biome

Competency 4: Students will study species introduced within the NH Coastal Biome that have become invasive.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely cite examples of how humans have introduced invasive species of flora and fauna to the NH Coastal Biome and the consequences of this action	I can cite examples of how humans have introduced invasive species of flora and fauna to the NH Coastal Biome and the consequences of this action	I can share insights about how these invasive species impact other species that they cohabitate with.	I can predict the future impact of these invasive species on the overall environment.

Competency 5: Students will explore changes in the NH Coastal Biome that are due to human involvement.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify and discuss examples of human impact on the NH Coastal Biome both positively and negatively.	I can identify and discuss examples of human impact on the NH Coastal Biome both positively and negatively.	I can list and evaluate examples of negative environmental impact.	I can recommend future human action to protect and conserve the NH Coastal Biome.

Course: Sustainable Agriculture 1.0

Content Area: Science

Credit Equivalent: 0.5 credit- Biological Science, Science Elective

Course Description: Students engage with an in depth analysis of sustainable agriculture practices through successful examples and an analysis of their own communities. Teaching methods include individual research, field research, small and large group discussion, hands on experiences, and reflection.

Modules:	1. What is sustainable agriculture?	2. How are communities practicing it?	3. What is the best future course of action?
	Understanding the basic components and overall importance of sustainable agriculture	Exploring community based examples of sustainable agriculture	Evaluating sustainable agriculture practices and planning for the future

Competency 1: Students will utilize basic sustainable agriculture terms and examples.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely define and describe vocabulary necessary for sustainable agriculture.	I can define and describe vocabulary necessary for sustainable agriculture.	I can discuss sustainable agriculture practices with peers using vocabulary words.	I can teach others about basic sustainable agriculture.

Competency 2: Students will explore community based examples of sustainable agriculture practices.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely visit and engage with examples of sustainable agriculture practices.	I can visit and engage with examples of sustainable agriculture practices.	I can compare and contrast the short and long term successes of sustainable agriculture practices through given examples.	I can evaluate the most effective short and long term sustainable agriculture practices through given examples.

Competency 3: Students will develop an improvement plan for sustainable agriculture within a given community.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely collaborate on and prepare an improvement plan for sustainable agriculture within a given community with a group of	I can collaborate on and prepare an improvement plan for sustainable agriculture within a given community with a group of peers.	I can participate in the sharing and presentation of our group improvement plan for sustainable agriculture within a given community with a group of peers.	I can teach others about our improvement plan for sustainable agriculture within a given community with a group of peers.

Competency 4: Students will make future predictions based on sustainable agriculture.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely predict future environmental outcomes based on the supplementing of sustainable agriculture practices.	I can predict future environmental outcomes based on the supplementing of sustainable agriculture practices.	I can make a case for or against supplementing sustainable agriculture practices.	I can explain my position for or against supplementing sustainable agriculture practices to others.

Course: Sea Perch 1.0

Content Area: Science

Credit Equivalent: 0.5 credit- Biological Science, Science Elective

Course Description: Students build Sea Perch Remotely Operated Vehicles (ROV's) through a partnership with the Portsmouth Naval Shipyard. Through this experience, they engage in a career exploratory experience and learn about the engineering design process while participating in a hands-on Sea Perch build. Teaching methods include individual research, field research, small and large group discussion, hands on experiences, and reflection.

Modules:	1. Sea Perch Build	2. Engineering Design Process	3. Portsmouth Naval Shipyard
	Building an underwater Sea Perch Remotely Operated Vehicle (ROV)	Understanding the steps and value of the engineering design process	Connecting the Sea Perch build to future opportunities at the Portsmouth Naval Shipyard

Competency 1: Students will identify and discuss how the tools needed for a Sea Perch build are used.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely identify and discuss tools necessary for the Sea Perch build using course materials.	Using course materials, I can identify and discuss tools necessary for the Sea Perch build.	I can identify and use tools necessary for the Sea Perch build and explain this information to others.	I can recommend best practices when using tools in the Sea Perch build.

Competency 2: Students will follow a step by step process in construction of their Sea Perch.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely build a Sea Perch and follow the steps in order using course materials.	Using course materials, I can build a Sea Perch and follow the steps in order.	I can cross off steps in my course materials as they are completed to keep track of the step by step process.	I can assist others in following steps in their Sea Perch build.

Competency 3: Students will explore the steps followed in the Engineering Design process.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely describe and define necessary steps that are a part of the Engineering Design process.	I can describe and define necessary steps that are a part of the Engineering Design process.	I can explain the rationale in the order of the steps that are a part of the Engineering Design process.	I can follow the Engineering Design Process through discussion and simulated activity.

Competency 4: Students will analyze a major global challenge and how the Engineering Design process can be used to solve it.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify a major global challenge and how the Sea Perch build connects to it.	I can identify a major global challenge and how the Sea Perch build connects to it.	I can propose evidence based solutions for a major global challenge.	I can present my solution to a major global challenge and discuss it with peers.

Competency 5: Students will research job opportunities at the Portsmouth Naval Shipyard.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify job opportunities at the Portsmouth Naval Shipyard and connect the Engineering Design Process and the Sea Perch build to those jobs.	I can identify job opportunities at the Portsmouth Naval Shipyard and connect the Engineering Design Process and the Sea Perch build to those jobs.	I can compare and contrast multiple job opportunities at the Portsmouth Naval Shipyard.	I can evaluate how my skills and strengths in the Sea Perch build may lend themselves to a job at the Portsmouth Naval Shipyard,

Science 2.0 Learning Outcomes Assessment Rubric

Courses: Astronomy 2.0
Flora and Fauna 2.0
New Hampshire Coastal Biome 2.0
Sustainable Agriculture 2.0
Sea Perch 2.0

Content Area: Science

Credit Equivalent: 0.5 credit- Elective, Extended Learning Opportunity

Course Description: Students must complete the corresponding 1.0 course curriculum before beginning the 2.0 course. Demonstrating competency in any 2.0 course requires the knowledge and skills learned in the 1.0 course. Student(s) apply what they have gained in order to create a self directed or group based community project using the four components of an ELO.

Competencies: Created on an individual basis using the 4 essential components provided.

4 Essential Components:	Research	Reflection	Product	Presentation
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Students must:

- Apply **Research** to a community oriented **Product**.
- Deliver a **Presentation** which includes an experiential **Reflection**.
- **Demonstrate** mastery of the targeted skills in their project and create a product that can be replicated.
- **Present** to invested community members, FFI staff, and/or FFI alumni.

