

**Readopt with amendment Ed 306.31, effective 1-8-16 (Document #11020), as amended effective 8-9-19 (Document #12845) to read as follows:**

Ed 306.31 Arts Education Curriculum Program.

~~(a) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall provide that an arts education curriculum program for grades 1-12 in each elementary, middle, and high school consistent with competencies determined pursuant to Ed 306.20 and Ed 306.21, which may include:~~

(a) Systematic and sequential instruction in the arts disciplines of music and visual art, while developing opportunities for dance and theatre, where students will:

(1) Create, perform, and respond with understanding;

(2) Participate actively in at least one of the art forms of dance, music, theatre or visual art;

(3) 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;

(4) 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;

(5) Relate various types of arts knowledge and skills within and across the arts and other disciplines;

(6) Use technology as ways to create, perform, or respond in various arts disciplines; and

(7) Become familiar with career opportunities in the arts or with the impact of the arts on everyday life;

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

(1) A variety of developmentally appropriate techniques and processes as well as learning materials such as tools, equipment, facilities and supplies, including but not limited to musical instruments, current recording devices, computers and software, and expendable art-making supplies, that meet the diverse needs, interests and capacities of each student;

(2) The best interests of students regarding safety and health issues associated with materials, tools, equipment, supplies and procedures;

(3) The ability to guide student development in observing, imagining, visualizing, listening, transforming, and synthesizing their thoughts and ideas into artworks through traditional and nontraditional means such as, but not limited to, choreography, reading and writing music, improvisation, script-writing, set design, two and three-dimensional artworks, and media arts;

(4) The ability to guide students in selecting and applying subject matter and movements, sounds, language, or symbols, or any combination of them, with ideas to express meaning in artwork;

(5) Developing artistry and artistic skill sequentially over time;

(6) Critical thinking skills and artistic choices in the creation and evaluation of artworks;

(7) Addressing opportunities available beyond the regular classroom; and

- (8) Embedding in the students global arts-related history and culture; and
- (c3) Sound assessment practices ~~as stated in~~ inconsistent with Ed 306.2224.

Ed 306.32 RESERVED.

**Readopt with amendment and renumber Ed 306.33 and Ed 306.34, effective 3-27-14 (Document #10556), as Ed 306.32 and Ed 306.33 to read as follows:**

Ed 306.32 ~~33 RESERVED~~ Business Education Curriculum Program.

(a) ~~Pursuant to Ed 306.27, the~~ local school board shall ~~require provide that~~ a business education ~~program curriculum at each high school consistent with competencies determined pursuant to Ed 306.21, which may include~~ provides:

- (1) Opportunities for students to become familiar with business principles, practices, attitudes and procedures basic to successful participation in the business world;
- (2) Planned activities designed to increase students' knowledge and skills and enable students to function as economically literate citizens in domestic and international venues;
- (3) Opportunities for students to acquire fundamental business knowledge and skills in:
  - a. Business essentials;
  - b. Business technology applications; and
  - c. Personal finance; and
- (4) Courses totaling at least 3 credits in business education which shall be distributed as follows:
  - a. One credit in business essentials that will encompass career exploration in:
    1. Overview of career clusters in business, marketing, and finance;
    2. Written and oral communication;
    3. Mathematics and economics;
    4. Legal and ethical behavior;
    5. Safe and secure environmental controls;
    6. Management of resources;
    7. Employability and personal skills for success in the workplace;
    8. Entrepreneurship;
    9. Business practices including ethics and social responsibilities; and
    10. Global economy;
  - b. One credit in business technology applications that shall encompass business technologies in:
    1. Word processing applications;

2. Spreadsheet development;
  3. Database management;
  4. Presentations;
  5. Electronic communications and internet services;
  6. Graphics;
  7. Desktop publishing including basic web design;
  8. Interactive media;
  9. Ethical issues; and
  10. Careers in business using technology applications; and
- c. One credit in personal finance that will encompass financial literacy in:
1. Personal financial decisions;
  2. Rights and responsibilities of consumers;
  3. Money management;
  4. Understanding scholarships versus loans;
  5. Borrowing and earning power;
  6. Investing;
  7. Financial services and insurance; and
  8. Job application and interviewing.

(b) Each district shall establish and provide a comprehensive, sequentially designed, business education curriculum designed to meet the minimum standards for college and career readiness and that provides for continued growth in all content areas consistent with RSA 193-C:3, III.

(c) For business education programs, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.

~~— (d) Examples of such assessment shall include, but not be limited to:~~

- ~~(1) Teacher observations of student performance;~~
- ~~(2) Competency-based or performance-based assessments;~~
- ~~(3) Common assessments developed locally; and~~
- ~~(4) Project evaluation rubrics used to evaluate business education proficiencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments.~~

~~(e) For all business education programs, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.~~

Ed 306.3334 Career and Technical Education Program CTE Curriculum.

(a) Pursuant to Ed 306.27, all high school ~~career and technical education (CTE) programs~~ curriculums shall be a partnership between the high school and the regional CTE center, established under RSA 188-E.

(b) An approved CTE program shall be one that:

(1) Delivers multi-level career and technical education, as defined in Ed 306.02(~~cb~~), in sequential fashion, based on curriculum~~program~~-specific competencies endorsed by CTE and business leaders;

(2) Utilizes competencies aligned with national industry standards that have been vetted through both business and industry and postsecondary education;

(3) Offer students a career pathway plan of study that establishes an educational progression from secondary through postsecondary, which culminates in a postsecondary educational degree or credential in the student's chosen career field or to a career in the student's identified field in a supportive capacity for students with disabilities whose IEP teams have determined that the student, even with accommodations~~and~~ or modifications, is unable to meet licensure or certification requirements;

(4) Implements third-party assessments as recognized and designated by the department;

(5) Is in one of the following nationally recognized career cluster areas:

- a. Agriculture, food, and natural resources;
- b. Architecture and construction;
- c. Arts, audiovisual technology, and communications;
- d. Business, management, and administration;
- e. Education and training;
- f. Finance, including personal financial literacy;
- g. Government and public administration;
- h. Health science;
- i. Hospitality and tourism;
- j. Human services;
- k. Information technology;
- l. Law, public safety, and security;
- m. Manufacturing;
- n. Marketing, sales, and services;

o. Science, technology, engineering, and mathematics including technology education; and

p. Transportation, distribution, and logistics;

(6) Provides instruction that embeds:

a. Program-related, competency-based academic knowledge;

b. High employability skills and performance skills, including:

1. Acting as a responsible and contributing citizen and employee;

2. Applying appropriate academic and technical skills;

3. Attending to personal and financial well-being;

4. Communicating clearly, effectively and with reason;

5. Considering the environmental, social, and economic impacts of decisions;

6. Demonstrating creativity and innovation;

7. Employing valid and reliable research strategies;

8. Utilizing critical thinking to make sense of problems and persevere in solving them;

9. Modeling integrity, ethical leadership, and effective management;

10. Planning education and career path aligned to personal goals;

11. Using technology to enhance productivity; and

12. Working productively in teams while using cultural and global competence;

c. Math, English language arts, and science, consistent with RSA 193-C:3, III;

d. Occupation-specific skills that provide the individual student with the ability to be college and career ready and able to adapt to the changing demands of the workplace; and

e. Supportive capacity for students with disabilities whose IEP teams have determined that even with accommodations the student is unable to meet licensure or certification requirements;

(7) Offers approved CTE programs in a safe environment for students that:

a. Meets safety standards established by national associations and adopted as administrative rules by New Hampshire licensing boards for the particular career;

b. Do not exceed 24 students in each laboratory class; and

c. Comply with all state and federal child labor laws;

(8) Coordinates with postsecondary or apprenticeship programs, or both; and

(9) Coordinates with business and industry-based programs.

