Friends Forever International
Learn Everywhere Application

1.0
Applicant Information [Ed 1403.01(a)(2)].

Organization Name:
>Friends Forever International

Name of Primary Contact:
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2.0
Purpose, mission statement, or both [Ed 1403.01(a)(1)].

A. Educational Program and Purpose

FFI offers a comprehensive selection of educational courses, each offering students the opportunity to develop their motivation, knowledge, and skills through experiential learning and application while gaining high school credit. Courses consist of lessons, tangible experiences, and assessments all being underpinned by their unique Individualized Leadership Plans (ILP). These programs are designed to uniquely benefit each individual participant and the collective group in tandem while advancing their knowledge. Students who successfully complete all requirements are eligible for a certificate in the course. Students can enroll in a variety of offered programs that may offer one or multiple courses.

Our purpose in offering Credit Bearing Programs to New Hampshire based students is to provide the authentic and challenging experiences we have been designing since 1986 globally to make it accessible to students locally. This can be done through partner schools and organizations where a program can be developed and carried out based on their specific needs. This can also be done through open enrollment programs which are offered at 100% scholarship regardless of financial need. As our commitment to diversity and equity, we want to ensure we are making programming possible and accessible to families and students.

B. 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.

C. 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.

3.0
A description of the demonstrated instructor qualifications required for the program(s) and a statement assuring that the instructor(s) satisfies those qualifications [Ed 1403.01(a)(3)].

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.

4.0

A criminal history records check policy that includes a statement affirming that the sponsoring entity shall 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 [1403.01(a)(4)].
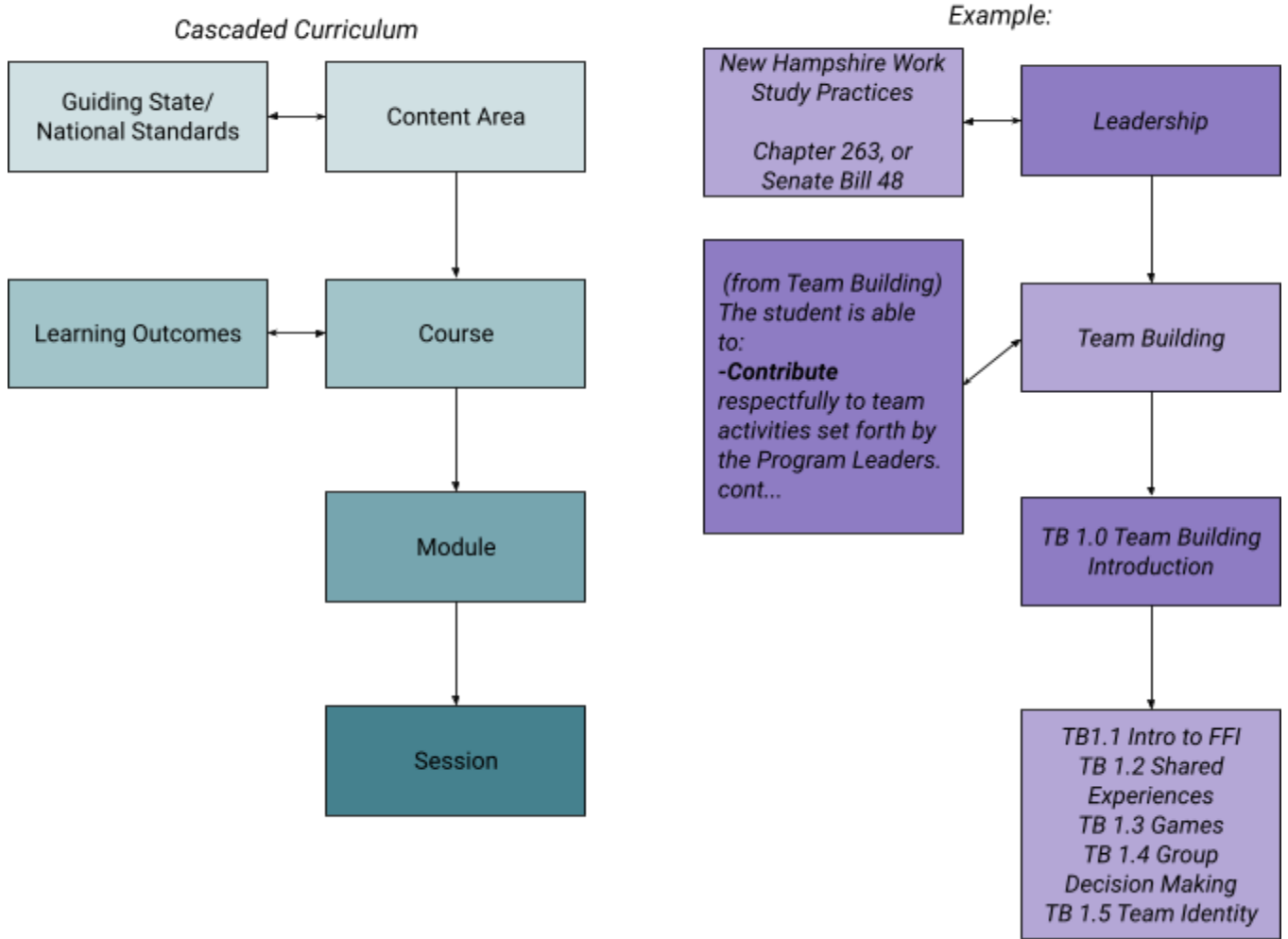
FFI utilizes Good Hire for instructor background checks. This background check is done annually after applicants have been offered an instructor position. FFI affirms that they will not allow instruction or student* contact by a person who has been charged pending disposition for, or convicted of, any 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. FFI will inform parents/ guardians of this policy in their student's welcome packet.

5.0
For the proposed instructional program(s), identify the education, program, or opportunity from Ed 306.27(v) for which students completing the learn everywhere program shall receive high school credit(s) [Ed 1403.01(b)(1)(a)].

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

Curriculum Design Overview

Cascaded Curriculum

Guiding State/ National Standards	←→	Content Area
Learning Outcomes	←→	Course
		Module
		Session

Example:

New Hampshire Work Study Practices

Chapter 263, or Senate Bill 48

Leadership

(from Team Building) The student is able to: **-Contribute** *respectfully to team activities set forth by the Program Leaders. cont...*

Team Building

TB 1.0 Team Building Introduction

TB1.1 Intro to FFI
TB 1.2 Shared Experiences
TB 1.3 Games
TB 1.4 Group Decision Making
TB 1.5 Team Identity

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	- 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	- 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

		demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems. ● 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.
Creativity & Arts	New Hampshire Art Education Ed 306.311	(1) Systematic and sequential instruction in the arts disciplines of music and visual art, while developing opportunities for dance and theater, where students will: ● 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.
Science	Next Generation Science Standards (NGSS) HS-LS2-2 Ecosystem: Interactions, Energy, Dynamics	Students who demonstrate understanding can: ● 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

Healthy Living	National Health Education Center Standards-Centers for Disease Control and Prevention	• 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.

Adventure Education	New Hampshire k-12 Physical Education Curriculum Guidelines Grades 9-12	• C.G.1: The student will be able to:
		   ◦ a. Participate in daily health-enhancing and personally rewarding physical activities.
		• C.G.3: The student will be able to:
		   ◦ 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:
		   ◦ 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:
		   ◦ 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:
		   ◦ 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.

		○ 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.
English	Common Core State Standards for English Language Arts & Literacy in History/ Social Studies, Science, and Technical Subjects 9-12	Writing 9-10 ● 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. 　○ 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. Speaking and Listening 9-10 ● 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. 　○ 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.

		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 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	Writing: 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. Listening & Speaking: 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. Social Skills: - 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	
FFI Course	*Credit Equivalent*
Architecture of Peace: Building for Health & Community	0.5 credit Elective (Work Study Practices)
Artificial Intelligence & Human Empathy	0.5 credit Elective (Work Study Practices)
Community Risk Mitigation	0.5 credit Elective (Work Study Practices)
Compassionate Communication	0.5 credit Elective (Work Study Practices)
Exploration of Helping Professions	0.5 credit Elective (Work Study Practices)
Exploration of STEM Careers	0.5 credit Elective (Work Study Practices)
Goal Setting	0.5 credit Elective (Work Study Practices)
Identity	0.5 credit Elective (Work Study Practices)
Service: Exploring Community Organizations	0.5 credit Elective (Work Study Practices)
Symbols in Society	0.5 credit Elective (Work Study Practices)
Team Building	0.5 credit Elective (Work Study Practices)
Young Leaders and Activists	0.5 credit Elective (Work Study Practices)
Social Studies 2.0	0.5 credit Elective (Extended Learning Opportunity)
Leadership Total Credits	*6.5 credits*
Social Studies	
FFI Course	*Credit Equivalent*
Contemporary Issues	0.5 credit Social Studies (Social Studies General)
Cultural Immersion: Social Studies	0.5 credit Social Studies (Social Studies General)
Economics	0.5 credit Social Studies (Social Studies General)