Healthy Living 1.0 Learning Outcomes Assessment Rubric

Course: International Foods: Eastern Hemisphere 1.0

Content Area: Healthy Living

Credit Equivalent: 0.5 credit- Health, Health Elective

Course Description: Students will research and discuss nutrition in the Eastern Hemisphere from a historical perspective, focusing on ancient times; they will then select and prepare recipes that conform to good nutrition principles from one of the countries in the Eastern Hemisphere noting nutrition content. Teaching methods include small and large group discussion, research, small group skills practice, and reflection on good nutrition principles.

Modules:	1. The Ancient World	2. Exploration of Foods and Dishes	3. Food as Expression of Culture
	Looking at the nutrition and food in early settlements	Tasting and cooking foods and dishes relevant to this hemisphere	Exploring how food connects to our individual and group culture

Competency 1: Students will explore early settlements and food of indigenous people with a focus on nutrition.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely list and describe the nutritional content of food consumed by early settlements and indigenous people.	I can list and describe the nutritional content of food consumed by early settlements and indigenous people.	I can compare and contrast the nutritional content of food that I eat with the nutritional content of food consumed by early settlements and indigenous people.	Using resources, I can draw conclusions about food consumed by early settlements and indigenous people and discuss the nutritional content; I can explain how we can adopt best practices used then to increase the nutritional value of food we consume today.

Competency 2: Students will sample and prepare food and dishes from the Eastern Hemisphere.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely contribute to the preparation of foods and dishes from the Eastern hemisphere while following kitchen rules.	I can contribute to the preparation of foods and dishes from the Eastern hemisphere while following kitchen rules.	I can discuss the preparation process and taste of various foods and dishes from the Eastern hemisphere with my peers.	I can teach others about preparation of food and dishes from the Eastern hemisphere.

Competency 3: Students will study and practice components of food etiquette using examples from various countries in the Eastern Hemisphere.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely list and practice food etiquette techniques from various countries in the Eastern Hemisphere.	I can list and practice food etiquette techniques from various countries in the Eastern Hemisphere.	I can compare and contrast various food etiquette techniques from countries in the Eastern Hemisphere.	I can reflect on how food etiquette practices relate to a county's and communities culture.

Competency 4: Students will connect food and dishes as an expression of culture.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely describe and define ways that food represents a culture or belief system.	I can describe and define ways that food represents a culture or belief system.	I can share and discuss examples of food that relate to either my country's or family's culture.	I can reflect on how culture and food are connected.

Course: International Foods: Western Hemisphere 1.0

Content Area: Healthy Living

Credit Equivalent: 0.5 credit- Health, Health Elective

Course Description: Students will research and discuss nutrition in the Western Hemisphere from a historical perspective, focusing on ancient times; they will then select and prepare recipes that conform to good nutrition principles from one of the countries in the Western Hemisphere noting nutrition content. Teaching methods include small and large group discussion, research, small group skills practice, and reflection on good nutrition principles.

Modules:	1. The Ancient World	2. Exploration of Foods and Dishes	3. Food as Expression of Culture
	Looking at the nutrition and food in early settlements	Tasting and cooking foods and dishes relevant to this hemisphere	Exploring how food connects to our individual and group culture

Competency 1: Students will explore early settlements and food of indigenous people with a focus on nutrition.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely list and describe the nutritional content of food consumed by early settlements and indigenous people.	I can list and describe the nutritional content of food consumed by early settlements and indigenous people.	I can compare and contrast the nutritional content of food that I eat with the nutritional content of food consumed by early settlements and indigenous people.	Using resources, I can draw conclusions about food consumed by early settlements and indigenous people and discuss the nutritional content; I can explain how we can adopt best practices used then to increase the nutritional value of food we consume today.

Competency 2: Students will sample and prepare food and dishes from the Western Hemisphere.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely contribute to the preparation of foods and dishes from the Western hemisphere while following kitchen rules.	I can contribute to the preparation of foods and dishes from the Western hemisphere while following kitchen rules.	I can discuss the preparation process and taste of various foods and dishes from the Western hemisphere with my peers.	I can teach others about preparation of food and dishes from the Western hemisphere.

Competency 3: Students will study and practice components of food etiquette using examples from various countries in the Western Hemisphere.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely list and practice food etiquette techniques from various countries in the Western Hemisphere.	I can list and practice food etiquette techniques from various countries in the Western Hemisphere.	I can compare and contrast various food etiquette techniques from countries in the Western Hemisphere.	I can reflect on how food etiquette practices relate to a county's and communities culture.

Competency 4: Students will connect food and dishes as an expression of culture.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely describe and define ways that food represents a culture or belief system.	I can describe and define ways that food represents a culture or belief system.	I can share and discuss examples of food that relate to either my country's or family's culture.	I can reflect on how culture and food are connected.

Course: Mindfulness 1.0

Content Area: Healthy Living

Credit Equivalent: 0.5 credit- Health, Health Elective

Course Description: Students will engage in the practice of mindfulness and connect it to their own future. Teaching methods include small and large group instruction, mindfulness practices, community immersion, and reflection.

Modules:	1. Introduction to Mindfulness Practice	2. Practicing Mindfulness in Every Day	3. Reflection and Future Implementation
	Paying attention, recognizing worry, and practicing presence	Integrating mindfulness into your daily routine	Exploring how mindfulness practices have benefitted and may continue to benefit you

Competency 1: Students will explore and attempt examples of mindfulness practices.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely list and explain mindfulness practices. I can attempt a variety of these practices.	I can list and explain mindfulness practices. I can attempt a variety of these practices.	I can compare and contrast mindful practices based on what works best for me.	I can teach others about mindfulness practices.

Competency 2: Students will identify opportunities for mindfulness practices within their daily schedule.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely add mindfulness into my daily routine and follow that routine for a determined amount of time.	I can add mindfulness into my daily routine and follow that routine for a determined amount of time.	I can reflect on how integrating mindfulness practices into my routine impacted me.	I can lead others in an implementation of mindfulness into their daily routine.

Competency 3: Students will explore the health effects of short term mindfulness practices integrated into daily routine.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely track data regarding mood and reflect on how mindfulness impacts my mood.	I can track data regarding mood and reflect on how mindfulness impacts my mood.	I can consolidate my data in a presentable format to search for trends.	I can present my data and conclude how mindfulness practices impacted my overall health in the short term.

Competency 4: Students will explore the health effects of long term mindfulness practices integrated into daily routine.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely	I can use resources to list impacts of integrating long term mindfulness into a routine.	I can discuss mindfulness impacts with peers and share experiences.	I can teach others about the long-term positive benefits of mindfulness.

Course: Nutrition 1.0

Content Area: Healthy Living

Credit Equivalent: 0.5 credit- Health, Health Elective

Course Description: Students will explore healthy food options and put these options into practice. Teaching methods include small and large group instruction, preparation of foods, community immersion, and reflection.