(c) Receiving districts shall collaborate with various CTE stakeholders, including, but not limited to:

- (1) Business and industry, including, but not limited to:
  - a. Regional advisory committee participation;
  - b. Program advisory committee participation;
  - c. Core competency development and review;
  - d. National industry standards adherence; and
  - e. State industry economic initiatives and labor demands;
- (2) Postsecondary institutions;
- (3) Specific program area state governing boards, including, but not limited to, the:
  - a. State board of nursing;
  - b. State board of cosmetology;
  - c. Mechanical licensing board previously known as the plumbing safety and licensing board;
  - d. New Hampshire electricians board;
  - e. State apprenticeship advisory council;
  - f. National automotive technicians education foundation;
  - g. Bureau of emergency medical services; and
  - h. NH fire standards and training commission;
- (4) State department of labor;
- (5) U.S. office of vocational and adult education;
- (6) U.S. office for civil rights; and
- (7) Other such governing bodies as are identified by the department.

(d) Each regional CTE center shall establish and provide a comprehensive, sequentially designed curriculum, providing instruction that supports the achievement of the statewide CTE core competencies offered at that regional CTE center.

(e) For each CTE program within each regional CTE center, the center shall provide for the ongoing, authentic assessment of competencies aligned with the requirements of [Ed 306.34\(b\)\(2\)](#) above, using multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.

~~(f) Examples of such assessment shall include, but not be limited to:~~

- ~~(1) Teacher observations of student performance;~~
- ~~(2) Competency-based or performance-based assessments;~~

~~(3) Common assessments developed locally;~~

~~(4) Project evaluation rubrics applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments; and~~

~~(5) Third party technical assessments that are aligned with industry standards, as recognized and designated by the department.~~

(fg) Each CTE center shall report the academic performance of each student on a regular basis as follows:

- (1) Distribute a summary of individual student performance to parents at least 3 times each year;
- (2) Provide an opportunity for parents to meet individually with their student's teachers about their student's performance at least once during the school year; and
- (3) Report aggregate data to all sending schools regarding student performance disaggregated by each career and technical education program.

(gh) For the CTE programs at all regional CTE centers, centers shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.

**Repeal Ed 306.35, effective 3-27-14 (Document #10556), as follows:**

~~— Ed 306.35 Career Education Program.~~

~~— (a) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require that a comprehensive career education program provides for the infusion of developmentally appropriate knowledge and skill development throughout all areas of the K-12 curriculum, in accordance with RSA 193-C:3, III.~~

~~— (b) At all grade levels, this comprehensive career education program shall include opportunities for students to:~~

- ~~(1) Develop self knowledge, self confidence, and self awareness in defining and refining life and work roles; and~~
- ~~(2) Become familiar with the skills and knowledge essential for making individual career and educational decisions.~~

~~— (c) At the middle and high school level, this program shall include systematic instruction and activities designed to enable students to:~~

- ~~(1) Develop basic knowledge, attitudes, and competencies that promote success on the job;~~
- ~~(2) Collect and evaluate data related to current and emerging employment opportunities;~~
- ~~(3) Use available resources in planning and decision making regarding educational and career objectives;~~
- ~~(4) Understand the wide variety and interrelatedness of occupations; and~~
- ~~(5) Develop career interests and an awareness of the training and skills required for success.~~

Ed 306.36 RESERVED.

**Readopt with amendment and renumber Ed 306.37, effective 1-8-16 (Document #11020), as Ed 306.34 to read as follows:**

Ed 306.~~34~~<sup>37</sup> ~~English, Language Arts and Reading Curriculum~~~~Program~~.

(a) ~~Pursuant to Ed 306.26,~~ I local school board shall ~~provide~~~~require that~~ an English language arts and reading ~~curriculum~~~~program~~ in each elementary school, consistent with competencies determined pursuant to Ed 306.24, which may include~~provides~~:

- (1) Systematic and continuous instruction which develops students' knowledge of language arts, including listening, speaking, reading, writing, and viewing;
- (2) Instruction which emphasizes how to clarify, order, interpret, and communicate experiences through the skillful use of language;
- (3) Opportunities for each student to exercise, with fluency and ease, oral and written skills and to become acquainted with others' interpretations of experiences through fiction and informational materials, film, television, and other media;
- (4) An environment which promotes the importance of reading;
- (5) Opportunities for each child to become literate;
- (6) Methods for assessing students for appropriate placement in the reading language arts ~~curriculum~~~~program~~, including diagnostic assessment for remediation;
- (7) Support for teachers on interpreting test results;
- (8) Continuous monitoring of each student's progress from grade to grade;
- (9) Early intervention or remediation;
- (10) Instruction for teachers in reading in the content areas; and
- (11) Training for instructional staff on methods for effectively meeting the language arts/reading needs of all students and on current developments in language arts/reading.

(b) ~~Pursuant to Ed 306.26,~~ I local school board shall ~~require that~~provide an English language arts and reading ~~curriculum~~~~program~~ in each middle school consistent with competencies determined pursuant to Ed 306.20, which may include~~provides~~:

- (1) Instruction which emphasizes the use of language to clarify, order, interpret, and communicate experiences including instruction in listening, speaking, reading, writing, and viewing;
- (2) Opportunities for each student to develop oral and written skills and to become acquainted with others' interpretations of experiences through fiction and informational materials, film, television, and other media; and
- (3) Systematic instruction and activities designed to enable student to:
  - a. Comprehend and produce progressively more complex oral and written language using various patterns of organization, such as narration, description, enumeration, sequence, cause ~~and~~ effect, comparison ~~and~~ contrast, and problem ~~and~~ solution;



- b. Recognize and create literary elements, such as plot, character, setting, and point of view in a variety of genres;
- c. Apply the writing process, including choosing a topic, generating ideas and locating information, drafting, revising, and editing;
- d. Increase vocabulary through semantics, use of the dictionary, structural analysis, including prefixes and suffixes, and other strategies;
- e. Apply previously learned reading skills to content materials;
- f. Acquire new reading skills and fluency through remedial, developmental, and enrichment programs;
- g. Use appropriate reading techniques to acquire knowledge, including setting the purpose for reading, varying reading speed, and reading for comprehension at the literal, inferential, evaluative, critical, and analytical levels;
- h. Read to satisfy personal interests and recognize that fiction and informational materials can offer insight into life; and
- i. Employ appropriate study skills, including the ability to locate materials, take notes, organize information, and use a variety of sources.