Empathetic Debate	0.5 credit Social Studies (Social Studies General)
Food, Environment, & Society	0.5 credit Social Studies (Social Studies General)
Genealogy	0.5 credit Social Studies (Social Studies General)
Human Geography	0.5 credit Social Studies (Social Studies General)
Human Rights	0.5 credit Social Studies (Social Studies General)
Indigenous Wisdom & Sustainability	0.5 credit Social Studies (Social Studies General)
Jewish/Israeli/ Palestinian Cultural Exchange	0.5 credit Social Studies (Social Studies General)
Local Government Engagement for Youth	0.5 credit Social Studies (Social Studies General)
My Town	0.5 credit Social Studies (Social Studies General)
Northern Ireland Cultural Exchange	0.5 credit Social Studies (Social Studies General)
Resilience Through History: A Social Context	0.5 credit Social Studies (Social Studies General)
The Bill of Rights for Teens	0.5 credit Social Studies (Social Studies General)
U.S. City Cultural Experience	0.5 credit Social Studies (Social Studies General)
Social Studies 2.0	0.5 credit Elective (Extended Learning Opportunity)
Social Studies Total Credits	*8.5 credits*
Creativity and Arts	
FFI Course	*Credit Equivalent*
Ceramics	0.5 credit Art (Arts General)
Cultural Immersion: Creativity & Arts	0.5 credit Art (Arts General)
Hands On Art	0.5 credit Art (Arts General)
Jewelry Making	0.5 credit Art (Arts General)
Music as a Mobilizing Force: Exploring Social Cause	0.5 credit Art (Arts General)
Music on your Mind	0.5 credit Art (Arts General)
Photography	0.5 credit Art (Arts General)

Public Art	0.5 credit Art (Arts General)
Creativity & Arts 2.0	0.5 credit Elective (Extended Learning Opportunity)
Creativity and Arts Total Credits	*4.5 credits*
Science	
FFI Course	*Credit Equivalent*
Animal Ethics	0.5 credit Biological Science (Biological Science General)
Astronomy	0.5 credit Physical Science (Physical Science Elective)
Climate Change & Conflict	0.5 credit Biological Science (Biological Science General)
Ecology & Ecosystem Research	0.5 credit Biological Science (Biological Science General)
Flora & Fauna	0.5 credit Biological Science (Biological Science General)
Forensic Science	0.5 credit Biological Science (Biological Science General)
Gardening	0.5 credit Biological Science (Biological Science General)
Geology	0.5 credit Physical Science (Physical Science General)
New Hampshire Coastal Biome	0.5 credit Biological Science (Biological Science General)
Sustainable Agriculture	0.5 credit Biological Science (Biological Science General)
Sea Perch	0.5 credit Biological Science (Biological Science General)
Science 2.0	0.5 credit Elective (Extended Learning Opportunity)
Science Total Credits	*6.0 credits*
Healthy Living	
FFI Course	*Credit Equivalent*
Expressive Arts Therapy	0.5 credit Health (Health General)

International Foods: Eastern Hemisphere	0.5 credit Health (Health General)
International Foods: Western Hemisphere	0.5 credit Health (Health General)
Introduction to Plant Based Foods	0.5 credit Health (Health General)
Mindfulness	0.5 credit Health (Health General)
Nutrition	0.5 credit Health (Health General)
Healthy Living 2.0	0.5 credit Elective (Extended Learning Opportunity)
Healthy Living Total Credits	*3.5 credits*
Adventure Education	
FFI Course	*Credit Equivalent*
Climbing & Bouldering	0.5 credit Physical Education (Physical Education General)
Community Health	0.5 credit Physical Education (Physical Education General)
Dance	0.5 credit Physical Education (Physical Education General)
Flexibility and Mobility in Daily Life	0.5 credit Physical Education (Physical Education General)
Hiking	0.5 credit Physical Education (Physical Education General)
New Hampshire Winter Activities	0.5 credit Physical Education (Physical Education General)
Personal Fitness for Well-Being	0.5 credit Physical Education (Physical Education General)
Sailing	0.5 credit Physical Education (Physical Education General)
Yoga & Holistic Health	0.5 credit Physical Education (Physical Education General)
Adventure Education 2.0	0.5 credit Elective (Extended Learning Opportunity)
Adventure Education Total Credits	*5.0 credits*

English	
FFI Course	*Credit Equivalent*
Art of Storytelling	0.5 credit English (English General)
Children's Literature	0.5 credit English (English General)
Cultural Immersion: Language and Literature	0.5 credit English (English General)
Creative Writing	0.5 credit English (English General)
Dialogue through Cinema	0.5 credit English (English General)
In Tune with Nature	0.5 credit English (English General)
Investigative Journalism	0.5 credit English (English General)
Lockdown: Exploring Incarceration	0.5 credit English (English General)
Media: Propaganda, Consumption, Manipulation	0.5 credit English (English General)
Public Speaking	0.5 credit English (English General)
English 2.0	0.5 credit Elective (Extended Learning Opportunity)
English Total Credits	*5.5 credits*
Special Education Electives	
FFI Course	*Credit Equivalent*
Community Oriented Life Skills 1.0	0.5 credit General Elective
Community Oriented Life Skills 2.0	0.5 credit General Elective
Special Education Electives Total Credits	1.0 credit

Total Credits Offered	40.5 credits

6.0

An outline of each program for which approval is sought, which includes goals, competencies, a detailed description of the course of instruction, and a description of expected student outcomes [Ed 1403.01(b)(1)(b)].

Leadership Learning Outcomes* Assessment Rubric

Architecture of Peace: Building for Health & Community

Content Area: Leadership

Credit Equivalent: 0.5 credit- Elective, Work Study Practices

Course Description: Architecture of Peace: Building for Health and Community explores the relationship between our built environment and our physical, mental, and community health. Students will investigate how design choices, such as building materials, layout, and public spaces, can impact our overall well-being. Through hands-on activities and case studies, students will learn how to create spaces that promote peace, health, and community. Teaching methods include small and large group discussions, research, and reflection.

Modules:	1. Introduction to Architecture and its Connection to the Community	2. Connecting locally	3. Making Community Recommendations
	Exploring examples and opportunities for improvement	Observing localized examples of architecture that promote community	Consolidating examples into a pitch for community improvement

Competency 1: Students can explore design choices that impact well-being.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **discuss** design choices and **provide examples** of architecture with a focus on health and community.	I can **discuss** design choices and **provide examples** of architecture with a focus on health and community.	I can **compare** architectural choices to **make recommendations** based on what most positively impacts overall well-being.	I can **argue** for specific design choices and cite examples that most support community well being.

Competency 2: Students will relate the idea of well-being to the design of architecture.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **define** and **describe** examples of architecture that both positively and negatively impact community well-being.	I can **define** and **describe** examples of architecture that both positively and negatively impact community well-being.	I can **outline** the importance of architecture and design in its connection to community well-being.	I can **synthesize examples** and **research** to support the connection of architecture and community well-being.

Competency 3: Students will explore architectural examples in their own community.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **describe** my community and **identify** 3 architectural choices.	I can **describe** my community and **identify** 3 architectural choices.	I can **compare** and **contrast** architecture in my community with examples that promote community well-being.	I can **present** my community architectural examples to others.

Competency 4: Students will evaluate the effectiveness of different architectural and design solutions in promoting individual and collective well-being

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot one architectural or design solution for promoting well-being	I can **suggest** one architectural or design solution for promoting well-being to positively impact my own community.	I can **connect** with other students by **asking questions** about their community recommendations.	I can **apply** knowledge of my community's unique needs in **making recommendations** for my selected architectural or design solution.

Artificial Intelligence & Human Empathy

Content Area: Leadership

Credit Equivalent: 0.5 credit- Elective, Work Study Practices

Course Description: Artificial Intelligence (AI) & Human Empathy explores the opportunities and challenges that lie ahead with the growing field of AI. Students will investigate the potential of AI to solve "impossible" community and global problems, while also analyzing the problems that its adaptation may create. The course will emphasize the importance of optimizing human-centric capabilities, such as empathy, in the use of AI. Through case studies and group projects, students will develop critical thinking skills and a nuanced understanding of AI's potential to positively or negatively impact society. The course aims to prepare students for the ethical and practical challenges of a rapidly-evolving technological landscape. Teaching methods include small and large group discussions, research, and reflection.

Modules:	1. Positives of AI & Technological Advancements	2. Negatives of AI & Problems it may Create	3. Human- Centric Thinking in Moving Forward
	Exploring examples and positives surrounding AI	Exploring negatives and predicting implications surrounding AI	How we can move forward through a lens of empathy in a world that continue to advance technologically

Competency 1: Students will identify the potential of AI to solve community and global problems.

Not Yet Competent (**NYC**)	**C**ompetent	**B**eyond Competent (In addition to C)	**A**dvanced (In addition to B)
I cannot correctly or completely **define** and **describe** at least one community or global problem that AI has the potential to solve.	I can **define** and **describe** at least one community or global problem that AI has the potential to solve.	I can **discuss** examples of AI with peers and the ways these could solve a community or global problem.	I can **justify** the usage of AI to solve a community or global problem.

Competency 2: Students will identify the negatives of AI and problems it may create.

Not Yet Competent (**NYC**)	**C**ompetent	**B**eyond Competent (In addition to C)	**A**dvanced (In addition to B)
I cannot correctly or completely **predict** the negative implications of AI.	I can **identify** the negative implications of AI.	I can **predict** future drawbacks of AI.	I can **defend** my perspective surrounding the negative implications and future issues

*Terms defined in glossary in section IV. Words are marked for the first 5 times they are shown.   18

			caused by AI.

Competency 3: Students will understand the importance of human-centric capabilities and empathy.

Not Yet Competent (*NYC*)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **define** and **describe** the importance of a human-centric capability and empathy in the use of AI.	I can **define** and **describe** the importance of a human-centric capability and empathy in the use of AI.	I can **discuss** examples of human centric capabilities and empathy in the use of AI with peers.	I can **support** how one human-centric capability and empathy can be integrated into the use of AI.