Modules:	1. What are my options?	2. Practicing Nutrition	3. Implementing Nutrition into Your Life
	Exploring components of plant based nutrition	Preparing and eating plant based meals	Making nutritious plans for the future

Competency 1: Students will categorize food types and identify nutritious options within these types.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely categorize fruits, vegetables, proteins, and grains and compare nutritious options within those categories.	I can categorize fruits, vegetables, proteins, and grains and compare nutritious options within those categories.	I can suggest nutritious options within various food categories.	I can teach others about nutritious options within different food categories.

Competency 2: Students will directly connect nutrition to the body.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely explain how nutrition directly connects to the body.	I can explain how nutrition directly connects to the body.	I can compare and contrast various food options by weighing how they will impact the body.	I can present my findings in weighing various food options to others and explain my reasoning.

Competency 3: Students will track data related to plant based eating and mood in order to search for connections between the two.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely track data on plant based eating and mood over a given period of time.	I can track data on plant based eating and mood over a given period of time.	I can consolidate my data in a presentable format to search for trends.	I can present my data and conclude how plant based eating impacted my overall health in the short term.

Competency 4: Students will make suggestions for future implementation of plant based eating into their diets.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely describe and identify ways that plant based eating can become a part of my daily routine.	I can describe and identify ways that plant based eating can become a part of my daily routine.	I can establish a written plan to implement plant based eating into my future diet.	I can discuss and share my plan to implement plant based eating into my future diet.

Healthy Living 2.0 Learning Outcomes Assessment Rubric

Courses: Astronomy 2.0
Flora and Fauna 2.0
New Hampshire Coastal Biome 2.0
Sustainable Agriculture 2.0
Sea Perch 2.0

Content Area: Healthy Living

Credit Equivalent: 0.5 credit- Elective, Extended Learning Opportunity

Course Description: Students must complete the corresponding 1.0 course curriculum before beginning the 2.0 course. Demonstrating competency in any 2.0 course requires the knowledge and skills learned in the 1.0 course. Student(s) apply what they have gained in order to create a self directed or group based community project using the four components of an ELO.

Competencies: Created on an individual basis using the 4 essential components provided.

4 Essential Components:	Research	Reflection	Product	Presentation
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Students must:

- Apply **Research** to a community oriented **Product**.
- Deliver a **Presentation** which includes an experiential **Reflection**.
- **Demonstrate** mastery of the targeted skills in their project and create a product that can be replicated.
- **Present** to invested community members, FFI staff, and/or FFI alumni.

Adventure Education 1.0 Learning Outcomes Assessment Rubric

Course: **Dance 1.0**

Content Area: Adventure Education

Credit Equivalent: 0.5 credit- Physical Education, Physical Education Elective

Course Description: Students explore the foundations of dance and practice the application of it. They are able to apply the concepts of communication and cooperation to the act of dancing. Teaching methods include small and large group instruction, dance practice, reflection, and community engagement.

Modules:	1. Introduction to Dance	2. Practicing Dance	3. Dance in the World
	Basic techniques and terminology	Applying techniques to the practice of dancing	Connecting to how the impact goes beyond one dance

Competency 1: Students will engage in basic dance instruction.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely participate and engage with basic dance instruction.	I can participate and engage with basic dance instruction.	I can receive feedback on my dance progress and give feedback to others in a constructive manner.	I can evaluate the overall health benefits of integrating dance instruction into my routine.

Competency 2: Students will understand basic dance terminology.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely define and describe basic dance terminology.	I can define and describe basic dance terminology.	I can compare and contrast types of dance.	I can use dance terminology in summarizing different types of dance.

Competency 3: Students will evaluate the value of communication as it relates to dance.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely connect the value of communication to dance both verbally and non verbally.	I can connect the value of communication to dance both verbally and non verbally.	I can evaluate my impact as an individual communicator in dance both verbally and non verbally.	I can recommend best practice as an individual communicator in dance both verbally and non verbally.

Competency 4: Students will evaluate the value of cooperation as it relates to dance.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely connect the value of cooperation to dance both verbally and non verbally.	I can connect the value of cooperation to dance both verbally and non verbally.	I can evaluate my impact as an individual cooperater in dance both verbally and non verbally.	I can recommend best practice as an individual cooperater in dance both verbally and non verbally.

Course: Climbing and Bouldering 1.0

Content Area: Adventure Education

Credit Equivalent: 0.5 credit- Physical Education, Physical Education Elective

Course Description: Students explore the foundations of climbing and bouldering and practice the application of it. They are able to apply the concepts of communication and cooperation to the acts of climbing and bouldering. Teaching methods include small and large group instruction, climbing and bouldering practice, reflection, and community engagement.

Modules:	1. Introduction to Climbing and Bouldering	2. Practicing Climbing and Bouldering	3. Climbing and Bouldering in the World
	Basic techniques and terminology	Applying techniques to the practices of climbing and bouldering	Connecting to how the impact goes beyond one experience

Competency 1: Students will engage in basic climbing and bouldering instruction.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely participate and engage with basic climbing and bouldering instruction.	I can participate and engage with basic climbing and bouldering instruction.	I can receive feedback on my climbing and bouldering progress and give feedback to others in a constructive manner.	I can evaluate the overall health benefits of integrating climbing and bouldering instruction into my routine.

Competency 2: Students will understand basic climbing and bouldering terminology.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely define and describe basic climbing and bouldering terminology.	I can define and describe basic climbing and bouldering terminology.	I can compare and contrast climbing and bouldering.	I can use climbing and bouldering terminology in summarizing their differences.

Competency 3: Students will evaluate the value of communication as it relates to climbing and bouldering.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely connect the value of communication to climbing and bouldering both verbally and non verbally.	I can connect the value of communication to climbing and bouldering both verbally and non verbally.	I can evaluate my impact as an individual communicator in climbing and bouldering both verbally and non verbally.	I can recommend best practice as an individual communicator in climbing and bouldering both verbally and non verbally.

Competency 4: Students will evaluate the value of cooperation as it relates to climbing and bouldering.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely connect the value of cooperation to climbing and bouldering both verbally and non verbally.	I can connect the value of cooperation to climbing and bouldering both verbally and non verbally.	I can evaluate my impact as an individual cooperater in climbing and bouldering both verbally and non verbally.	I can recommend best practice as an individual cooperater in climbing and bouldering both verbally and non verbally.

Course: Hiking 1.0

Content Area: Adventure Education

Credit Equivalent: 0.5 credit- Physical Education, Physical Education Elective

Course Description: Students explore the foundations of hiking and practice preparing for a trip. They are able to apply the concepts of communication and cooperation to the act of hiking. Teaching methods include small and large group instruction, guided hike experience, reflection, and community engagement.