I ~~Pursuant to Ed 306.27,~~ I local school board shall ~~provide~~require that an English language arts program in each high school, consistent with competencies determine pursuant to Ed 306.21, which may include~~provides~~:

- (1) Opportunities for students to become familiar with the history, structure, and use of English as the basic medium of communication in our society;
- (2) Opportunities for students to develop proficiency and control in the use of language, an appreciation of a variety of literary forms, an understanding and appreciation of various aspects of past and present cultures as expressed in literature, and interests for lifelong learning;
- (3) Courses totaling at least 6 credits in English which shall be distributed as follows:
  - a. At least 4 credits required of all students and planned as a purposeful sequence of study which promotes:
    - 1. The development of the basic language skills of listening, speaking, reading, writing, and viewing;
    - 2. The acquisition of knowledge; and
    - 3. The understanding of literature and our literary heritage; and
  - b. At least 2 elective credits designed to provide increased proficiency in the basic language skills ~~and~~ or an expanded knowledge and understanding of literature ~~and~~ which may be met by such courses as advanced writing, public speaking, debating, dramatics, humanities, and world literature; and
- (4) Systematic instruction and activities designed to enable students to:
  - a. Develop effective listening and discussion techniques, distinguish fact from opinion, and identify the ~~principal~~principle idea;

- b. Write and present speeches for a variety of purposes and audiences;
- c. Understand and apply the writing process by choosing a topic, generating ideas and locating information, drafting, revising, and editing in order to write well-organized, legible, well-supported papers;
- d. Correctly use the conventions of standard English, such as grammar, punctuation, spelling, capitalization, and word usage, in all written work;
- e. Increase reading speed and comprehension and develop thinking skills, such as inference, applying knowledge, and making judgments;
- f. Develop word recognition skills, such as context clues, prefixes, suffixes, and phonetic analysis, in order to develop an increased vocabulary;
- g. Understand ideas presented in a variety of visual formats such as television advertisements and political cartoons;
- h. Know and appreciate both traditional and contemporary literature, including English, American, and works in translation;
- i. Understand literary analysis through discussion and writing activities;
- j. Recognize how our literary heritage relates to the customs, ideas, and values of today's life and culture; and
- k. Develop study skills which contribute to academic success, such as using the dictionary, note taking, locating information, distinguishing good sources of information from bad sources, and applying information in solving of real-life problems.

**Readopt with amendment and renumber Ed 306.38 and Ed 306.39, effective 3-27-14 (Document #10556) as Ed 306.35 and Ed 306.36 to read as follows:**

Ed 306.~~35~~<sup>38</sup> Family and Consumer Science Education CurriculumProgram.

(a) ~~Pursuant to Ed. 306.26 and Ed. 306.27, t~~The local school board shall ~~provide~~<sup>require that</sup> a family and consumer science education ~~program be provided~~<sup>curriculum</sup> in each middle school ~~consistent with competencies determined pursuant to Ed 306.20 and Ed 306.21.~~

(b) The ~~middle school program~~<sup>curriculum</sup> ~~shall provide~~<sup>may include</sup> planned learning strategies and opportunities to prepare independent, educated consumers that are literate in life skills that provide:

~~(1) S~~students with teaching and instructional practice that:

~~(1)a.~~ Prepare students for college, career, and citizenship;

~~(2)b.~~ Promote optimal nutrition education that supports district wellness policies;

~~(3)c.~~ Use critical and creative thinking skills to promote problem solving in diverse family, community, and work environments;

~~(4)d.~~ Demonstrate creative thinking, constructs knowledge, and develops innovative products and processes using technology;

~~(5)e.~~ Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions;

~~(6)f.~~ Supports literacy in math, language arts, and science; and

~~(7)g.~~ Manage the challenges of living and working in a diverse global society;

~~(2) Experiences that support students' 21st-century learning, including, but not limited to:~~

~~-~~  
~~a. Collecting, analyzing, organizing, and presenting information;~~

~~-~~  
~~b. Decision making and problem solving;~~

~~-~~  
~~c. Self-management;~~

~~-~~  
~~d. Communication and conflict resolution; and~~

~~-~~  
~~e. Technological literacy; and~~

~~(3) Experiences which develop students' knowledge and skills in:~~

~~-~~  
~~a. Managing foods and nutrition;~~

~~-~~  
~~b. Consumer financial literacy; and~~

~~-~~  
~~c. Human growth and development;~~

(c) The local school board shall ~~require that provide~~ a family and consumer science education curriculum program be provided in at each high school consistent with competencies determined pursuant to Ed 306.21, which may include:

~~(d) The program in each high school shall provide~~ planned learning strategies and opportunities that:

(1) Enable students to develop an awareness of career opportunities and to function as leaders in family, community, and work settings; and

(2) Provide students with knowledge and experience in the following areas of:

a. Foods and nutrition;

b. Human growth and development;

c. Consumer and resource management; and

d. Textiles and design.

~~(de)~~ Each district shall establish and provide a comprehensive, sequentially designed, family and consumer science curriculum that will meet the minimum standards for college and career readiness and that provide for continued growth in all content areas consistent with RSA 193-C:3, III.

~~(ef)~~ For family and consumer science programs, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.

~~—(g) Examples of such assessment shall include, but not be limited to:~~

~~-~~  
~~(1) Teacher observations of student performance;~~

~~(2) Competency-based or performance-based assessments;~~

~~(3) The use of real-life relevant tasks, laboratories, simulations, and community involvement;~~

~~(4) Common assessments developed locally; and~~

~~(5) Project evaluation rubrics used to evaluate family and consumer science competencies applied to integrated curriculum assignments, extended learning opportunities, and out-of-school learning environments.~~

~~— (h) Family and consumer science programs shall report the academic performance of all students on a regular basis by providing the following:~~

~~(1) A summary of individual student performance to parents at least 4 times per course; and~~

~~(2) The opportunity for parents to meet individually with their students' teachers about their students' performance at least once during each school year.~~

~~— (i) For the family and consumer science programs at each grade level, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.~~

Ed 306.3639 School Counseling Program.

(a) ~~The local school board shall require that each school in its district provides for the implementation of a comprehensive school counseling program based on this section and “The ASCA National Model: A Foundation for School Counseling Program,” published by the American School Counselor Association (ASCA) in 2012 as referenced in Appendix II as an integral part of the total educational program.~~ The local school board shall require that each district develop and have on file a comprehensive K-12 ~~S~~school counseling program policy and implementation plan consistent with the components in this section and kept current biennially.

(b) The K-12 school counseling program shall include a comprehensive sequence of learning opportunities designed to promote each student's development of work-study practices in academic development, career development, and personal and /social development by means of the following components:

(1) A school counseling core curriculum ~~based on the ASCA student competencies and local goals,~~ designed to help students attain the desired work-study practices and to provide all students with the knowledge, attitudes, and skills appropriate to their developmental level, including prevention and intervention activities;

(2) The school counseling core curriculum shall be delivered throughout the school's overall curriculum and be systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities;

(3) Individual student planning that is coordinated and systematic including activities designed to assist students in establishing personal goals, developing future plans, and attaining college and career-ready, work-study practices;

(4) Responsive services to meet students' immediate needs and concerns and counselor teaming in crisis response;

(5) School counseling program management including data-driven decision-making reflective of the school's needs; and

~~(65)~~ Consultation and collaboration with parents, teachers, other educators, and community organizations; and

~~(7)~~ ~~FT~~Referral of students for additional assistance.

(c) For the school counseling programs in grades K-12, the performance of the school counselor(s) shall be evaluated on knowledge, abilities, skills, and attitudes necessary to plan, organize, implement, and evaluate the implementation of a comprehensive school counseling program ~~based on the ASCA national model~~.

(d) For the school counseling programs in grades K-12, schools shall demonstrate the effectiveness of the local comprehensive school counseling program through a summary report of student performance in achievement, attendance, and behavior to the local school board at least once a year.

(e) The staff requirements for provision of the comprehensive developmental guidance and counseling program shall be as set forth in Ed 306.1215(b).

**Readopt with amendment and renumber Ed 306.40 - Ed 306.43, effective 1-8-16 (Document #11020), as amended effective 8-9-19 (Document #12845), as Ed 306.37 - Ed 306.40 to read as follows:**

Ed 306.3740 Health Education CurriculumProgram.