Competency 4: Students will compare and contrast different approaches to AI.

Not Yet Competent (*NYC*)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **compare** and **contrast** positive and negative approaches to AI.	I can **compare** and **contrast** positive and negative approaches to AI.	I can **discuss** with peers their own comparisons of positive and negative approaches to AI.	I can **research** a specific approach to AI and **defend** whether it will positively or negatively impact society.

Community Risk Mitigation

Content Area: Leadership

Credit Equivalent: 0.5 credit- Elective, Work Study Practices

Course Description: Community Risk Mitigation teaches students how to identify and prioritize local risks to their community. Through case studies and group projects, students will design strategies and allocate resources to mitigate risks, while identifying opportunities that may arise during crises. The course will utilize a unique lens, incorporating the perspectives and experiences of each student to develop customized solutions that address the specific needs of their community. The ultimate goal of the course is to empower students to become active and responsible members of their community and to create positive change for their neighbors. Teaching methods include independent research, large group discussion, small group project and proposal creation, and application of findings within the community.

Modules:	1. Identifying and Analyzing Community Risk	2. Exploring Solutions to Mitigate Community Risk	3. Monitoring Outcomes to Ensure Sustainability
	Evaluating the probability of risk occurring, the hazards the risk ensues, and the populations that will be effected	Research solution processes and collaborating with stakeholders who share the same concerns.	Reporting results of impact and creating timeline to revisit topic to prevent risk from evolving again

Competency 1: Students will define the present factors that influence community risk

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **define** root causes that influence community risk	I can **define** evidence that causes community risk.	I can **demonstrate** the correlation between present circumstances and identified community risks.	I can **assemble** and report evidence of community risk. .

Competency 2: Students will match independent research with community initiatives in mitigating community risk

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** how collaborative efforts can help mitigate community risk.	I can **identify** how collaborative efforts can help mitigate community risk.	I can **prepare** stakeholders to become involved in mitigating community risk.	I can **plan** efforts that each stakeholder can make to mitigate the community risk.

Competency 3: Students will develop a proposal that works to mitigate the community risk.

Not Yet Competent (*NYC*)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **explain** possible solutions for mitigating community risk.	I can **explain** possible solutions for mitigating community risk.	I can **predict** outcomes of implementing solutions to mitigate community risk.	I can **summarize** how each contribution will mitigate community risk.

Competency 4: Students will create a plan to track impact over time.

Not Yet Competent (*NYC*)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **summarize a plan** to track the impact of community risk mitigation.	I can **summarize a plan** to track the impact of community risk mitigation.	I can **schedule a plan** to track the impact of community risk mitigation.	I can **assemble** stakeholders to take part in tracking impact of community risk mitigation.

Compassionate Communication

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.

*Terms defined in glossary in section IV. Words are marked for the first 5 times they are shown.   22

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

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Exploration of Helping Professions

Content Area: Leadership

Credit Equivalent: 0.5 credit- Elective, Work Study Practices

Course Description: This exploratory course introduces students to leaders in the fields of helping professions to provide exposure to career opportunities for those interested in working with people. Helping professions include occupations that provide health and education services to people including teaching, psychology, psychiatry, medicine, nursing, social work, physical and occupational therapy, and education. Teaching methods include small and large group discussion, panel discussion, guest speakers, individual research, and reflection.

Modules:	1. What are Helping Professions?	2. Exploring Career Opportunities	3. Reflection and Identifying Individual Strengths/ Weaknesses
	An introduction and understanding of career opportunities within this field	An exploration of opportunities through local leaders	Reflection of professional experiences and looking at how individual strengths could be beneficial in these options

Competency 1: Students will explore career opportunities within helping professions.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **identify** three careers and employers in helping professions within a targeted area of research.	I can **identify** and **describe** three careers and employers in helping professions within a targeted area of research.	I can **compare** and **contrast** various careers and employers with one another.	I can **explain my research** findings of careers and employers to others.

Competency 2: Students will engage in discussion with professionals from various careers within helping professions.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **discuss** careers and **contribute** respectfully to conversations with professionals from various careers within	I can **discuss** careers and **contribute** respectfully to conversations with professionals from various careers within helping professions.	I can **ask questions** in meetings with professionals from various careers within helping professions.	I can **develop** steps to achieve a career in a helping profession based on a provided example.

helping professions.			

Competency 3: Students will identify skills, training, and education necessary to pursue a career in one of the helping professions they have explored.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **define** and **describe** skills, training, and education levels necessary to pursue a career in a chosen helping profession.	I can **define** and **describe** skills, training, and education levels necessary to pursue a career in a chosen helping profession.	I can **compare** and **contrast** these steps with the skills, training, and education necessary for other helping professions.	I can **organize** the skills training, and education necessary **chronologically** with provided resources such as universities that would offer the training needed.

Competency 4: Students will reflect on their own strengths and weaknesses in their connection to pursuing a career in helping professions as well as the strengths and weaknesses of others.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **define** both personal strengths and weaknesses. I can **describe** how these strengths and weaknesses will connect to my pursuit of a career in helping professions.	I can **define** both personal strengths and weaknesses. I can **describe** how these strengths and weaknesses will connect to my pursuit of a career in helping professions.	I can **discuss** the strengths and weaknesses of myself and others, providing them suggestions and insight into the way their own may impact their pursuit of a career in helping professions.	I can **conclude** what personal strengths are going to be most helpful in the pursuit of a career in helping professions.

Exploration of STEM Careers

Content Area: Leadership

Credit Equivalent: 0.5 credit- Elective, Work Study Practices

Course Description: The STEM field is vast and includes a variety of careers connecting to the overarching concepts of Science, Technology, Engineering, and Math. This exploratory course introduces students to leaders in the fields of STEM to provide exposure to career opportunities for those interested in working within these skills. Teaching methods include small and large group discussion, panel discussion, guest speakers, individual research, and reflection.

Modules:	1. What are STEM Career Options?	2. Exploring Career Opportunities	3. Reflection and Identifying Individual Strengths/ Weaknesses
	An introduction and understanding of career opportunities within this field	An exploration of opportunities through local leaders	Reflection of professional experiences and looking at how individual strengths could be beneficial in these options

Competency 1: Students will explore career opportunities within STEM.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **identify** three careers and employers in STEM within a targeted area of research.	I can **identify** and **describe** three careers and employers in STEM within a targeted area of research.	I can **compare** and **contrast** various careers and employers with one another.	I can **explain my research** findings of careers and employers to others.

Competency 2: Students will engage in discussion with professionals from various careers within STEM.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **discuss** careers and **contribute** respectfully to conversations with professionals from various careers within STEM.	I can **discuss** careers and **contribute** respectfully to conversations with professionals from various careers within STEM.	I can **ask questions** in meetings with professionals from various careers within STEM.	I can **develop** steps to achieve a career in a helping profession based on a provided example.

Competency 3: Students will identify skills, training, and education necessary to pursue a career in one of the STEM careers they have explored.

Not Yet Competent (*NYC*)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **define** and **describe** skills, training, and education levels necessary to pursue a career in a chosen STEM career.	I can **define** and **describe** skills, training, and education levels necessary to pursue a career in a chosen STEM career.	I can **compare** and **contrast** these steps with the skills, training, and education necessary for other STEM careers.	I can **organize** the skills training, and education necessary **chronologically** with provided resources such as universities that would offer the training needed.

Competency 4: Students will reflect on their own strengths and weaknesses in their connection to pursuing a career in STEM as well as the strengths and weaknesses of others.

Not Yet Competent (*NYC*)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **define** both personal strengths and weaknesses. I can **describe** how these strengths and weaknesses will connect to my pursuit of a career in STEM.	I can **define** both personal strengths and weaknesses. I can **describe** how these strengths and weaknesses will connect to my pursuit of a career in STEM.	I can **discuss** the strengths and weaknesses of myself and others, providing them suggestions and insight into the way their own may impact their pursuit of a career in STEM.	I can **conclude** what personal strengths are going to be most helpful in the pursuit of a career in STEM.

Goal Setting

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. They help in developing their own Individualized Leadership Plan (ILP) and assess how they will continue this growth moving forward outside of their FFI program. 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. ILP Development	3. Post Program Skill Development
	Why set goals?	Assisting Staff and Alumni in the development and follow through of my ILP.	Making my own goals and plans for building skills post program.

Competency 1: Students will engage with the basics of the goal setting process.

Not Yet Competent (**NYC**)	**C**ompetent	**B**eyond Competent (In addition to C)	**A**dvanced (In addition to B)
I cannot correctly or completely **describe** the importance of goal setting and **define** the components of OKRs.	I can **describe** the importance of goal setting and **define** the components of OKRs.	I can **actively participate** in the development of individual goals through ILP creation.	I can **explain** and **outline** the goal setting process.

Competency 2: Students will evaluate their own strengths, fears, potential areas to improve, and skills to develop.

Not Yet Competent (**NYC**)	**C**ompetent	**B**eyond Competent (In addition to C)	**A**dvanced (In addition to B)
I cannot correctly or completely **engage** in discussion surrounding my fears, strengths, potential areas to improve, and skills to develop.	I can **engage** in discussion surrounding my fears, strengths, potential areas to improve, and skills to develop.	I can **suggest actionable** steps for my ILP in order to develop the skills I wanted to.	I can **reflect** on the impact of my ILP as it relates to my skill development during my program.

Competency 3: Students will make actionable steps towards meeting their goals on a daily basis through check ins with alumni overseeing their ILP during their program.