Modules:	1. Introduction to Hiking	2. Practicing Hiking	3. Hiking in the World
	Basic techniques, preparedness, and terminology	Applying techniques to the practice of hiking	Connecting to how the impact goes beyond one experience

Competency 1: Students will engage in basic hiking safety instruction.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely participate and engage with basic hiking safety instruction. I can describe hiking safety instructions.	I can participate and engage with basic hiking safety instruction. I can describe hiking safety instructions.	I can receive feedback on my hiking safety instruction and give feedback to others in a constructive manner.	I can evaluate the overall health benefits of integrating hiking into my routine.

Competency 2: Students will understand basic hiking terminology.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely define and describe basic hiking terminology.	I can define and describe basic hiking terminology.	I can apply basic hiking terminology to my own hiking plan.	I can use hiking terminology in verbally presenting my hiking plan.

Competency 3: Students will evaluate the value of communication as it relates to hiking.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely connect the value of communication to hiking both verbally and non verbally.	I can connect the value of communication to hiking both verbally and non verbally.	I can evaluate my impact as an individual communicator in hiking both verbally and non verbally.	I can recommend best practice as an individual communicator in hiking both verbally and non verbally.

Competency 4: Students will evaluate the value of cooperation as it relates to hiking.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely connect the value of cooperation to hiking both verbally and non verbally.	I can connect the value of cooperation to hiking both verbally and non verbally.	I can evaluate my impact as an individual cooperater in hiking both verbally and non verbally.	I can recommend best practice as an individual cooperater in hiking both verbally and non verbally.

Course: New Hampshire Winter Activities 1.0

Content Area: Adventure Education

Credit Equivalent: 0.5 credit- Physical Education, Physical Education Elective

Course Description: Students explore various New Hampshire winter activities which may include skiing, snowboarding, tubing, sledding, snowshoeing, and more based on student interests and experience. They are able to apply the concepts of communication and cooperation to these New Hampshire winter activities. Teaching methods include small and large group instruction, guidance through winter activities, reflection, and community engagement.

Modules:	1. Introduction to New Hampshire Winter Activities	2. Practicing New Hampshire Winter Activities	3. New Hampshire Winter Activities in the World
	Activities, techniques and terminology	Applying techniques to the practices of climbing and bouldering	Connecting to how the impact goes beyond one experience

Competency 1: Students will engage in basic safety instruction.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely participate and engage with basic safety instruction. I can describe New Hampshire winter activities safety instructions.	I can participate and engage with basic safety instruction. I can describe New Hampshire winter activities safety instructions.	I can receive feedback on my safety instruction and give feedback to others in a constructive manner.	I can evaluate the overall health benefits of integrating New Hampshire winter activities into my routine.

Competency 2: Students will understand basic terminology in various New Hampshire winter activities.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely define and describe basic terminology in various New Hampshire winter activities.	I can define and describe basic terminology in various New Hampshire winter activities.	I can compare and contrast various New Hampshire winter activities.	I can use New Hampshire winter activity terminology in summarizing their differences.

Competency 3: Students will evaluate the value of communication as it relates to New Hampshire winter activities.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely connect the value of communication to New Hampshire winter activities both verbally and non verbally.	I can connect the value of communication to New Hampshire winter activities both verbally and non verbally.	I can evaluate my impact as an individual communicator in New Hampshire winter activities both verbally and non verbally.	I can recommend best practice as an individual communicator in New Hampshire winter activities both verbally and non verbally.

Competency 4: Students will evaluate the value of cooperation as it relates to New Hampshire winter activities.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely connect the value of cooperation to New Hampshire winter activities both verbally and non verbally.	I can connect the value of cooperation to New Hampshire winter activities both verbally and non verbally.	I can evaluate my impact as an individual cooperater in New Hampshire winter activities both verbally and non verbally.	I can recommend best practice as an individual cooperater in New Hampshire winter activities both verbally and non verbally.

Course: Sailing 1.0

Content Area: Adventure Education

Credit Equivalent: 0.5 credit- Physical Education, Physical Education Elective

Course Description: Students explore the basics of sailing including navigation, terminology, and safety. They are able to apply the concepts of communication and cooperation to sailing practices. Teaching methods include small and large group instruction, sailing practice, reflection, and community engagement.

Modules:	1. Charts and Safety	2. Sailing Basics	3. Charting a Course
	Basic interpretation of charts and safety rules	Covering the basics of sailing	How to get from where you are to where you need to be

Competency 1: Students will engage in basic safety instruction.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely participate and engage with basic safety instruction. I can describe basic sailing safety instructions.	I can participate and engage with basic safety instruction. I can describe basic sailing safety instructions.	I can receive feedback on my safety instruction and give feedback to others in a constructive manner.	I can evaluate the overall health benefits of integrating sailing into my routine.

Competency 2: Students will understand basic terminology of sailing and navigation.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely define and describe basic terminology in sailing and navigation.	I can define and describe basic terminology in sailing and navigation.	I can interpret information using charts.	I can use sailing and navigation terminology in summarizing chart information.

Competency 3: Students will evaluate the value of communication as it relates to sailing.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely connect the value of communication to sailing both verbally and non verbally.	I can connect the value of communication to sailing both verbally and non verbally.	I can evaluate my impact as an individual communicator in sailing both verbally and non verbally.	I can recommend best practice as an individual communicator in sailing both verbally and non verbally.

Competency 4: Students will evaluate the value of cooperation as it relates to sailing.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely connect the value of cooperation to sailing both verbally and non verbally.	I can connect the value of cooperation to sailing both verbally and non verbally.	I can evaluate my impact as an individual cooperater in sailing both verbally and non verbally.	I can recommend best practice as an individual cooperater in sailing both verbally and non verbally.

Adventure Education 2.0 Learning Outcomes Assessment Rubric

Courses: Dance 2.0
Climbing and Bouldering 2.0
Hiking 2.0
New Hampshire Winter Activities 2.0
Sailing 2.0

Content Area: Adventure Education

Credit Equivalent: 0.5 credit- Elective, Extended Learning Opportunity

Course Description: Students must complete the corresponding 1.0 course curriculum before beginning the 2.0 course. Demonstrating competency in any 2.0 course requires the knowledge and skills learned in the 1.0 course. Student(s) apply what they have gained in order to create a self directed or group based community project using the four components of an ELO.

Competencies: Created on an individual basis using the 4 essential components provided.

4 Essential Components:	Research	Reflection	Product	Presentation
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Students must:

- Apply **Research** to a community oriented **Product**.
- Deliver a **Presentation** which includes an experiential **Reflection**.
- **Demonstrate** mastery of the targeted skills in their project and create a product that can be replicated.
- **Present** to invested community members, FFI staff, and/or FFI alumni.