~~— (a) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require that a school health education program for grades 1-12 provides:~~

~~(1) Health education;~~

~~(2) School health services;~~

~~(3) Food and nutrition services;~~

~~(4) A comprehensive guidance and counseling program;~~

~~(5) Healthy school facilities; and~~

~~(6) Family and community partnerships.~~

~~— (b) The local school board shall require that provideeach school health education curriculum consistent with competencies determined pursuant to Ed 306.20 and Ed 306.21program provides and may include:~~

~~(a1)~~ Systematic instruction in grades K-12, designed to enable students to:

~~(1)a.~~ Comprehend concepts related to health promotion and disease prevention, linking to all content areas;

~~(2)b.~~ Demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health;

~~(3)e.~~ Demonstrate the ability to access valid health information and health-promoting products and services;

~~(4)d.~~ Demonstrate the ability to practice health enhancing behaviors and reduce health risks;

~~(5)e.~~ Analyze the effect of culture, media, technology, and other influences on health;

~~(6)f.~~ Demonstrate the ability to use interpersonal communications skills to enhance health;

~~(7)g.~~ Demonstrate the ability to use goal -setting and decision making skills to enhance health; and

~~(8)h.~~ Demonstrate the ability to advocate for personal, family, and community health;

~~(b2)~~ A planned K-12 curriculum in health education designed to teach the skills listed in (b)(1) above across the following content areas of health education:

~~(1)a.~~ Alcohol and other drug use prevention, in accordance with RSA 189:10;

~~(2)b.~~ Injury prevention;

~~(3)c.~~ Nutrition;

~~(4)d.~~ Physical activity;

~~(5)e.~~ Family life and comprehensive sexuality education, including instruction relative to abstinence and sexually transmitted infections in accordance with RSA 189:10;

~~(6)f.~~ Tobacco use prevention;

~~(7)g.~~ Mental health;

~~(8)h.~~ Personal and consumer health; and

~~(9)i.~~ Community and environmental health; and

~~(3) Sound assessment practices in health education that:~~

~~a. Match goals and objectives;~~

~~b. Require evaluation and synthesis of knowledge and skills;~~

~~c. Emphasize higher order thinking skills;~~

~~d. Clearly indicate what the student is asked to do but not how to do it;~~

~~e. Are at the appropriate reading level;~~

~~f. Have criteria that are clear to students and teachers;~~

~~g. Are engaging and relevant to students;~~

~~h. Link to ongoing instruction;~~

~~i. Provide feedback to students;~~

~~j. Provide cost effective benefits to students;~~

~~k. Reflect real world situations; and~~

~~l. Emphasize use of available knowledge and skills in relevant problem contexts.~~

~~— (a) Pursuant to Ed 306.26 and Ed 306.27, t~~The local school board shall ~~require that a school provide~~ physical education ~~curriculum program for grades 1-12 provides at each school consistent with~~ competencies determined pursuant to Ed 306.20 and Ed 306.21 and may include:

~~(1) Physical education as provided in (b) below; and~~

~~(a2) Family and community partnerships;:-~~

~~— (b) In the area of physical education, the local school board shall require that each school physical education program provides:-~~

~~(b1)~~ Systematic instruction and curriculum in grades 1-12, designed to enable students to:

~~(1)a.~~ Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities;

~~(2)b.~~ Demonstrate understanding of movement concepts, principles, and performance of physical activities;

~~(3)e.~~ Participate regularly in physical activity;

~~(4)d.~~ Achieve and maintain a health enhancing level of physical fitness;

~~(5)e.~~ Exhibit responsible personal and social behavior that respects self and others in physical activity settings; and

~~(6)f.~~ Value physical activity for health, enjoyment, challenge, self expression, and social interaction;

~~(2) A planned 1-12 curriculum in physical education that will provide for:-~~

~~(7)a.~~ A variety of motor skills that are designed to enhance the physical, mental, social, and emotional development of every child;

~~(8)b.~~ Fitness education and assessment to help children understand and improve or maintain their physical well-being;

~~(9)e.~~ Development of cognitive concepts about motor skills and fitness;

~~(10)d.~~ Opportunities to improve children's emerging social and cooperative skills and to gain a multicultural perspective;

~~(11)e.~~ Promotion of regular amounts of appropriate physical activity now and throughout life; and

~~(12)f.~~ Utilization of technology in attaining instruction, curricular, and assessment goals; and

~~(3) Sound assessment practices in physical education that:-~~

~~a. Match goals and objectives;~~

~~b. Require evaluation and synthesis of knowledge and skills;~~

~~c. Emphasize higher order thinking skills;~~

~~d. Clearly indicate what the student is asked to do;~~

- ~~e. Are at an appropriate skill level according to:~~
  - ~~1. State standards; and~~
  - ~~2. The needs of the individual;~~
- ~~f. Have criteria that are clear to students and teacher;~~
- ~~g. Are engaging and relevant to students;~~
- ~~h. Link to ongoing instruction;~~
- ~~i. Provide feedback to students;~~
- ~~j. Provide cost-effective benefits to students;~~
- ~~k. Reflect real-world situations; and~~
- ~~l. Emphasize use of available knowledge and skills in relevant problem contexts.~~

Ed 306.3942 Digital Literacy CurriculumProgram.

(a) The local school board shall ~~provide~~require an integrated approach to the use of ~~21<sup>st</sup>-century~~digital tools, including, but not limited to technology and communication tools, within all curriculum areas through the adoption of a ~~digital~~information and communication technologies literacy ~~(ICT) program curriculum~~ in grades 1 - 12 that provides opportunities at developmentally appropriate levels for students to:

(1) Develop knowledge of ethical, responsible, and safe use of technology tools in a society that relies heavily on knowledge of information in its decision-making;

(2) Become proficient in the use of ~~digital~~21<sup>st</sup>-century tools to access, manage, integrate, evaluate, and create information within the ~~context of the core~~required subject areas ~~identified in table 306-1;~~

~~a. Reading;~~

~~b. Mathematics;~~

~~c. English and language arts;~~

~~d. Science;~~

~~e. Social studies, including civics, government, economics, history, and geography;~~

~~f. Arts; and~~

~~g. World languages;~~

(3) Use ~~digital~~21<sup>st</sup>-century tools to develop cognitive proficiency in:

~~a. Literacy;~~

~~b. Numeracy;~~

~~ae-~~literacy, numeracy, Pproblem solving;

~~bd-~~Ddecision making; and



~~e. Spatial and~~ visual literacy;

(4) Use ~~21<sup>st</sup>-century~~digital tools to develop technical proficiency at a foundation knowledge level in:

- a. Hardware;
- b. Software applications;
- c. Networks; and
- d. Elements of digital technology; and

(5) Create digital portfolios which:

~~a. Address~~ the following components:

~~a.1.~~ Basic operations and concepts;

~~b.2.~~ Social, ethical, and human issues;

~~c.3.~~ Technology productivity tools;

~~d.4.~~ Technology communications tools;

~~e.5.~~ Technology research tools; and

~~f.6.~~ Technology problem solving and decision-making tools;

~~b. Represent proficient, ethical, responsible use of 21<sup>st</sup>-century tools within the context of the core subjects; and~~

~~e. Include, at a minimum, such digital artifacts as:~~

~~1. Standardized tests;~~

~~2. Observation;~~

~~3. Student work; and~~

~~4. Comments describing a student's reflection on his/her work.~~

(b) The local school board shall provide opportunities for students to demonstrate digital literacy~~ICT~~ competency by the end of 8th grade using assessment rubrics applied to the contents of digital portfolios as required in (a)(5) above. Students who successfully demonstrate knowledge, skill, and understanding of these competencies shall have the opportunity, as high school students, to take a higher-level computer course to meet the ½ credit requirement.

(c) The local school board shall provide opportunities for students to complete a ½ credit ICT~~digital literacy~~ course prior to high school graduation, ~~including, but not limited to:~~

~~(1) Use of common productivity and web-based software;~~

~~(2) Use of a variety of multimedia software and equipment;~~

~~(3) Configuring computers and basic network configurations; and~~

~~(4) Applying programming concepts used in software development.~~

Ed 306.4043 Mathematics Curriculum Program.