Not Yet Competent (**NYC**)	**C**ompetent	**B**eyond Competent (In addition to C)	**A**dvanced (In addition to B)
I cannot correctly or completely **achieve daily ILP goals** as directed by the alumni overseeing their ILP.	I can **achieve daily ILP goals** as directed by the alumni overseeing their ILP.	I can **suggest** ways to challenge myself beyond what my ILP goals outline.	I can **analyze** and **discuss** how my individual habits contribute to the overall success of the group.

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

Not Yet Competent (**NYC**)	**C**ompetent	**B**eyond Competent (In addition to C)	**A**dvanced (In addition to B)
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 others 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.

Identity

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. This will include an analysis of individual and group identity as well as the greater impact those pieces have on society. 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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (**NYC**)	**C**ompetent	**B**eyond Competent (In addition to C)	**A**dvanced (In addition to B)
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.

Not Yet Competent (**NYC**)	**C**ompetent	**B**eyond Competent (In addition to C)	**A**dvanced (In addition to B)
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.

Service: Exploring Community Organizations

Content Area: Leadership

Credit Equivalent: 0.5 credit- Elective, Work Study Practices

Course Description: What does your community need and who is addressing those needs? Service: Exploring Community Organizations allows us to answer this question through analysis of individuals and organizations that are meeting the identified needs of a community. Through case studies, hands-on learning, and real-world examples, students will gain an understanding of organizations addressing the needs of a specific community in a way. The course will also emphasize the importance of balancing good intentions with business methodologies to ensure the success and sustainability of community organizations. Teaching methods include small and large group discussion, field trips/ community experience, interviews, panel discussion, research, and reflection.

Modules:	1. Conducting an Analysis of Community Needs	2. Exploring Organizations Meeting those Needs	3. Evaluating Impact
	What are the community needs and how do we go about assessing these?	What organizations are meeting these needs and how?	What is the impact of these organizations and is it sustainable?

Competency 1: Students will explore the needs of a community and assess how they are being addressed.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely use **research** to help me **define** and **describe** needs within a specific community.	I can use **research** to help me **define** and **describe** needs within a specific community.	I can **discuss** my own interpretation of community needs and **listen** to the interpretation that others may have.	I can **assess** the needs of a community as it relates to a specific issue including exploration of the root cause as well as proposed solutions.

Competency 2: Students will be able to analyze the mission, formation, and purpose of community based organizations.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **describe** and **name** multiple organizations addressing needs within one community.	I can **describe** and **name** multiple organizations addressing needs within one community.	I can **interview** someone from one of these organizations to understand the original formation and purpose.	I can **teach others** about how a community organization is serving those within the community.

Competency 3: Students will be able to compare community organizations and the ways they meet community needs.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **discuss** my own findings and observations related to community organizations and the way they meet community needs.	I can **discuss** my own findings and observations related to community organizations and the way they meet community needs.	I can **compare** and **contrast** community organizations and the way they meet community needs.	I can **evaluate** alternative approaches to address community based needs.

Competency 4: Students will consider the overall impact and sustainability of community organizations.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot outline the key principles of effective NGO management and leadership	I can **predict** the overall impact of a community organization on the population they aim to serve and **inquire** about the sustainability of this model.	I can **interview** someone from one of these organizations to ask about the overall impact and sustainability of this model.	I can **draw conclusions** surrounding the overall impact and sustainability of a community organization using **research**.

Symbols in Society

Content Area: Leadership

Credit Equivalent: 0.5 credit- Elective, Work Study Practices

Course Description: Symbols in Society explores the power of symbols on our cultural conditioning and identity. Through the analysis of various symbols, such as flags, monuments, and corporate brands, students will examine how they have been delivered in a variety of mediums throughout history. The course will explore how societies determine which symbols to attach to their identity, and how to address symbols that no longer represent communities. Additionally, students will learn how to recognize the impact of built environments (concrete and digital) on our interpretation and understanding of symbols. The course aims to promote critical thinking and cultural awareness. Teaching methods include small and large group discussions, guest speakers, research, and reflection.

Modules:	1. Introduction to Symbols and Symbolism	2. Connecting Symbols to Identity	3. Moving Forward with Symbols
	Exploring examples of symbols in society.	Exploring how symbols connect to overall identity.	Engaging with a historical perspective of how symbols change over time and making recommendations for symbols that no longer represent communities.

Competency 1: Students will connect the concept of symbols to cultural conditioning and identity.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot yet correctly or completely **identify** symbols and **describe** how they influence cultural conditioning and identity.	I can **identify** symbols and **describe** how they influence cultural conditioning and identity.	I can **show examples** of symbols used to influence cultural conditioning and identity in **different mediums** throughout history.	I can **assess** and **analyze the impac**t of different symbols on cultural conditioning and identity across different cultures and time periods.

Competency 2: Students will compare and contrast provided and found examples of different symbols.

Not Yet Competent (**NYC**)	**C**ompetent	**B**eyond Competent (In addition to C)	**A**dvanced (In addition to B)
I cannot yet correctly or completely **compare** and **contrast** provided and found examples of symbols.	I can **compare** and **contrast** provided and found examples of symbols.	I can **pose questions** regarding the significance and meaning of symbols.	I can **evaluate** symbols and **explain** their significance and meaning through a historical lens to someone else.

Competency 3: Students will explore how to address symbols that no longer represent the community they once represented.

Not Yet Competent (**NYC**)	**C**ompetent	**B**eyond Competent (In addition to C)	**A**dvanced (In addition to B)
I cannot yet correctly or completely **discuss** examples of identity shifts and scenarios where community members found symbols no longer resonated with them.	I can **discuss** examples of identity shifts and scenarios where community members found symbols no longer resonated with them.	I can **identify** and **analyze** the factors that influence societies' decisions to attach certain symbols to their identity.	I can **make a prediction** regarding the future relevance of a symbol and **explain** how it will continue or not continue to represent the community it currently represents.

Team Building

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.

Not Yet Competent	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Young Leaders and Activists

Content Area: Leadership

Credit Equivalent: 0.5 credit- Elective, Work Study Practices

Course Description: Young people are sparking social change on a global scale and youth led activism isn't just a trend. In this course, we will be exploring youth activists, examining the factors that enable or hinder their engagement in various societies, how they promote change, and the role of social media. In addition, students will explore the potential consequences of uninformed youth activism and foster an overall deeper understanding of young people's unique capacity for effecting change. Teaching methods include small and large group discussion, research, reflection and guest speakers.

Modules:	1. Exploring Youth Activist Examples	2. Discussion of What Enables of Hinders Change	3. Sharing and Evaluating Most Effective Strategies
	Exploring provided and researched examples of youth activists historically and around the globe	Discussion of what often enables these young people to make positive social change and also on many of the factors that may hinder that change	Using what we have gained, summarizing the most effective strategies and examples of youth promoting change.

Competency 1: Students will explore global examples of youth leaders and activists.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **identify** and **describe** examples of youth leaders and activists.	I can **identify** and **describe** examples of youth leaders and activists.	I can **compare** and **contrast** global examples of youth leaders and activists.	I can **summarize** examples of youth activism to **identify** common themes and strategies for success

Competency 2: Students will examine the potential consequences of uninformed youth activism

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **identify** the potential risks and consequences of uninformed youth activism.	I can **identify** the potential risks and consequences of uninformed youth activism.	I can **discuss** scenarios of potential risks and consequences of uninformed youth activism with peers.	I can **draw conclusions** regarding how a young person can aim to be an activist in a way that is informed.

Competency 3: Students will explore the impact of youth activism on political or social change.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot yet correctly or completely **identify** and **discuss** scenarios where the role of a young person's activism has impacted political or social change on a larger scale.	I can **identify** and **discuss** scenarios where the role of a young person's activism has impacted political or social change on a larger scale.	I can **list** and **describe** different strategies for engaging young people in political processes, such as voting, running for office, or lobbying.	I can **assess** the impact and outcomes of a youth-led political movement, considering both the intended and unintended consequences.

Competency 4: Students will be able to evaluate the role of social media in youth activism.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot yet correctly or completely **identify** and **discuss** the ways in which social media has impacted youth activism.	I can **identify** and **discuss** the ways in which social media has impacted youth activism.	I can **summarize** the potential consequences of social media on youth activism.	I can **develop** effective strategies for using social media to drive positive change.

Leadership 2.0

Content Area: Leadership

Credit Equivalent: 0.5 credit- Elective, Extended Learning Opportunity

Course Description: Students must complete another FFI Leadership course before beginning this 2.0 course. Demonstrating competency in any 2.0 course requires the knowledge and skills learned in the previous 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. These opportunities are student driven and individualized in nature.

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

4 Essential Components:	Research	Reflection	Product	Presentation

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 Learning Outcomes* Assessment Rubric

Contemporary Issues

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Social Studies Elective

Course Description: Contemporary Issues is a course that equips students with the skills to analyze and evaluate complex issues without bias or political affiliation. Through examining a range of topics, students will learn to identify and assess various perspectives, weigh evidence and arguments, and form informed opinions based on sound reasoning and critical thinking. The course aims to foster intellectual curiosity and promote civil discourse. Teaching methods include small and large group discussions, research, and reflection.