English 1.0 Learning Outcomes Assessment Rubric

Course: Art of Storytelling 1.0

Content Area: English

Credit Equivalent: 0.5 credit- English, English Elective

Course Description: Students will practice the art of storytelling by reviewing and discussing several examples. They will also develop a finalized story to share with their group. Teaching methods include independent reading, small and large group discussion, literary analysis, public speaking, and immersive experiences.

Modules:	1. Exploring Stories of Others	2. Practicing Storytelling	3. Mastering Your Storytelling
	An introduction to stories and looking at literary examples	Diving deeper into creating your own stories	Creating a more polished writing piece

Competency 1: Students will explore literary examples of storytelling.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely discuss and analyze components of provided storytelling examples.	I can discuss and analyze components of provided storytelling examples.	I can compare and contrast various provided storytelling examples.	I can share a self selected example of storytelling with others and lead a discussion regarding its components.

Competency 2: Students will establish an understanding of themes and goals within stories.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify themes and goals of stories.	I can identify themes and goals of stories.	I can discuss and determine what makes the theme and goals in stories stronger.	I can teach others about themes and goals within stories.

Competency 3: Students will create examples of original storytelling and draw from personal experience.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely create story examples based on personal experience.	I can create story examples based on personal experience.	I can share aloud and discuss at least one example of my story telling work with peers.	I can reflect on how personal experiences impact our ability to tell stories.

Competency 4: Students will practice the process of drafting and revision.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely list the steps in the drafting process and practice the implementation of these steps.	I can list the steps in the drafting process and practice the implementation of these steps.	I can make revisions to my original work as a part of the drafting process.	I can assist others by revising their work as a part of the drafting process.

Course: In Tune With Nature 1.0

Content Area: English

Credit Equivalent: 0.5 credit- English, English Elective

Course Description: Students explore published scientific and literary works on the importance of preserving the natural world and then draft and revise an essay using persuasive writing to advocate for environmental activism. Teaching methods include independent reading, small and large group discussion, literary analysis, public speaking, and immersive experiences.

Modules:	1. Literature and Preserving the Natural World	2. Writing to Influence	3. Becoming Agents of Change
	Exploring literary examples and resources	Defining and Practicing Persuasive Writing	Using writing for environmental activism

Competency 1: Students will discuss examples of literature espousing the importance of preserving the natural world.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely describe and discuss assigned examples of literature espousing the importance of preserving the natural world, noting how the author convinces readers of her/his viewpoint.	I can describe and discuss assigned examples of literature espousing the importance of preserving the natural world, noting how the author convinces readers of her/his viewpoint.	I can compare and contrast literary resources surrounding the natural world.	I can evaluate theme and perspective through examples of literature surrounding the natural world.

Competency 2: Students will practice the idea of presence in the creation of unique written work.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely develop a first draft of an expository paper designed to convince readers of my point of view.	I can develop a first draft of an expository paper designed to convince readers of my point of view.	I can share and discuss my point of view and how I described it in writing.	I can reflect on the impact of writing to influence and its importance and apply this knowledge and skill to other concerns.

Competency 3: Students will review peer and leader feedback and implement as appropriate.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly and completely list the steps in drafting and revising an essay or implement the feedback I received from my peers and group leader.	I can list the steps in drafting and revising an essay and implement feedback provided to improve my ability to engage and convince readers.	I can make further revisions to my original work based on additional feedback I've received and ensure my essay conveys my message clearly.	I can edit and make suggestions to others to help them increase their ability to write a persuasive essay.

Competency 4: Students will promote environmental activism through a literary product.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely create a finalized literary product centered around the idea of environmental activism.	I can create a finalized literary product centered around the idea of environmental activism.	I can present the finalized literary product to my peers explaining my thinking.	I can demonstrate how a literary product can be used to gain support for an idea such as environmental activism.

Course: Creative Writing 1.0

Content Area: English

Credit Equivalent: 0.5 credit- English, English Elective

Course Description: Students will develop a definition of creative writing by reviewing and discussing several examples. They will also develop a finalized creative writing piece to share with their group. Teaching methods include independent reading, small and large group discussion, literary analysis, public speaking, and immersive experiences.

Modules:	1. What is Creative Writing?	2. Practicing Creative Writing	3. Improving Your Creative Writing
	An introduction to creative writing and looking at examples	Diving deeper into creative writing	Creating a more polished piece

Competency 1: Students will explore examples of creative writing.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely discuss how to define creative writing with the group using the examples provided.	I can discuss and define creative writing with the group using the examples provided.	I can compare and contrast the examples of creative writing provided and explain how each aligns with the group definition.	I can teach others about one of the examples of creative writing shared with the group and demonstrate how to develop a similar piece regarding its components.

Competency 2: Students will identify components of a creative writing piece in preparation for writing one themselves.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely identify the components of a creative writing piece. .	I can identify the components of a creative writing piece and reflect on how I would include that component in my creative writing piece.	I can develop a list of best practices for each of the components of a creative writing piece and share it with my group.	I can teach others about best practices for each of the components of a creative writing piece between different pieces of literature in the same category of creative writing.

Competency 3: Students will draft two types of creative writing pieces.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely draft two types of creative writing including all the components instruction.	I can draft two types of creative writing including all the components instruction.	I can complete more than two drafts during the time allotted.	I can teach others how to draft two different types of creative writing including all of the necessary components.

Competency 4: Students will revise their pieces of creative writing using peer and leader feedback.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely implement the peer and leader feedback provided for each of my drafts of different types of creative writing.	I can implement the peer and leader feedback provided for each of my drafts of different types of creative writing.	Using the feedback provided on two of my pieces of creative writing, I can revise the third piece myself.	I can develop and distribute a list of creative writing best practices for each type of creative writing.

Course: Public Speaking 1.0

Content Area: English

Credit Equivalent: 0.5 credit- English, English Elective

Course Description: Students will explore public speaking through an immersive and challenging experience of self exploration and story presentation. Finalized speeches will be delivered publicly during an FFI experience with community members. Teaching methods include independent reading, small and large group discussion, public speaking, community member engagement, and immersive experiences.

Modules:	1. What's your Story?	2. Transitioning from "Telling Your Story" to "Presenting Your Story"	3. Delivering Your Presentation
	We're all nervous	Developing your story	Sharing your story

Competency 1: Students will apply basic writing concepts to their own written works.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely discuss basic writing concepts and apply these concepts to my own written works.	I can discuss basic writing concepts and apply these concepts to my own written works.	I can self revise and seek out peer revisions to improve my own written works.	I can revise the written works of peers.

Competency 2: Students will create a speech that is expressive of a belief system or experience of their own.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely create an original speech that is expressive of a belief system or experience of my own.	I can create an original speech that is expressive of a belief system or experience of my own.	I can self revise and seek out peer revisions to improve my speech that is expressive of a belief system or experience of my own.	I can revise the written speeches of peers.