(a) ~~Pursuant to Ed 306.26, the~~ The local school board shall ~~provide~~require that a mathematics ~~curriculum program in at~~ each elementary ~~grade, excluding kindergarten, provides~~school consistent with competencies determined pursuant to Ed 306.21, which may include:

- (1) Opportunities for all students to solve problems by:
  - a. Using multiple strategies;
  - b. Communicating mathematical ideas through speaking and writing; and
  - c. Making logical connections between different mathematical concepts;
- (2) Opportunities for all students to build and construct knowledge and understanding of mathematical concepts through ~~developmentally~~ appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment;
- (3) Opportunities for authentic tasks that:
  - a. Promote student decision making and questioning;
  - b. Encourage students to develop unique problem-solving strategies while allowing students to defend their strategies and results;
- (4) Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level;
- (5) Opportunities for all students to develop positive attitudes such as inquisitiveness and appreciation of the multiple ways to approach and solve mathematical situations;
- (6) Interactive instruction and sustained activities designed to enable all students to demonstrate proficiency using the concepts and skills articulated in any grade level expectations that are adopted at the state level; and
- (7) A developed curriculum incorporating number and operations, geometry and measurement, data, statistic and probability, and functions and algebra consistent with RSA 193-C:3, III.

(b) ~~Pursuant to Ed 306.26, the~~ The local school board shall ~~provide~~require that a mathematics ~~curriculum at program~~ in each middle school consistent with competencies determined pursuant to Ed 306.24, which may include~~grade provides:~~

- (1) Opportunities for all students to solve problems by:
  - a. Using multiple strategies;
  - b. Reading and interpreting mathematics;
  - c. Communicating mathematical ideas through speaking and writing; and
  - d. Making connections within and among mathematical ideas and across disciplines;

(2) Opportunities for all students to build and construct knowledge and understanding of mathematical concepts through ~~developmentally~~ appropriate activities that include concrete experiences and interactions with manipulative, technology, and their environment;

(3) Opportunities for authentic tasks that:

- a. Promote student decision making and questioning; and
- b. Encourage students to develop unique problem-solving strategies while allowing students to defend their strategies and results through inductive and deductive reasoning;

(4) Opportunities for all students to explore the historical and cultural development of mathematics;

(5) Opportunities for all students to:

- a. Explore mathematically-related careers; and
- b. Have direct interaction with the mathematics involved in various careers;

(6) Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level;

(7) Opportunities for all students to develop positive attitudes such as inquisitiveness, appreciation of the multiple ways to approach and solve mathematical situations, and an appreciation of mathematical patterns;

(8) Sustained projects and labs that are designed to:

- a. Incorporate multiple mathematical ideas, research, technology, mathematical communication, and interdisciplinary interaction; and
- b. Encourage students to solve problems that are meaningful and unique to their lives;

(9) Interactive instruction and sustained activities designed to enable all students to demonstrate proficiency using the concepts and skills articulated in any grade level expectations that are adopted at the state level; and

(10) A developed curriculum incorporating number and operations, geometry and measurement, data, statistics and probability, and functions and algebra consistent with RSA 193-C:3, III.

(c) ~~Pursuant to Ed 306.27, the~~ The local school board shall ~~provide~~require that a mathematics curriculum ~~program in at~~ each high school consistent with competencies determined pursuant to Ed 306.21, which may include~~provides~~:

(1) Opportunities for all students to solve problems by:

- a. Using multiple strategies;
- b. Reading and interpreting mathematics;
- c. Communicating mathematical ideas through speaking and writing; and
- d. Making connections within and among mathematical ideas and across disciplines;

(2) Opportunities for all students to build and construct knowledge and understanding of mathematical concepts through ~~developmentally~~ appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment;

(3) Opportunities for authentic tasks that:

- a. Promote student decision making and questioning; and
- b. Encourage students to develop unique problem-solving strategies while allowing students to defend their strategies and results through inductive and deductive reasoning and proof;

(4) Opportunities for all students to explore the historical and cultural development of mathematics;

(5) Opportunities for all students to:

- a. Research mathematically ~~related~~ careers;
- b. Have direct interaction with the mathematics involved in various careers; and
- c. Research the mathematical requirements of various college majors;

(6) Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level;

(7) Opportunities for all students to develop positive attitudes such as inquisitiveness, appreciation of the multiple ways to approach and solve mathematical situations, appreciation of mathematical patterns, and the ability to make predictions from patterns;

(8) Sustained projects and labs designed to incorporate multiple mathematical ideas, research, technology, mathematical communication, and interdisciplinary interaction, and to encourage students to solve problems that are meaningful and unique to their lives;

(9) Interactive instruction and sustained activities developed to increase mathematical maturity and allow students to be successful in solving problems outside of the classroom;

(10) Opportunities for all students to attain competency in mathematics for each year in which he or she is in high school, through graduation, to ensure career and college readiness.

~~(11) Such competency which~~ may be met by satisfactorily completing:

- a. A minimum of 4 courses in mathematics; or
- b. A minimum of 3 mathematics courses and one non-mathematics content area course in which mathematics knowledge and skills are embedded and applied, as may be approved by the school board;

~~(11-2)~~ Interactive instruction and sustained activities designed to enable all students to demonstrate proficiency on the state assessment; and

~~(12-3)~~ A developed curriculum incorporating number and operations, geometry and measurement, data, statistics and probability, and functions and algebra consistent with RSA 193-C:3, III.

**Readopt with amendment and renumber Ed 306.44, effective 8-9-19 (Document #12845), as Ed 306.41 to read as follows:**

Ed 306.~~41-44~~ Computer Science Curriculum~~Education~~.

~~— (a) Each district shall establish and provide a comprehensive, sequentially designed, computer science curriculum, implemented on or before July 1, 2020, that will meet the minimum standards for college and career readiness and that provide for continued growth in all content areas consistent with RSA 193-C:3, III.~~

(~~ab~~) Pursuant to Ed 306.26, ~~the~~ The local school board shall ~~provide~~require that a computer science education ~~curriculum~~program for grades 1-8 provides at each elementary and middle school consistent with competencies determined pursuant to Ed 306.20 which may include:

(1) Integrated, developmentally appropriate instruction in the concepts of computational thinking and the impacts of computing, where students will:

- a. Foster an inclusive computing culture that incorporates personal, ethical, social, economic, and cultural contexts when considering the needs of diverse users of computational products;
- b. Use collaborative tools and processes to effectively work together to create complex artifacts;
- c. Recognize and define computational problems;
- d. Develop and use abstractions to manage complexity;
- e. Create, test, and refine computational artifacts; and
- f. Communicate with diverse audiences about the use and effects of computation and the appropriateness of computational choices; and

(2) Opportunities for students to build and construct knowledge and understanding of computational thinking through developmentally appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment.

(~~be~~) Pursuant to Ed 306.27, ~~the~~ The local school board shall require ~~that~~ a computer science education ~~curriculum~~program be provided ~~at~~in each high school ~~that~~consistent with competencies determined pursuant to Ed 306.21 that:

(1) Offers 2 credits in coursework and competencies in one or more of the following core content areas:

- a. Computing systems;
- b. Networks and the internet;
- c. Data and analysis; and
- d. Algorithms and programming; and

(2) Provides opportunities for students to build and construct knowledge and understanding of computational thinking through developmentally appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment. ~~;~~and

- ~~(3) Provides opportunities for students to engage in authentic tasks that:~~
  - ~~a. Foster an inclusive computing culture;~~
  - ~~b. Encourage collaboration;~~
  - ~~c. Promote the recognition and defining of computational problems;~~
  - ~~d. Encourage the development and use of abstractions in complex problem solving;~~
  - ~~e. Create, test, and refine computational artifacts; and~~
  - ~~f. Provide opportunities for communication about computing.~~

**Readopt with amendment and renumber Ed 306.45, effective 1-8-16 (Document #11020) and as amended effective 8-9-19 (Document #12845), as Ed 306.42 to read as follows:**

Ed 306.4245 Science Education CurriculumProgram.