Modules:	1. Critical Analysis and Constructive Conversations	2. Looking at Contemporary Issues	3. Discussion and Interpreting Perspectives
	Understanding what critical analysis looks like and how we can facilitate constructive conversations	Exploration and research surrounding examples of contemporary issues	Discussing findings and understanding the complexity of issues/ how to approach them with empathy

Competency 1: Students will understand the key concepts and components surrounding critical analysis.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **identify** and **define** key concepts and terms related to critical analysis.	I can **identify** and **define** key concepts and terms related to critical analysis.	I can **apply** key concepts and terms related to critical analysis to contemporary issues.	I can **create** a glossary of terms related to critical analysis with terms in my own words.

Competency 2: Students will engage with a variety of different perspectives on contemporary issues.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **discuss** contemporary issues and different perspectives on them.	I can **discuss** contemporary issues and different perspectives on them.	I can **breakdown** the arguments and perspectives of each side of given contemporary issues.	I can **assess** the complexity of contemporary issues and **compare** perspectives with a focus on empathy.

Competency 3: Students will be able to construct well-reasoned arguments based on evidence and sound reasoning.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **define** and **describe** the elements of a well-reasoned argument.	I can **define** and **describe** the elements of a well-reasoned argument.	I can **explore** examples and **discuss** the strength of each argument.	I can **develop** and **present** an articulate and well-reasoned argument based on evidence.

Competency 4: Students will be able to engage in civil discourse and constructive conversations.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **demonstrate** respectful and active listening in discussions.	I can **demonstrate** respectful and active listening in discussions.	I can **assist** in developing shared values and rules to help **encourage** constructive conversations.	I can **ask** questions with the goal of understanding and **evaluate** the importance of establishing group communication agreements.

Cultural Immersion: Social Studies

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Social Studies Elective

Course Description: The Cultural Immersion course for students aims to broaden their understanding of diverse cultures and traditions from around the world through experiential learning, language study, and engaging activities. Students will develop empathy, global awareness, and communication skills as they explore the customs, values, and perspectives of a culture different from their own, fostering a deeper appreciation for cultural diversity and interconnectedness. This course can be repeated and altered for different locations and culturally immersive experiences. Teaching methods include small and large group discussion,

Modules:	1. Exploration Through Learning & Research	2. Exploration Through Immersive Experience	3. Reflection and Moving Forward
	Building a background of the location/ culture being explore through research and learning	Building on research and learning through hands on and immersive cultural experiences	Reflecting on cultural diversity, key takeaways, and broadening individual perspective

Competency 1: Students will explore key features of the culture they are visiting.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** the major customs, traditions, and practices of the culture they are visiting and **discuss** these with others.	I can **identify** the major customs, traditions, and practices of the culture they are visiting and **discuss** these with others.	I can **compare** and **contrast** cultural practices and beliefs in the culture I am exploring with my own culture.	I can **ask questions** in order to learn more about the culture I am exploring.

Competency 2: Students will be able to communicate effectively with members of the culture they are exploring.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **contribute respectfully** to discussions and conversation within and about the culture I am exploring.	I can **contribute respectfully** to discussions and conversation within and about the culture I am exploring.	I can **develop strategies** for communicating with individuals from a different cultural background.	I can **synthesize knowledge** of cultural norms and language skills to **communicate effectively** and respectfully with members of the culture

			being explored in complex or high-stakes situations.

Competency 3: Students will be able to explore the concepts of empathy and cultural sensitivity towards members of the culture they are exploring.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **describe** the ways in which cultural differences can lead to misunderstandings or conflict.	I can **describe** the ways in which cultural differences can lead to misunderstandings or conflict.	I can **discuss** the importance of empathy and connect it to strategies for building relationships and establishing trust.	I can **synthesize knowledge** of cultural norms, practices, and beliefs to develop a deepened knowledge of the culture being explored.

Competency 4: Students will be able to reflect on personal growth and learning

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **identify** areas for personal growth and development related to cultural awareness and understanding.	I can **identify** areas for personal growth and development related to cultural awareness and understanding.	I can **discuss** personal growth and key takeaways with others who have been a part of the same experience.	I can **develop** a plan to develop my cultural awareness and understanding after I return home.

Economics

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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Empathetic Debate

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.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
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.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Food, Environment, & Society

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:	- Coffee - Maple Syrup - Pickles - Eggs - Chocolate	- Bread - Seafood - Meats - Strawberries	- Apples - Milk - Icecream - Cheese

Competency 1: Students will understand steps of production for assigned food goods.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
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.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Genealogy

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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **ist** 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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Human Geography

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Social Studies Elective

Course Description: The Human Geography course investigates the complex relationships between people and their environments, focusing on topics such as population, migration, culture, political organization, and urbanization. Through case studies, discussions, and interactive activities, students will gain a deeper understanding of how human activities shape our world and the ways in which geography influences social, economic, and political dynamics. Teaching methods include research, small and large group discussion, group projects, panel discussions, and reflection.

Modules:	1. Thinking Geographically	2. Patterns and Processes	3. Globalization, Industrialization, & The Environment
	Exploring ways we can begin to think geographically, interpret presented information, and ask questions	Exploring patterns and processes on a global scale from cultural, political, to population	Exploring how globalization and industrialization are connected to our environment and its needs

Competency 1: Students will explore human population distribution.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **describe** the factors that influence population growth and decline.	I can **describe** the factors that influence population growth and decline.	I can **compare** and **contrast** patterns of population distribution across different regions of the world.	I can make **inferences** regarding the impact of population distribution on the environment and what population statistics tell us about the population.

Competency 2: Students will explore the topic of human migration and its impact on cultural and political systems.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **describe** instances of mass human migration and **discuss** its impact on cultural and political systems.	I can **describe** instances of mass human migration and **discuss** its impact on cultural and political systems.	I can **make predictions** of future human migration based on observed patterns.	I can **make recommendations** for addressing the challenges and opportunities posed by migration.

Competency 3: Students will explore the impact of human activities on the environment.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** and **describe** the major types of environmental degradation caused by human activities.	I can **identify** and **describe** the major types of environmental degradation caused by human activities.	I can **compare** the impacts of human activities on natural resources, such as forests and water sources and **discuss** these with others.	I can **evaluate** the ethical and moral implications of human activities on the environment and **propose** ethical solutions.

Competency 4: Students will exhibit knowledge of geographic concepts and principles related to human geography.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **define** key terms related to human geography, such as population, culture, globalization, and political organizations.	I can **define** key terms related to human geography, such as population, culture, globalization, and political organizations.	I can **apply** key terms to my written works surrounding human geography.	I can **defend** my own predictions using data and key terms.

Human Rights

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Social Studies Elective

Course Description: The Human Rights course examines the fundamental principles and historical development of human rights, exploring key issues such as social justice, discrimination, and civil liberties. Through case studies, socratic seminars, and collaborative projects, students will explore human rights movements, advocacy, and the role of individuals and organizations in promoting and protecting these rights. Teaching methods include research, small and large group discussion, group projects, panel discussions, and reflection.

Modules:	1. What are Human Rights?	2. Human Rights Movements	3. Advocacy and Protection
	Defining Human rights, exploring fundamental rights, and interpreting historical examples.	Exploring movements, both past and present surrounding human rights	Exploring ways to advocate for human rights and the protection of them

Competency 1: Students will engage with the fundamental principles of human rights and their historical development.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** at least two key principles of human rights and **describe** their historical context.	I can **identify** at least two key principles of human rights and **describe** their historical context.	I can **compare** and **contrast** different principles of human rights and explain how they have evolved over time.	I can **evaluate** the effectiveness of different principles of human rights in promoting social justice and protecting individual freedoms.

Competency 2: Students will explore human rights advocacy and movements past and present.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **define** and **describe** at least two human rights movements.	I can **define** and **describe** at least two human rights movements.	I can **compare** and **contrast** human rights movements in different locations or from different periods of time.	I can **evaluate** the effectiveness of different strategies for promoting and protecting human rights through examples of movements over time.

Competency 3: Students will evaluate the role of individuals and organizations in promoting and protecting human rights.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **describe** the mission and history of the United Nations and at least two other key individuals or organizations that have played a role in promoting and protecting human rights.	I can **describe** the mission and history of the United Nations and at least two other key individuals or organizations that have played a role in promoting and protecting human rights.	I can **compare** and **contrast** the roles of different individuals or organizations in promoting and protecting human rights.	I can **discuss** and **propose** a collaborative plan for effective collaboration among individuals and organizations to promote and protect human rights.

Competency 4: Students will explore real world situations of potential human rights violations.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **discuss** and **explore** situations of human rights violations around the globe and how someone's rights are at stake.	I can **discuss** and **explore** situations of human rights violations around the globe and how someone's rights are at stake.	I can **engage respectfully** in conversations with others and **ask questions** about potential human rights violations they have researched.	I can **consolidate** learning from multiple real-world situations to propose a collaborative and comprehensive framework for effective human rights advocacy and protection.

Indigenous Wisdom & Sustainability

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Social Studies Elective

Course Description: Indigenous Wisdom and Sustainability delves into the historical and contemporary approaches of indigenous cultures towards society and the environment. Students will investigate indigenous technologies, their connection to religious customs and spirituality, and examine valuable lessons on sustainability that can be gleaned from these traditional perspectives. In addition, students will explore the impact of colonization on indigenous societies. Teaching methods include research, small and large group discussion, group projects, guest speakers, and reflection.

Modules:	1. Indigenous Culture, Religion, and Spirituality	2. Indigenous Technology, Advancement, and Resilience	3. Colonization and its Impact on Indigenous Peoples
	Exploration of various indigenous cultures, religions, and spirituality	Exploration of various indigenous technologies, means of advancement, and exhibitions of resilience	Engaging with historical examples of colonization and assessing its impact on indigenous peoples

Competency 1: Students will explore the historical and cultural significance of indigenous wisdom.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **describe** key features of indigenous wisdom and **discuss** their cultural and historical importance.	I can **describe** key features of indigenous wisdom and **discuss** their cultural and historical importance.	I can **analyze** the intersection of indigenous wisdom, culture, and spirituality.	I can **share findings** surrounding key features of indigenous wisdom and **engage** with community members to **ask** questions.