Competency 3: Students will present their finalized speech while following proper pace and fitting within time parameters.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely deliver my speech publicly within specific time guidelines.	I can deliver my speech publicly within specific time guidelines.	I can deliver my speech publicly with specific care for tone and pace .	I can reflect on the delivery of my speech.

Competency 4: Students will define what they want their audience to feel and know after their presentation.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely deliver a speech that has an intended goal or purpose for the listener.	I can deliver a speech that has an intended goal or purpose for the listener.	I can reflect on my ability to deliver the intended goal or purpose of my speech and recommend areas for future improvement.	I can assist others in the persuasive and goal based elements of their own personal speeches.

English 2.0 Learning Outcomes Assessment Rubric

Courses: Art of Storytelling 2.0

In Tune With Nature 2.0

Creative Writing 2.0

Public Speaking 2.0

Content Area: English

Credit Equivalent: 0.5 credit- Elective, Extended Learning Opportunity

Course Description: Students must complete the corresponding 1.0 course curriculum before beginning the 2.0 course. Demonstrating competency in any 2.0 course requires the knowledge and skills learned in the 1.0 course. Student(s) apply what they have gained in order to create a self directed or group based community project using the four components of an ELO.

Competencies: Created on an individual basis using the 4 essential components provided.

4 Essential Components:	Research	Reflection	Product	Presentation
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Students must:

- Apply **Research** to a community oriented **Product**.
- Deliver a **Presentation** which includes an experiential **Reflection**.
- **Demonstrate** mastery of the targeted skills in their project and create a product that can be replicated.
- **Present** to invested community members, FFI staff, and/or FFI alumni.

Special Education 1.0 Learning Outcomes Assessment Rubric

Course: Community Oriented Life Skills 1.0

Content Area: Special Education

Credit Equivalent: 0.5 credit- Elective, General Elective

Course Description: Students will identify community resources and engage in a community based project to recognize their impact as a community member and the benefit of volunteering. Teaching methods include small and large group instruction and community involvement.

Modules:	1. Ways to Help your Community	2. Volunteering Within the Community	3. Reflecting on the Experience
	What locations could use your help?	Applying your help to these resources	What does helping the community mean to you?

Competency 1: Students will explore opportunities for community involvement.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely list options for volunteering.	I can list options for volunteering.	I can engage in discussion about volunteering opportunities.	I can work as a group to help select an opportunity for volunteering.

Competency 2: Students will follow step by step instructions.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely follow 3-4 step written instructions.	I can follow 3-4 step written instructions and complete assigned tasks successfully. .	I can follow 3-4 step oral instructions and exceed established expectations.	I can suggest revisions to instructions for a specific task to increase efficiency and effectiveness. .

Competency 3: Students will reflect on how their experience volunteering impacted them.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely write a brief narrative reflecting on my volunteering experience.	I can write a brief narrative reflecting on my volunteering experience stating clearly how it impacted me and the community (organization I volunteered at)..	I can connect my volunteering experience to what I will do when I return to my home.	I can share my reflections with others and discuss their experience to deepen motivation for continued volunteering.

Competency 4: Students will reflect on how their experience volunteering impacted the community.

<i>Not Yet Competent (NYC)</i>	<i>Competent</i>	<i>Beyond Competent (In addition to C)</i>	<i>Advanced (In addition to B)</i>
I cannot correctly or completely connect my volunteering to future positive outcomes for the organization.	I can connect my volunteering to future positive effects for the community and will encourage other FFI students to pursue volunteering at this organization. .	I can identify community groups who may benefit from my volunteering.	I can share the importance of volunteering for personal growth and for community benefit.

Special Education 2.0 Learning Outcomes Assessment Rubric

Courses: Community Oriented Life Skills 2.0

Content Area: Special Education

Credit Equivalent: 0.5 credit- Elective, General Elective

Course Description: Students must complete the corresponding 1.0 course curriculum before beginning the 2.0 course. Demonstrating competency in any 2.0 course requires the knowledge and skills learned in the 1.0 course. Student(s) apply what they have gained in order to create a self directed or group based community project using the four components of an ELO.

Competencies: Created on an individual basis using the 4 essential components provided.

4 Essential Components:	Research	Reflection	Product	Presentation
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Students must:

- Apply **Research** to a community oriented **Product**.
- Deliver a **Presentation** which includes an experiential **Reflection**.
- **Demonstrate** mastery of the targeted skills in their project and create a product that can be replicated.
- **Present** to invested community members, FFI staff, and/or FFI alumni.

E. Community Resources

Friends Forever International relies heavily on the community in order to create the most meaningful leadership programming possible. With that, instructors will have access and overlap with content experts, certified educators, and those with relevant experience to utilize as resources. Some of our identified community resources for each content area are listed below.

Leadership	
Individual, Organization Name & Location	Resource Information
Bryan Ames, Bar Manager The Merchant Boston, MA	Can help as a guest speaker about topics of travel, resiliency, aphasia, brain injury, and learning new skills.
Jameson French, CEO Northland Forest Products and Nationwide Leader in Progressive Forestry and Forest Conservation Portsmouth, NH	Forest Society resource and knowledge.
Jeff Johnston, Principal Cahartes Development Moultonborough, NH	Experience leading others through a business lens. Can act as a resource in storytelling and providing insight into leadership approaches
Jim Jalbert, CEO C&J Trailways Portsmouth, NH	Experience leading others through a business lens. Can act as a resource in storytelling and providing insight into leadership approaches
Jo Lamprey, Former Owner Lamprey Energy & Creator of InterQual Criteria North Hampton, New Hampshire	Experience leading others through a business lens. Can act as a resource in storytelling and providing insight into leadership approaches
Renee Plummer, Vice President- Two International Group Portsmouth, NH	Experience leading others through a business lens. Can act as a resource in storytelling and providing insight into leadership approaches

Social Studies	
Individual, Organization Name & Location	Resource Information
Alex DesRuisseaux, Certified to Teach Secondary Social in New Hampshire Friends Forever International Durham, NH	Curriculum design and overseeing academic rigor. Can ensure alignment between school standards and FFI standards.

Aya Magharbeh, Researcher & Graduate Student Technion University Haifa, Israel	Resources regarding Israel/ Palestine history, conflict, and culture.
Evanna Ratnere, Head of Media Literacy & Lecturer Ministry of Education Musrara, Jerusalem	Resources regarding Israel/ Palestine history, conflict, and culture.
Funso Afolayan, Professor of World Religions University of New Hampshire Durham, New Hampshire	Can provide resources and assistance in the areas of social studies and various religions.
Josh Hall, Educator of History and Theology Aquinas Diocesan Grammar School in Belfast Belfast, Ireland	Resource in Northern Ireland culture and history.
Padraig O'Malley, John Joseph Moakley Distinguished Professor of Peace and Reconciliation University of Massachusetts Boston Boston, MA	Extensive background in conflict and divided societies. Would aid in curriculum design or a guest speaker.
Tomasz Herzog, Professor of Social Foundations of Education and Social Studies Education University of Maine at Presque Isle Presque Isle, ME	Background in genealogy research, social studies teaching, immigration, and experiences as an immigrant from Poland.