(a) ~~Pursuant to Ed 306.26, t~~The local school board shall ~~provide~~require that a science education ~~curriculumprogram with competencies determined pursuant to Ed 306.20~~ in each elementary school, ~~grades~~, excluding kindergarten, ~~which may include~~provides:

(1) Planned activities designed to:

- a. Develop students' critical thinking skills;
- b. Promote the acquisition of positive attitudes, including, but not limited to, curiosity, initiative, self-reliance, and persistence; and
- c. Develop an awareness of and involvement with the natural world;

(2) Planned activities designed to increase students' factual knowledge and conceptual understanding of the nature of science, unifying themes of science, and physical, biological, and earth space sciences; and

(3) Opportunities for students to develop a knowledge and understanding of process skills such as observing, classifying, measuring, and inferring through activities that allow each student to:

- a. Explore, collect, handle, sort, and classify natural objects;
- b. Use strategies to organize and identify the questions children ask from natural world observations;
- c. Use tools, including, but not limited to, nonstandard measures, rulers, and magnifiers, to enhance observations and collect represent and interpret data;
- d. Organize data in multiple ways using tools of technology, including calculators, computers, and handheld electronic devices;
- e. Communicate through reading, writing, speaking, listening, creating, and viewing to describe their observations of the natural world; and
- f. Model and communicate safety and health related issues relating to exploration, activities, and inquiry associated with materials, tools, and procedures.

(b) Each district shall establish a comprehensive curriculum that meets the needs of the students as described in (a) above and helps students progress as provided in RSA 193-C:3, III.

(c) ~~Pursuant to Ed 306.26, the~~ The local school board shall ~~provide~~require that a science education curriculum program in each middle school consistent with competencies determined pursuant to Ed 306.21 provides which may include:

(1) Planned activities in grades 5-8 designed to increase students' factual knowledge and conceptual understanding of the nature of science, unifying themes of science, and physical, biological, and earth space sciences;

(2) Instruction in grades ~~6-8~~ which provides a semester or yearlong and content connected experiences in biology life science, physical science, and earth space science;

(3) Opportunities for students to develop a knowledge and understanding of process skills such as observing, classifying, measuring, graphing, inferring, experimenting, and communicating; and

(4) Systematic instruction, laboratory experiences and activities designed to enable students to:

- a. Gather scientific data through laboratory and field work;
- b. Employ safe practices and techniques in the laboratory and on field trips;
- c. Apply scientific concepts and skills in solving real problems and in everyday situations;
- d. Understand the impact of science and technology on daily life;
- e. Be aware of science-related societal issues;
- f. Investigate the natural world and acquire an understanding of scientific explanations of natural phenomena;
- g. Acquire an understanding of the history of science and its impact on society and the realization that science is a human endeavor;
- h. Become familiar with science and technology related careers;
- i. Engage in full and partial inquiries;
- j. Use their understanding of background content and theories to guide their design of observations and investigations;
- k. Shape and modify their background knowledge through experiments and observations;
- l. Develop their abilities in systematic observation, making accurate measurements, and identifying and controlling variables; and
- m. Express their understanding through ~~the use of~~ writing, labeling drawings, completing concept maps, developing spreadsheets and creative representations, and designing computer images and representations.

(d) Each district shall establish a comprehensive curriculum that provides for continued growth in all content areas consistent with RSA 193-C:3, III.

(e) ~~Pursuant to Ed 306.27, the~~ The local school board shall ~~provide~~require that a science education curriculum program ~~at~~ in each high school consistent with competencies determined pursuant to Ed 306.21 ~~provides~~which may include:

- (1) Opportunities for students to become familiar with the impact, limitations, fundamental principles, and methods of science;
- (2) Opportunities for students to acquire knowledge of the natural world through the application of logical thought processes such as observation, hypothesizing, experimentation, and the drawing of conclusions;
- (3) Opportunities for students to develop a knowledge and understanding of attitudes and problem-solving techniques essential for life in an increasingly complex technological society;
- (4) Courses totaling at least 5 credits in science comprised of offerings in each of the following areas:

a. Physical science; ~~which shall include:~~

~~1. Conservation of matter;~~

~~2. Conservation of energy, matter and energy in nuclear phenomena;~~

~~3. Newton's Laws involving the structure and interaction of matter and energy;~~

~~4. Chemical principles, including the ability to distinguish among materials by utilizing observable properties; and~~

~~5. Physical principles, including the application of knowledge of forces and motion to all types of motion in the universe;~~

b. Biology; ~~which shall include:~~

~~1. Molecular and cellular biology;~~

~~2. Genetics;~~

~~3. Plant and animal diversity and the structure and function of plants and animals;~~

~~4. The principles of classification, including fundamental structures, functions, and mechanisms of inheritance found in the major grouping of organisms including bacteria, fungi, protists, plants, and animals;~~

~~5. Population biology;~~

~~6. Organic evolution and patterns and products of evolution, including genetic variation, specialization, adaptation, and natural selection;~~

~~7. Ecology and animal behavior and how environmental factors affect all living systems, including individuals, communities, biomes, and the biosphere, as well as species to species interactions; and~~



~~8. The concept that organisms are linked to one another and to their physical setting by the transfer and transformation of matter and energy to maintain a dynamic equilibrium;~~

c. Chemistry; ~~which shall include:~~

~~1. Structure of matter;~~

~~2. States of matter;~~

~~3. Chemical classification;~~

~~4. Introductory organic chemistry;~~

~~5. Reactions of matter such as acids, bases, oxidation-reduction, electrochemistry, equilibrium, kinetics; and~~

~~6. Thermodynamics;~~

d. Physics; ~~which shall include:~~

~~1. Principles of mechanics;~~

~~2. Laws of conservation;~~

~~3. Basics of waves;~~

~~4. Fundamentals of electricity and magnetism; and~~

~~5. Atomic and nuclear physics;~~

e. Earth space science; ~~and which shall include the concepts that the earth:~~

~~1. Is a unique member of our solar system, located in a galaxy, within the universe;~~

~~2. Is a complex planet with 5 interacting systems, namely:~~

~~(i) Solid earth or lithosphere;~~

~~(ii) Air or atmosphere;~~

~~(iii) Water or hydrosphere;~~

~~(iv) Ice or cryosphere; and~~

~~(v) Life or biosphere; and~~

~~3. Contains a variety of renewable and nonrenewable resources; and~~

~~f. General or advanced science which shall include subject matter appropriate to the disciplines listed in e. above; and~~

(5) Systematic instruction, fieldwork, experimentation, and activities designed to enable students to:

a. Know about the diversity of natural phenomena and the methods of studying and classifying them;

- b. Recognize the interrelationship and interdependence of living organisms and the role of a biological organism in a physical world;
- c. Understand the scientific method of investigation, including the role of observation and experimentation, in the advancement of scientific knowledge;
- d. Gather scientific data through laboratory and field work;
- e. Construct tables and graphs from given data and interpret data presented in tables and graphs;
- f. Draw conclusions and inferences from data;
- g. Apply scientific concepts and skills in solving real problems and in everyday situations;
- h. Communicate observations and experimental results both quantitatively, ~~using through the use of~~ mathematical relationships, and qualitatively, in clear and concise spoken or written language;
- i. Appreciate the unifying concepts and principles within the natural sciences;
- j. Be aware of the philosophical, ethical, legal, political, and economic impacts of science and technology;
- k. Acquire an understanding of the history of science and the realization that science is a human endeavor; and
- l. Be aware of concerns about the current and future impacts of science and technology on society and the environment.