Competency 2: Students will explore indigenous technologies and knowledge systems and connect these concepts to promoting sustainability and resilience in contemporary society.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **explain** the connection between indigenous technologies and sustainability, and **identify** at least two examples of indigenous technologies that promote sustainable practices.	I can **explain** the connection between indigenous technologies and sustainability, and **identify** at least two examples of indigenous technologies that promote sustainable practices.	I can **discuss** indigenous technologies and knowledge systems with others and **identify** ways these promote resilience in at least two examples.	I can **draw conclusions** about ways indigenous technologies and knowledge systems can promote sustainability and resilience in contemporary society and **share** my findings.

Competency 3: Students will explore religious customs and spirituality relating to indigenous cultures.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **define** and **describe** at least two examples of religious customs or spirituality relating to indigenous cultures.	I can **define** and **describe** at least two examples of religious customs or spirituality relating to indigenous cultures.	I can **compare** and **contrast** various examples of religious customs or spirituality relating to indigenous cultures.	I can **share** my findings surrounding religious customs or spirituality relating to indigenous cultures with others.

Competency 4: Students will understand the impact that colonization has had on indigenous culture and populations.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **define** colonization and **discuss** examples of colonizations' impact on indigenous culture and populations. .	I can **define** colonization and **discuss** examples of colonizations' impact on indigenous culture and populations.	I can **make predictions** on long term implications of colonization and **discuss** these ideas with others.	I can **assess** the overall impact on colonization and **appraise** whether or not it is justified in various examples.

Jewish Israeli/ Palestinian Cultural Exchange

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Social Studies Elective

Course Description: Students explore Jewish Israeli and Palestinian culture and traditions historically and today. In addition, students will explore the complex conflict between these cultures including conflict history and various perspectives. 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 intro 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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Local Government Engagement for Youth

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Social Studies Elective

Course Description: Local Government Engagement for Youth is a course designed to make government more accessible and empower students to engage with their communities. By focusing on local government structures, such as planning, zoning, and city council boards, students will gain insight into societal functions and discover opportunities to bring people together and drive positive change. Teaching methods include small and large group discussions, research, exploration of local government systems, hands-on learning, panel discussion, guest speakers, and reflection.

Modules:	1. Introduction to Local Government	2. Engaging with Local Government	3. Impacting Positive Community Change
	Introduction to local government structures and functions	Engaging with individuals within local government and building a deeper analysis of how the components work in action	Analysis of community based needs and how local government can aid in the progress of positive change

Competency 1: Students will be able to identify local government structures and functions

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **define** and **describe** key terms related to local government structures and functions	I can **define** and **describe** key terms related to local government structures and functions.	I can **discuss** local government structures and **ask questions** about their function.	I can **evaluate** the effectiveness of local government in meeting community needs.

Competency 2: Students will be able to engage with local government structures.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **identify** opportunities for engagement with local government structures.	I can **identify** opportunities for engagement with local government structures.	I can **compare** and **contrast** different opportunities for engagement within government structures.	I can **analyze** the role of local government in addressing social issues.

Competency 3: Students will communicate respectfully and effectively with local government officials and community members.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** key stakeholders in local government decision-making and **communicate** with them.	I can **identify** key stakeholders in local government decision-making and **communicate** with them.	I can **develop strategies** for effective communication with local government officials.	I can **design** a communication plan for a local government issue.

Competency 4: Students will be able to apply their knowledge of local government to effect positive change in their communities.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** local issues and challenges that can be addressed through local government.	I can **identify** local issues and challenges that can be addressed through local government.	I can **list** resources and organizations that can assist with community engagement and advocacy.	I can **propose** a community advocacy project that addresses a local government issue.

My Town

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. This course is rooted in the idea that each street sign, each building, each name or business has a story. Similarly, each unique person within each community has a story and unique perspective on the community they live within. 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.

*Terms defined in glossary in section IV. Words are marked for the first 5 times they are shown.   64

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

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Northern Ireland Cultural Exchange

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Social Studies Elective

Course Description: Students explore Northern Ireland culture and traditions historically and today through immersive and hands-on means. In addition, students will explore the history of conflict in Northern Ireland with the goal of understanding and connecting empathetically. 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 intro 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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Resilience Through History: A Social Context

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Social Studies Elective

Course Description: Resilience Through History: A Social Context explores the concept of resilience in various historical and social settings. Students examine how individuals, communities, and societies have adapted and thrived in the face of adversity, drawing lessons and inspiration for cultivating resilience in their own lives. Teaching methods include small or large group discussion, research, panel discussions, and reflection.

Modules:	1. What is Resilience?	2. Resilience in Historic and Individual Examples	3. Moving Forward with Resiliency
	Exploring the concept of resilience and how it can be applied to models and examples	Engaging with historic and individual examples of resilience	Developing ways to increase individual resilience and community resilience

Competency 1: Students will explain the concept of resilience and identify examples of it in historical and social contexts.

Not Yet Competent (*NYC*)	*C*ompetent	*B*eyond Competent (In addition to C)	*A*dvanced (In addition to B)
I cannot correctly or completely **describe** resilience and **discuss** historical examples of resilience in a given context.	I can **describe** resilience and **discuss** historical examples of resilience in a given context.	I can **compare** and **contrast** the approaches of different societies towards resilience, providing specific examples.	I can **analyze** the impact of resilience on social change and development, proposing alternative approaches.

Competency 2: Students will be able to evaluate the role of individual and collective agency in cultivating resilience.

Not Yet Competent (*NYC*)	*C*ompetent	*B*eyond Competent (In addition to C)	*A*dvanced (In addition to B)
I cannot correctly or completely **describe** the relationship between individual agency and resilience.	I can **describe** the relationship between individual agency and resilience.	I can **discuss** the connection between individual and collective agency in fostering resilience, providing real-world examples.	I can **evaluate** and **discuss** the effectiveness of various strategies for cultivating resilience at the individual and societal levels.

Competency 3: Students will analyze different individual stories of resilience.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **discuss** and **describe** various individual stories of resilience throughout history.	I can **discuss** and **describe** various individual stories of resilience throughout history.	I can **compare** and **contrast** various individual stories of resilience throughout history.	I can **compare** how different cultures and societies approach resilience and **connect** these to individual stories.

Competency 4: Students will explore strategies for cultivating resilience in their own lives and communities.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **list** strategies for cultivating personal resilience and **discuss** these with others.	I can **list** strategies for cultivating personal resilience and **discuss** these with others.	I can **develop** and **discuss** a plan for building resilience.	I can **evaluate** the potential impact of their proposed plan on their community.

The Bill of Rights for Teens

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Social Studies Elective

Course Description: The Bill of Rights for Teens is a course designed to help students understand and apply the first ten amendments to the U.S. Constitution in their everyday lives. Through interactive discussions and real-life scenarios, students will learn how these fundamental protections impact their rights and responsibilities as young citizens. Teaching methods include small or large group discussion, research, panel discussions, and reflection.

Modules:	1. Introduction to The Bill of Rights	2. Applying the Bill of Rights to Scenarios	3. Applying the Bill of Rights to My Life
	Getting a first look at the Bill of Rights, what it means, and what it protects	Exploring the connection to various real world scenarios and discussing topics from various perspectives	Looking at how the Bill of Rights connects to the individual citizen and the overall community

Competency 1: Students will be able to discuss and explore the Bill of Rights

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **define** and **discuss** key points of the Bill of Rights.	I can **define** and **discuss** key points of the Bill of Rights.	I can **discuss** the Bill of Rights and **draw conclusions** surrounding its relevance to individual rights with others.	I can **interpret** how the Bill of Rights protects my individual rights.

Competency 2: Students will connect the Bill of Rights to real-life situations.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **discuss** given scenarios and **describe** how these connect to the Bill of Rights.	I can **discuss** given scenarios and **describe** how these connect to the Bill of Rights.	I can **explain** how the given scenarios apply to relevant amendments.	I can **ask questions** in discussions and **develop** my own scenarios that would connect to amendments of the Bill of Rights.

Competency 3: Students will be able to participate in informed and respectful discussions about the Bill of Rights and its application.

Not Yet Competent (*NYC*)	*C*ompetent	*B*eyond Competent (In addition to C)	*A*dvanced (In addition to B)
I cannot correctly or completely contribute to discussions about the historical and contemporary significance of the Bill of Rights.	I can **contribute respectfully** to discussions about the historical and contemporary significance of the Bill of Rights.	I can **construct** and **present** a well-supported argument on an issue related to the Bill of Rights.	I can **ask questions** to others on opposing sides of an issue relating to the Bill of Rights with the goal of **empathetic communication**.

Competency 4: Students will be able to evaluate the implications of the Bill of Rights for their own lives.

Not Yet Competent (*NYC*)	*C*ompetent	*B*eyond Competent (In addition to C)	*A*dvanced (In addition to B)
I cannot correctly or completely **identify** the relevance of the Bill of Rights to my own life and community.	I can **identify** the relevance of the Bill of Rights to my own life and community.	I can **interpret** how the Bill of Rights protects my individual rights.	I can **evaluate** how the Bill of Rights balances individual rights with societal interests.