Creativity & Arts	
Individual, Organization Name & Location	Resource Information
Alastair Dacey, Artist Alastair Dacey Art Portsmouth, NH	Specializes in oils, charcoal, and drawing. Can host classes and workshops for teams.
Darlene Furbush, Artist Button Factory Portsmouth, NH	Knowledge in painting, drawing, and printmaking.
Kathleen King, Owner Kats Ketch Pottery Lebanon, ME	Knowledge is various styles of ceramics and pottery including Raku technique.
Megan Sampson, Owner Mud City Clay	Knowledge in ceramics and kiln operation/repair.

Rochester, NH	
Sydney Bilodeau, Owner Sydney Bilodeau Photography Durham, NH	Knowledge in photography.

Science	
Individual, Organization Name & Location	Resource Information
Ben Jankowski, Grounds Supervisor Mt. Agamenticus York, ME	Focus on environmental action, species identification, and interconnectedness of ecosystems.
Bob Dale, Marketing and Outreach Coordinator Maine Center for Wildlife York, ME	Knowledge of native species, animal rehabilitation, and interconnectedness of ecosystems.
Jeffrey Campbell, Industrial Engineer Portsmouth Naval Shipyard Kittery, ME	Can help provide education and training in relation to Sea Perch Remotely-Operated Vehicles and the engineering design process.
Jess Ohrenberger, Program Manager The Gundalow Company Portsmouth, NH	Focus on coastal studies, environmental action, and also maritime heritage.
John Gianforte, Director UNH Observatory Durham, NH	Can provide knowledge and resources in relation to astronomy.
Kathryn Beckwith, Special Education Teacher Strafford Learning Center Somersworth, NH	Volunteer curriculum consulting with Environmental Ecology. Can review curriculum and suggest teaching methods.
Marybeth and Jordan Pike, Owners Two Toad Farm Lebanon, ME	Knowledge of agricultural practices, plant based eating, and sustainability.
Michelle Shepardson, Science Teacher Spaulding High School Rochester, NH	Certified educator who can review curriculum and recommend best practices for science based assessments.

Healthy Living	
Individual, Organization Name & Location	Resource Information

Britt Wicander, B.S. in EcoGastronomy University of New Hampshire (Graduate of) Durham, NH	Knowledge in healthy living, nutrition, and can assist in building meaningful lessons.
Jeannette McDonald, Yoga Instructor Durham, NH	Can volunteer to host teams for yoga classes.
Kathy Kerrigan, Zumba Instructor Durham, NH	Can volunteer to host teams for zumba classes.
Victoria Auger, Meditation Facilitator Former Owner of the Juicery Portsmouth, New Hampshire	Can volunteer to run group or individualized meditation sessions teams. Can also help train alumni leaders in facilitating daily mindfulness practices.

Adventure Education	
Individual, Organization Name & Location	Resource Information
Kristen Lamb, Executive Director Maine Center for Wildlife York, ME	Knowledge in hiking and other outdoor activities.
Geoff Ashworth, Campcraft Director Camp Walt Whitman Piermont, NH	Extensive knowledge in trip leading and hiking in the White Mountains of New Hampshire.
John Considine, Vice Chairman Sail Portsmouth Portsmouth, NH	Experience and knowledge in sailing.
Leonard Seagren, Member Kittery Point Yacht Club Over 30 years Sailing experience New Castle, NH	Experience and knowledge in sailing.
Reid Van Keulen, Director of Camping Services YMCA Camp Lincoln Kingston, NH	Experience and knowledge regarding summer camp and outdoor education.
Scott Partan, Program Director Garfield County Outdoors Garfield County, CO	Knowledge and background in trip leading through an educational lens with schools in Colorado.
Sharon Germain, Owner Divinity Dance Swampscott, MA	Experience and knowledge in dance.

English	
Individual, Organization Name & Location	Resource Information
Elizabeth Moses, Curriculum Consultant Friends Forever International Retired English Teacher Instructional Designer Portsmouth, NH	Assistance in curriculum design and English related coursework.
Michael Corkery, Case Monitor and Certified Secondary English Teacher in New Hampshire Spaulding High School Rochester, NH	Can assist in curriculum design and provide resources in the area of English coursework.
Samantha Granville, Graduate Student in Creative Writing and Author University of New Hampshire Rollinsford, NH	Can assist in creative writing workshops and curriculum design.

Special Education Electives	
Individual, Organization Name & Location	Resource Information
Amanda Martineau, Speech Pathologist & Director of Community Engagement Monarch School of New England	Knowledge in working with students with specialized needs.
Kevin Boyle, Life Skills Program Teacher Spaulding High School Rochester, NH	Knowledge in working with students with specialized needs.
Phyllis Hunter, UniServe Director Maine Education Association Former Special Education Teacher Washburn, ME	Knowledge in working with students with specialized needs.
Terrill Covey, Extended Learning Opportunity Facilitator Charles Ott Academy- Strafford Learning Center Somersworth, NH	Knowledge in working with students with specialized needs.