(f) Science courses in high schools shall teach the fundamentals of science and incorporate all of the content-specific components listed in (e) above, and as many of the other non-course frameworks and concepts, including, but not limited to, science as inquiry, science and technology, and society and unifying themes, as are appropriate.

(g) High school science courses shall be designed to prepare students for meeting or exceeding the end of grade 10 proficiencies in science consistent with RSA 193-C:3, III, regardless of the grade in which the course occurs.

**Readopt with amendment and renumber Ed 306.46, effective 1-8-16 (Document #11020), as amended effective 8-9-19 (Document #12845), as Ed 306.43 to read as follows:**

Ed 306.43 ~~46~~ Social Studies Curriculum Program.

(a) ~~Pursuant to Ed 306.26, t~~The local school board shall ~~provide~~require that a social studies ~~curriculum program consistent with competencies determined pursuant to Ed 306.20~~ in each elementary school grade, excluding kindergarten, and excepting Holocaust and genocide education, as applicable pursuant to Ed 306.26(h) which is to be implemented no later than 8<sup>th</sup> grade, ~~which may include~~provides:

(1) Opportunities for students to:

- a. Acquire knowledge and understanding of civics, economics, geography, history, and Holocaust and genocide education, ~~as applicable pursuant to Ed 306.26(h),~~ in a program consistent with the requirements under RSA 193-C:3, III; and

b. Become familiar with the skills of decision making, data gathering, and critical thinking;

(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(3) Pursuant to RSA 189:11, instruction in history, ~~and~~ government, civics, and the constitutions of the United States and New Hampshire; and

(4) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world.

(b) ~~Pursuant to Ed 306.26, the~~ local school board shall ~~provide~~require that a social studies ~~curriculum program~~ in each middle school consistent with competencies determined pursuant to Ed 306.20 provides which may include:

(1) Opportunities for students to acquire knowledge and understanding of civics, economics, geography, history, and Holocaust and genocide education, as ~~applicable pursuant to Ed 306.26(h)~~, in a program consistent with RSA 193-C:3, III;

(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and

(4) Systematic instruction and activities designed to enable students to:

a. Acquire and use information to clarify issues and seek solutions to societal problems;

b. Value and apply critical thinking, interpersonal relations, and decision-making skills in both individual and group problem-solving situations;

c. Participate in and contribute to the well-being of the home and school as well as the larger communities of the state, nation, and world; and

d. Become familiar with careers in history, the humanities, and the social sciences.

(c) Pursuant to Ed 306.~~21~~27, the local school board shall require that a social studies program in each high school provides:

(1) Opportunities for students to acquire knowledge and modes of inquiry in the areas of civics, economics, geography, world history, United States and New Hampshire history, and Holocaust and genocide education pursuant to Ed 306.27(ai), in a program consistent with RSA 193-C:3, III, including the related areas of sociology, anthropology, and psychology;

(2) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world;

(3) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(4) Courses totaling at least 5 credits in social studies comprised of offerings in each of the following areas:

a. At least one credit in national and state history pursuant to RSA 189:11;

- b. At least one credit in world history or global studies;
- c. At least one credit in geography;
- d. At least ½ credit in United States and New Hampshire government or civics;
- e. At least ½ credit in economics; and
- f. At least one credit, which may be interdisciplinary or integrated, to be chosen from the areas of geography, economics, world history, civics, government, state or national history or both, or behavioral studies; and

(5) Systematic instruction and activities designed to enable students to acquire the skills of critical thinking, effective decision making, and human relations.

**Readopt with amendment and renumber Ed 306.47 and Ed 306.48, effective 1-8-16 (Document #11020) as Ed 306.44 and Ed 306.45, to read as follows:**

Ed 306.44 ~~47~~ Technology and Engineering Education Curriculum Program.

~~— (a) Technology/engineering education is the discipline devoted to the study of human invention and innovation and their influence on our natural and human-made environment.~~

~~(a)~~ The local school board shall ~~provide~~ require that a technology and engineering education curriculum program in each middle school consistent with competencies determined pursuant to Ed 306.21, which may include ~~provides~~:

- (1) Opportunities for students to develop an understanding of the technological world in which they live and will someday work;
- (2) Opportunities for students to develop positive attitudes and knowledge about present and future technologies in 3 or more of the following content areas:
  - a. Medical technologies;
  - b. Agricultural;
  - c. Biotechnologies;
  - d. Energy and power technologies;
  - e. Information and communications technologies;
  - f. Transportation technologies;
  - g. Manufacturing technologies;
  - h. Construction technologies; and
  - i. New and emerging technologies;
- (3) Opportunities for students to develop a knowledge and understanding of how social forces such as ~~like~~ demographics and prevailing economic systems can influence the free-enterprise system and the global marketplace;

(4) Opportunities to promote the development of problem-solving skills as well as basic skills in planning, design, fabrication, and evaluating technical processes technology and /engineering principles and design, encouraging those habits of mind necessary to be a lifelong learner; and

(5) Systematic instruction and activities designed to enable students to:

- a. Acquire an understanding of technical processes, the practical application of mathematics and scientific principles, and the interrelationships between technology/engineering education and other academic disciplines in the school curriculum;
- b. Be aware of the right to, and the knowledge of what constitutes, safe work environments as well as the safe and appropriate use of tools, small machines, and processes;
- c. Understand industry and technology, their systematic structures, and their place in our culture;
- d. Understand the technological systems model requiring inputs, processes, outputs and feedback, where the processes include the resources of people, information, tools, energy, capital, time, materials;
- e. Learn leadership and group-process skills;
- f. Recognize and build upon individual talents and interests; and
- g. Become familiar with opportunities and requirements for careers in new and emerging technologies like medicine, agriculture, biotechnology, energy and power, information and communications, transportation, manufacturing, and construction.

(be) The local school board shall ~~provide~~require that a technology and /engineering education ~~curriculum~~program in each high school consistent with competencies determined pursuant to Ed 306.21, which may include~~provides~~:

- (1) Opportunities for students to develop insight, understanding, and application of technological concepts, processes, and systems;
- (2) Opportunities for students to develop safe and efficient habits in the application of tools, materials, machines, processes, and technical concepts;
- (3) Planned activities designed to increase students' knowledge and skills related to technologies like medicine, agriculture, biotechnology, energy and power, information and communications, transportation, manufacturing, and construction;
- (4) Courses totaling at least 4 credits in technology/engineering education with a minimum of one credit offered in 3 of the 4 areas of:
  - a. Energy and power technologies, including electricity, electronics, power mechanics, transportation, alternative energy, and energy conservation;
  - b. Process technologies, including manufacturing, construction, wood, metal, medical, agricultural, and biotechnology;

- c. Communication and information technologies, including engineering graphics/CAD fundamentals, architectural design including modeling and the virtual environment, photography, printing, desktop publishing, graphic arts and design; and
  - d. Engineering principles and design; and
- (5) Systematic instruction and activities designed to enable students to:
- a. Understand the factors of production, including capital, labor, and management, in relation to industrial organization, systems and structure;
  - b. Utilize the engineering design process to propose, build, test and assess technological problems in a systematic and economically sound manner;
  - c. Develop skills in specific machine and tool operations;
  - d. Plan, design, produce and/or use measuring instruments, jigs, fixtures, and templates to control, test and assess parts of a technological process;
  - e. Use a variety of problem-solving tools to develop and apply critical thinking skills to technological problems;
  - f. Exhibit an understanding for the importance of using resources in a way that is economical, efficient, and respectful of our shared environment;
  - g. Develop those habits of mind necessary to a lifelong learner such as the ability to question, investigate, design, experiment, and evaluate; and
  - h. Develop leadership abilities required in a technological society such as communication, cooperation, and collaboration with individuals and groups.