U.S. City Cultural Experience

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Social Studies Elective

Course Description: U.S. City Cultural Experience allows for students to engage in an in-depth cultural experience through the exploration of a U.S. city's geography, community, culture, and traditions. This includes assessing the community's needs, meeting with folks in the community, and exploring with the goal of understanding. This course can be repeated in various locations. 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.

*Not Yet Competent (**NYC**)*	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
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.

*Not Yet Competent (**NYC**)*	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
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

Content Area: Social Studies

Credit Equivalent: 0.5 credit- Elective, Extended Learning Opportunity

Course Description: Students must complete another FFI Social Studies course before beginning this 2.0 course. Demonstrating competency in any 2.0 course requires the knowledge and skills learned in the previous 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. These opportunities are student driven and individualized in nature.

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

4 Essential Components:	Research	Reflection	Product	Presentation

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.

Creativity and Arts Learning Outcomes Assessment Rubric

Ceramics

Content Area: Creativity & Arts

Credit Equivalent: 0.5 credit- Arts Elective

Course Description: This course provides students with introductory experience and exposure with using clay as a fine art medium. 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.

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 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.

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 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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Cultural Immersion: Creativity & Arts

Content Area: Creativity & Arts

Credit Equivalent: 0.5 credit- Arts Elective

Course Description: Cultural Immersion through Creativity and the Arts is a course that invites students to explore and appreciate another culture by engaging with their unique creative expressions by immersing in one culture/location. This course can be repeated in different locations with different focus areas. Through hands-on activities, students will participate in various artistic forms, such as visual arts, music, dance, and literature, fostering empathy and understanding across cultural boundaries. Teaching methods include small and large group discussion, practice of varying art mediums, cultural experiences, and reflection.

Modules:	1. Exploration Through Learning and Research	2. Expiration Through Immersive Experience	3. Reflection and Applying Personal Style
	Building a background of the art of the culture being explore through research and learning	Building on research and learning through hands on and immersive art based experiences	Reflecting on cultural diversity, key takeaways, personal artistic style and broadening individual perspective

Competency 1: Students will explore the creative expressions of a specific culture.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** and **describe** key elements of the culture's creative expressions.	I can **identify** and **describe** key elements of the culture's creative expressions.	I can **compare** and **contrast** the chosen culture's creative expressions with those from other cultures.	I can **argue** for the significance of the culture's creative expressions in fostering cross-cultural understanding.

Competency 2: Students will be able to participate in and create art inspired by the chosen culture.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **practice** creating art inspired by the chosen culture and **describe** the steps included in the creative process.	I can **practice** creating art inspired by the chosen culture and **describe** the steps included in the creative process.	I can **respectfully engage** and **ask questions** from artists and creators from the chosen culture.	I can **connect** techniques used to **develop** a personal artistic style.

Competency 3: Students will be able to foster empathy and understanding across cultural boundaries.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **describe** the commonalities and differences between the chosen culture and my own culture.	I can **describe** the commonalities and differences between the chosen culture and my own culture.	I can **question** and challenge personal biases and assumptions about other cultures.	I can **discuss** and **suggest** ways to promote cultural appreciation and understanding within my school or local community.

Competency 4: Students will be able to develop skills in collaboration and creative problem-solving.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **engage** in collaborative art projects and **identify** ways in which I have collaborated successfully.	I can **engage** in collaborative art projects and **identify** ways in which I have collaborated successfully.	I can **identify** and **practice** techniques to overcome obstacles in art-making.	I can **create** a successful art project in collaboration with others.

Hands-On Art

Content Area: Creativity & Arts

Credit Equivalent: 0.5 credit- Arts Elective

Course Description: Students explore a selected artistic medium of choice. They develop a plan for creation, document this plan, and create a piece using this plan. They will describe the process with their group and engage in conversation surrounding the value of playfulness as it connects to art. This course allows for basic exposure with forms of visual art, research on a specific type of art, and recognizing the ways art can be used in communities. Teaching methods include small and large group discussion, learning and applying new processes, and 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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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 and **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.

Jewelry Making

Content Area: Creativity & Arts

Credit Equivalent: 0.5 credit- Arts Elective

Course Description: Students explore basic techniques, create pieces of art, and explore the various ways of creating jewelry. Students will also investigate jewelry as a craft and fine art and will discuss the cultural and historical significance of jewelry as adornment. Teaching methods include small and large group discussion, guidance through artistic process, reflection, and independent art creation.

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** 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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Music as a Mobilizing Force: Exploring Social Cause

Content Area: Creativity & Arts

Credit Equivalent: 0.5 credit- Arts Elective

Course Description: Music as a Mobilizing Force: Exploring Social Causes investigates the role of music in rallying diverse audiences around various social causes, both positive and negative. Students will analyze how melodies, lyrics, and the cultural contexts of different musical styles can inspire unity or divisiveness, while critically evaluating the moral and ethical implications of these musical movements. Teaching methods include small and large group discussion, research, and reflection.

Modules:	1. Identifying Music Styles	2. Music in Social Movements	3. Music Moving Forward
	Learning about the roots of music styles in a cultural and historic context	Researching large social movements and examples of music serving as an integral piece	Exploring how music will continue to have an impact on society moving forward

Competency 1: Students will explore the role of music in social movements.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **describe** and **discuss** the influence of music in social movements.	I can **describe** and **discuss** the influence of music in social movements.	I can **compare** and **contrast** the use of music in different social movements.	I can **synthesize** the ideas and themes present in different social movement songs

Competency 2: Students will be able to analyze the cultural contexts of different musical styles.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **identify** and **discuss** the cultural origins of various musical styles.	I can **identify** and **discuss** the cultural origins of various musical styles.	I can **compare** and **contrast** the cultural significance of different musical styles.	I can **explain** the cultural significance of a specific music style to someone else.

Competency 3: Students will explore the moral and ethical implications of musical movements

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** the ways in which musical movements can impact society.	I can **identify** the ways in which musical movements can impact society.	I can **evaluate** the impact of musical movements on society and culture	I can **discuss** and **compare** musical movements and their impact on society and culture with peers.

Competency 4: Students will explore the effects of music on unity and divisiveness.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **describe** the ways in which music can promote social cohesion or cause division.	I can **describe** the ways in which music can promote social cohesion or cause division.	I can **identify** historic instances of music bringing people together or creating divisions in society.	I can critically **evaluate** the role of music in promoting unity and divisiveness in contemporary society.

Music on your Mind

Content Area: Creativity & Arts

Credit Equivalent: 0.5 credit- Arts Elective

Course Description: Music on Your Mind is a course designed to help students understand the psychological and physiological benefits of music. Students will delve into the science behind how music affects mood, cognition, and overall well-being, while learning to mindfully engage with music and develop a lifelong appreciation for diverse genres and styles. Teaching methods include small and large group discussion, research, and reflection.

Modules:	1. Engaging with Musical Genres and Styles	2. Connecting Music to the Brain and the Body	3. Making Choices for Well Being
	Exploring examples of different musical genres and styles	Exploring the connectivity between music and the body and brain.	Finding ways to make recommendations for individuals overall health using music

Competency 1: Students will understand the physiological effects of music on the brain and body.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **define** and **describe** how music affects heart rate, breathing, and other physiological functions.	I can **define** and **describe** how music affects heart rate, breathing, and other physiological functions.	I can **apply** knowledge of the physiological effects of music to **make recommendations** of what music to listen to in different situations.	I can **synthesize** information to **explain** the overall effects of music on health and well-being.

Competency 2: Students will be able to apply their understanding of music to enhance their own and others' well-being.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **describe** how music can be used for stress reduction and emotional regulation.	I can **describe** how music can be used for stress reduction and emotional regulation.	I can **plan** and **lead** a music-based relaxation or mindfulness activity for a group.	I can **advocate** for the inclusion of music-based interventions in healthcare and education settings.

Competency 3: Students will be able to mindfully engage with music and appreciate diverse genres and styles.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **list** and **describe** different genres and styles of music.	I can **list** and **describe** different genres and styles of music.	I can **compare** and **contrast** different musical performances.	I can **evaluate** the role of music in shaping and reflecting cultural identity and social movements.

Competency 4: Students will be able to critically evaluate the role of music in promoting mental health and well-being.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** and **describe** different ways in which music is used to promote mental health and well-being.	I can **identify** and **describe** different ways in which music is used to promote mental health and well-being.	I can **plan** for ways that music can support individuals or myself as it relates to mental health.	I can **assess** the use of music as a tool for mental health promotion and support in healthcare and education settings.

Photography

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.

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 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.

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 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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Public Art

Content Area: Creativity & Arts

Credit Equivalent: 0.5 credit- Arts Elective

Course Description: The Public Art course for students examines the role of art in public spaces, exploring its historical significance, social impact, and various forms, such as murals, sculptures, and installations. Students will engage in hands-on activities, discussions, and field trips to local public art sites, fostering their appreciation and understanding of how public art contributes to community identity and cultural expression. Teaching methods include community exploration, small and large group discussion, research, reflection, and presentation.

Modules:	1. Exploring and Engaging with Public Art	2. Evaluating the Impact of Public Art	3. Creating Public Art
	Students explore provided examples of public art within their own communities and other communities.	Using the pieces of public art to determine overall community impact.	Students will collaboratively design a public art project that addresses a community need.

Competency 1: Students will be able to analyze the historical and social significance of public art.

*Not Yet Competent (**NYC**)*	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **identify** various forms of public art, including murals, sculptures, and installations.	I can **identify** various forms of public art, including murals, sculptures, and installations.	I can **compare** and **contrast** the functions and purposes of public art in various cultural contexts.	I can **evaluate** the impact of public art in fostering community engagement and dialogue.