F. Extended Learning Opportunities

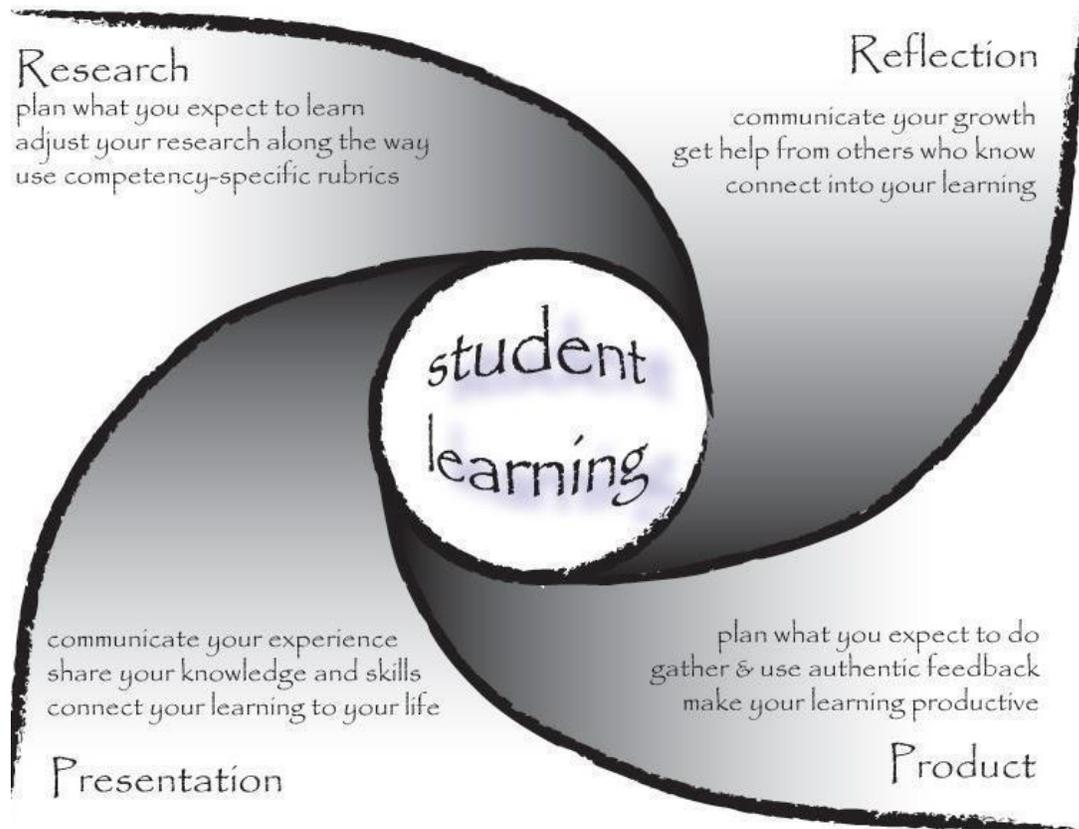


Image courtesy of Keene High School, Keene NH

All FFI 2.0 and 3.0 FFI Courses are also Extended Learning Opportunities (ELO's). Extended Learning Opportunities require students to increase their knowledge and skills through learning experiences outside the traditional classroom including:

- Independent study
- Private instruction
- Participation in performing groups
- Internships
- Volunteering in a community service organization
- Apprenticeships
- Completing online courses

According to the New Hampshire Department of Education, "Extended Learning Opportunities allow for the primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom including, but not limited to: Independent study, Private instruction, Performing groups, Internships, Community service, Apprenticeships, and Online courses."

FFI helps youth become the best version of themselves so that they can help their community become the best version of itself. Through following the four basic components of an ELO; Research, Reflection, Presentation, and Product, FFI encourages participants to continue to be engaged members of their community and further develop their motivation, knowledge, and skill. Utilizing Extended Learning Opportunities at FFI allows us to further push students to continue their research and passion beyond their initial experience.

See the following two examples of how Learn Everywhere students through FFI could pursue an Extended Learning Opportunity:

- *Example 1: The YMCA of Greater Nashua Leaders club completed an Experiential Leadership Weekend* with FFI. They chose to focus on Team Building and each participant earned a 0.5 credit Elective in Work Study Practices for completing outlined learning outcomes. One of the students, Jack, felt especially inspired by this FFI experience and wanted to share it with his school. He especially enjoyed assembling duffel bags for the homeless and decided to adopt a similar project at his school. He researched statistics about homelessness and food insecurity in his area. To address the need, he spoke to school administrators and started collecting donations for canned items at the school office. Jack created a presentation which he shared with FFI alumni and other community members where he shared his project, research, and reflections. Through this project, he was able to earn a 0.5 credit for Team Building 2.0.*
- *Example 2: Spaulding High School completed the Northern Irish Cultural Exchange 1.0. Each participant earned a 0.5 credit Social Studies Elective for completing outlined learning outcomes. One of the students, Olivia, found this experience incredibly eye opening and enjoyed the exchanging of cultures. She continued to research Northern Irish culture and felt she may be able to create a project with her studies. She contacted FFI for help in connecting her with a school in Northern Ireland to create a pen pal program. Using her school's Peer Outreach club, she oversaw this pen pal program and was able to facilitate multiple zoom game nights with participants. Olivia created a presentation which she shared with FFI alumni and other community members where she shared her project, research, and reflections. Through this project, she was able to earn a 0.5 credit for Northern Irish Cultural Exchange 2.0.*

VI. Glossary of Terms

The following terms are mentioned elsewhere in the application and defined below for additional clarification.

- **Alumni:** Graduates of an FFI program.
- **Bloom's Taxonomy:** A hierarchical ordering of cognitive skills that helps evaluate the complexity of competencies.
- **Content Area:** General topic that courses fall within. Team Building, Creativity & Arts, and Social Studies are Content Areas.
- **Course:** An offering equating to 0.5 credits in a specific Content Area. Creative Writing 1.0, Sailing 1.0, and Team Building 1.0 are Courses.
- **Extended Learning Opportunity (ELO):** "Extended Learning Opportunities allow for the primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom including, but not limited to: Independent study, Private instruction, Performing groups, Internships, Community service, Apprenticeships, and Online courses." (Definition courtesy of the NH Department of Education).
- **Experiential leadership Weekend:** A weekend residential program at FFI intended to let already established groups of teens focus on skills of their choosing. See more at ff.international/weekend.
- **Facilitation Notes:** Step by step lesson plans to assist those facilitating a lesson in carrying out to FFI standard.
- **Guiding State/ National Standards:** High school level standards selected at either the State (New Hampshire) or National level to guide content area coursework and learning outcomes.
- **Learning Outcome:** Knowledge and skills students must demonstrate to earn credit in a specific course.
- **Module:** A group of sessions or activities focused on the same theme. Each course consists of three modules.
- **OKR's:** Stands for "Objectives" and "Key Results". This is an effective goal setting and leadership tool. This resource comes from "Measure What Matters" by John Doerr.
- **Participant:** A participant in an FFI program that may or may not be seeking out credit transferable to their local NH High School through Learn Everywhere.
- **Program leader:** Alumni or FFI staff assigned to oversee a specific program.
- **Road workshops:** Individual session or a group of sessions facilitated by FFI at an outside location.
- **Sea Perch:** "SeaPerch is an innovative underwater robotics program that equips teachers and students with the resources they need to build an underwater Remotely Operated Vehicle (ROV) in an in-school or out-of-school setting (Definition courtesy of Robo Nation)".

- **Session:** An activity or group of activities designed to be completed by participants in one sitting. Session is structured based on facilitation notes.
- **Student:** A program participant hoping to earn credit transferable to their local NH High School through Learn Everywhere.
- **Social Action Project (SAP):** A project that encourages students to effectively use the knowledge, skills, resources, and networks learned during their experiences at FFI, to improve their community by implementing a specific, strategic project to address a community need.
- **TinkerCAD:** A 3D modeling program that allows students to explore the basics of computer aided design.