Ed 306.4548 World Languages Curriculum Program.

(a) The local school board may provide instruction in one or more world languages in an elementary school. The extent of this instruction and the students to whom it is offered shall be determined by local school board policy.

(b) Pursuant to Ed 306.206, the local school board may provide supplemental instruction in one or more world languages in a middle school.

(c) If world language instruction is offered, the program shall be designed to provide:

- (1) Opportunities for students to develop a basic proficiency in a second language or to explore 2 or more languages other than English;
- (2) Instruction which emphasizes basic competency in the 4 skills of listening comprehension, reading, speaking, and writing;
- (3) Activities designed to make students aware of the culture of the countries in which the language(s) is/are spoken; and
- (4) Systematic instruction and activities designed to enable students to:
  - a. Gain basic linguistic knowledge in one or more second language(s);

- b. Acquire basic communicative competence by applying the skills of listening comprehension, speaking, reading, and writing;
- c. Understand the contributions of other cultures and compare elements of those cultures with American culture;
- d. Recognize and respect linguistic and cultural differences and be enriched by other societies' contributions to the human experience;
- e. Be aware of the concept of global interdependence; and
- f. Become familiar with the relationship between second language skills and future career choices.

(d) ~~Pursuant to Ed 306.27, t~~The local school board shall ~~require that~~provide a world language ~~curriculum program~~ in each high school consistent with competencies determined pursuant to Ed 306.21, which may include~~provides~~:

- (1) Opportunities for students to become familiar with the linguistic and cultural elements of classical ~~languages, and/or~~ modern languages, or both;
- (2) Opportunities for students to develop a knowledge and understanding of the skills necessary for effective communication in the language(s) studied as well as an understanding of the nature and contributions of the related culture(s); and
- (3) Systematic instruction and activities designed to enable students to:
  - a. Acquire progressive proficiency in the skills of listening comprehension, speaking, reading, writing and structural analysis;
  - b. Increase knowledge and understanding of the countries, cultures, and attitudes of the peoples whose languages are being studied;
  - c. Appreciate one's own cultural heritage;
  - d. Plan education and career development in areas related to world languages; and
  - e. Develop career and technical interests and activities associated with the study and use of world languages.

(e) Each high school shall offer courses totaling 5 credits comprised of a 3-year sequence in one world language and a 2-year sequence in a second world language.

(f) American Sign Language (ASL) shall qualify as a world language for purposes of this section and for the purpose of meeting a high school world language graduation requirement.

**Readopt with amendment and renumber Ed 306.49, effective 6-10-22 (Document #13394), as Ed 306.46 to read as follows:**

Ed 306.~~46~~49 Holocaust and Genocide Curriculum~~Education Program~~.

(a) ~~Pursuant to Ed 306.26, t~~The local school board shall ~~provide~~require that a Holocaust and genocide ~~curriculum education program~~ in each school grade, to begin no later than 8<sup>th</sup> grade, which may include~~provides~~:

(1) Integrated, developmentally appropriate instruction in Holocaust and genocide education as described in RSA 193-E:3-a, II-a. through II-c. including:

- a. An understanding of the terms "genocide" and "Holocaust", as defined by RSA 193-E:3-a, II-a. and II-b.;
- b. An understanding of:
  1. The difference between events that constitute genocide and other types of mass atrocities including, but not limited to, crimes against humanity, war crimes, and ethnic cleansing;
  2. Genocides recognized by the determinations of lawfully constituted courts including, but not limited to, the International Criminal Tribunal for Rwanda (ICTR), the International Criminal Tribunal for the former Yugoslavia (ICTY), and the International Court of Justice (ICJ);
  3. Instances of mass atrocities where application of the term genocide is contested including, but not limited to, Dekulakization, the Ukrainian terror-famine, the Great Terror, Khmer Rouge atrocities other than those directed at Cham Muslims and the ethnic Vietnamese minority, and the Native American experience during colonization;
  4. Ongoing events that may constitute crimes against humanity, war crimes, ethnic cleansing, or genocide; and
  5. Instances where the US government has made public statements that genocide has occurred, including, but not limited to, Armenia, Bosnia, Rwanda, Iraq, Darfur, ISIS-controlled areas, and Uighurs;
- c. Historical facts about the causes and events of the Holocaust and other genocides; and
- d. How and why political repression, intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination have, in the past, evolved into genocide and mass violence;

(2) Opportunities for students to develop a knowledge and understanding of the impact of political repression, intolerance, and bigotry through developmentally appropriate activities that include concrete experiences and interactions with, but not limited to, primary documents, witness testimony, historical documents, and mixed media; and

(3) Instruction and activities designed to enable students to:

- a. Analyze and understand that democratic institutions and values are not automatically sustained, but need active civic responsibility and engagement;
- b. Identify and evaluate how political repression, intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination can evolve into genocide and mass violence, such as the Holocaust, and how to prevent the evolution of such practices; and
- c. Identify and evaluate the power of individual choices in preventing political repression, intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred.



(b) Each district shall incorporate instruction in Holocaust and genocide education into at least one existing social studies, world history, global studies, or US history course required as a condition of high school graduation for all students.

### Appendix I

<b>Rule</b>	<b>State or Federal Statute or Federal Regulation Implemented</b>
Ed 306.31	RSA 193-E:2, V; RSA 193-E:2-a, I(a)(5); RSA 193-E:2-a, V(a)
Ed 306.32 (formerly Ed 306.33)	RSA 189:10, III; RSA 193-E:2, VII; RSA 193-E:2-a, (9)-(11)
Ed 306.33 (formerly Ed 306.34)	RSA 188-E:5; RSA 193-E:2, VII
Ed 306.34 (formerly Ed 306.37)	RSA 193-E:2, I; RSA 193-E:2, V; RSA 193-E:2-a, I(a)(1)
Ed 306.35 (repeal)	RSA 193-E:2, VII
Ed 306.35 (formerly Ed 306.38)	RSA 189:10, II; RSA 193-E:2, VI-VII; RSA 193-E:2-a, I(a)(7)
Ed 306.36 (formerly Ed 306.39)	RSA 189:49, IV
Ed 306.37 (formerly Ed 306.40)	RSA 189:10, II; RSA 193-E:2-a, I(a)(7)-(8)
Ed 306.38 (formerly Ed 306.41)	RSA 189:10, II; RSA 193-E:2-a, I(a)(7)-(8)
Ed 306.39 (formerly Ed 306.42)	RSA 193-E:2-a, I(b)(1)
Ed 306.40 (formerly Ed 306.43)	RSA 193-E:2, II; RSA 193-E:2-a, I(a)(2)
Ed 306.41 (formerly Ed 306.44)	RSA 193-E:2-a, I(a)(11)
Ed 306.42 (formerly Ed 306.45)	RSA 193-E:2, III; RSA 193-E:2-a, I(a)(3)
Ed 306.43 (formerly Ed 306.46)	RSA 189:11; RSA 193-E, IV; RSA 193-E:2-a, I(a)(4)
Ed 306.44 (formerly Ed 306.47)	RSA 193-E:2-a, I(a)(9)
Ed 306.45 (formerly Ed 306.48)	RSA 193-E:2-a, I(a)(6)
Ed 306.46 (formerly Ed 306.49)	RSA 193-E:2, IV; RSA 193-E:2-a, I(a)(4)