Competency 2: Students will engage with public art through hands-on activities and field trips

*Not Yet Competent (**NYC**)*	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **describe** the themes and subject matter explored in local public art.	I can **describe** the themes and subject matter explored in local public art.	I can **discuss** the potential impact of public art on individual emotions and perceptions of public spaces.	I can **evaluate** the ways in which public art influences community identity and sense of place using examples.

Competency 3: Students will understand the role of public art in community identity and cultural expression.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **relate** the ways in which public art contributes to a sense of place and identity.	I can **relate** the ways in which public art contributes to a sense of place and identity.	I can **analyze** how engaging with public art has influenced personal understanding of community and culture.	I can **develop strategies** for using public art to facilitate dialogue and collaboration across cultural boundaries.

Competency 4: Students will develop skills in collaboratively recommending a public art piece for a community.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **respectfully collaborate** with others to design a public art piece.	I can **respectfully collaborate** with others to design a public art piece.	I can **connect** how our proposed public art piece relates to the overall needs or identity of the community.	I can **share** the proposed art piece with others, including those within the community, to share the idea and gather feedback.

Creativity and Arts 2.0

Content Area: Creativity and Arts

Credit Equivalent: 0.5 credit- Elective, Extended Learning Opportunity

Course Description: Students must complete another FFI Creativity and Arts course before beginning this 2.0 course. Demonstrating competency in any 2.0 course requires the knowledge and skills learned in the previous 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. These opportunities are student driven and individualized in nature.

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

4 Essential Components:	Research	Reflection	Product	Presentation

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.

Animal Ethics

Content Area: Science

Credit Equivalent: 0.5 credit- Physical Science, Science Elective

Course Description: Animal Ethics explores the moral considerations surrounding our relationships with animals, delving into topics such as animal rights, welfare, and the environmental impact of human-animal interactions. Students will engage in critical thinking, discussions, and case studies to develop their understanding of ethical theories and principles as they apply to the treatment of animals in various contexts. Teaching methods include small and large group discussion, research, reflection, case studies, conversations with content experts, and critical analysis.

Modules:	1. Introduction to Animal Ethics	2. Scientific Research, Food Production, and Animal Involvement	3. Proposing Solutions
	Understanding issues of animal ethics and the laws surrounding the rights of animals.	Exploring how animals are used for both scientific research and food production.	Making recommendations for laws and regulations based on animal ethics and wellbeing.

Competency 1: Students will demonstrate an understanding of the cognitive and emotional capacities of animals.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **identify** and **describe** the cognitive and emotional capacities of different animal species.	I can **identify** and **describe** the cognitive and emotional capacities of different animal species.	I can **identify** current animal welfare laws and **propose** changes to these laws.	I can **synthesize knowledge** of animal cognition and emotions in the proposition of **comprehensive solutions** to animal welfare laws.

Competency 2: Students engage in critical discourse about the ethical considerations surrounding scientific research on animals.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** and **describe** the different types of scientific research on animals and their ethical implications.	I can **identify** and **describe** the different types of scientific research on animals and their ethical implications.	I can **compare** and **contrast** real-world situations of animal testing.	I can **make a recommendation** for an ethical model for scientific research on animals.

Competency 3: Students will assess the ethical considerations surrounding the use of animals in food production.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **define** and **describe** the different types of animal agriculture, including factory farming and industrial fishing.	I can **define** and **describe** the different types of animal agriculture, including factory farming and industrial fishing.	I can **analyze** the ethical considerations of using animals in food production, including the potential benefits and harms.	I can **evaluate** the effectiveness of current laws, policies, and practices in regulating the use of animals in food production.

Competency 4: Students will analyze the environmental impact of human-animal interactions and evaluate the ethical considerations surrounding these interactions.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** and **describe** the environmental impact of human-animal interactions, including animal agriculture and wildlife management.	I can **identify** and **describe** the environmental impact of human-animal interactions, including animal agriculture and wildlife management.	I can **analyze** the environmental impact of human-animal interactions, including the potential benefits and harms.	I can **synthesize** research to propose guidelines for ethical decision-making related to the environmental impact of human-animal interactions.

Astronomy

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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (*NYC*)	*C*ompetent	*B*eyond Competent (*In addition to C*)	*A*dvanced (*In addition to B*)
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.

Not Yet Competent (*NYC*)	*C*ompetent	*B*eyond Competent (*In addition to C*)	*A*dvanced (*In addition to B*)
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.

Climate Change & Conflict

Content Area: Science

Credit Equivalent: 0.5 credit- Physical Science, Science Elective

Course Description: Climate Change and Conflict is a course that investigates the complex relationship between climate change and conflicts, focusing on socioeconomic conditions, governance, and political factors. Students analyze the effects of climate change on local and global societies, and are encouraged to consider their roles in addressing and preparing for these challenges, both professionally and personally. Teaching methods include small and large group discussions, research, reflection, guest speakers, and presentations.

Modules:	1. Introduction to Climate Change & Conflict	2. Personal and Collective Action	3. Proposing Solutions
	Exploring the basics of how climate change relates to conflict and looking at examples.	Exploring how both personal action and collective action positively or negatively impact climate change.	Proposing overall solutions or changes to reduce the negative impacts of future conflict caused by climate change.

Competency 1: Students will explore the impacts of climate change on society and the potential conflicts that may arise.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **recognize** and **describe** examples of climate change impacts on society.	I can **recognize** and **describe** examples of climate change impacts on society.	I can **explore** how specific socioeconomic and political factors can lead to conflicts related to climate change.	I can **develop hypotheses** and/or models of how climate change impacts can result in conflict.

Competency 2: Students will explore personal and professional roles in addressing and preparing for climate change and conflict.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely identify personal and professional roles in addressing climate change and conflict.	I can **identify** and **describe** personal and professional roles in addressing climate change and conflict.	I can **analyze** the impact of individual and collective action in addressing climate change and conflict.	I can **evaluate** the effectiveness of personal and professional actions taken to address climate change and conflict.

*Terms defined in glossary in section IV. Words are marked for the first 5 times they are shown.   96

Competency 3: Students will engage with examples of media coverage of climate change and conflicts.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **identify** common themes and narratives in media coverage of climate change and conflicts.	I can **identify** common themes and narratives in media coverage of climate change and conflicts.	I can **analyze** how media coverage can shape public perception and policy responses to climate change and conflicts.	I can **propose** solutions for reaching different audiences and countering potential misinformation.

Competency 4: Students will collaborate with others to propose a community-level solution to a climate change-related conflict.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **identify** stakeholders and **describe** solutions to a specific climate change-related conflict.	I can **identify** stakeholders and **describe** solutions to a specific climate change-related conflict.	I can **discuss** with others a shared community- level solution and integrate input from all collaborators.	I can **present** and **share** our group community-level solution with members of the community.

Ecology & Ecosystem Research

Content Area: Science

Credit Equivalent: 0.5 credit- Physical Science, Science Elective

Course Description: In this course on Ecology and Ecosystems, students explore the interconnectedness of living organisms and their environment, while fostering empathy for all forms of life. Lessons emphasize the importance of conservation, sustainable practices, and the impacts of human actions on ecosystems, encouraging students to develop compassionate solutions to environmental challenges. Teaching methods include small and large group discussions, research, reflection, guest speakers, field research, and presentations.

Modules:	1. Living Organisms and Interdependence	2. Conservation and Sustainable Practices	3. Field Research and Problem Solving
	Introduction to living organisms within the specific community and their interdependence on one another.	Exploring conservation and sustainable practices as they relate to the specific ecosystem being studied.	Engaging in field research, discussion, and problem solving within the specific ecosystem.

Competency 1: Students will understand the interdependence of living organisms and their environment.

Not Yet Competent (*NYC*)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **define** and **describe** the basic components of ecosystems.	I can **define** and **describe** the basic components of ecosystems.	I can **compare** and **contrast** various symbiotic relationships in ecosystems.	I can **predict** the potential consequences of species loss in ecosystems.

Competency 2: Students will understand the importance of conservation and sustainable practices.

Not Yet Competent (*NYC*)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **list** examples of conservation efforts and sustainable practices that may impact the chosen	I can **list** examples of conservation efforts and sustainable practices that may impact the chosen ecosystem being studied.	I can **discuss** the role of humans in promoting conservation and sustainability.	I can **evaluate** the effectiveness of various conservation strategies.

ecosystem being studied.			

Competency 3: Students will be able to investigate the impacts of human actions on ecosystems.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **define** and **describe** human activities that negatively impact ecosystems.	I can **define** and **describe** human activities that negatively impact ecosystems.	I can **infer** the long-term effects of human activities on ecosystem services.	I can **propose strategies** to reduce the ecological footprint of human activities.

Competency 4: Students will engage in compassionate problem-solving for environmental challenges.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **recognize** the importance of empathy in addressing environmental issues.	I can **recognize** the importance of empathy in addressing environmental issues.	I can **relate** personal experiences and values to environmental challenges.	I can **create** an action plan for implementing compassionate solutions to a specific environmental issue

Flora & Fauna

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. This course can be completed in multiple locations as the flora and fauna will vary in different spaces. Teaching methods include individual research, field research, small and large group discussion, hands on experiences, and reflection.

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

Competency 1: Students will explore the fauna of the given location.

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

Competency 2: Students will explore the flora of the given location.

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

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

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

Competency 4: Students will explore threats to the sustainability and balance of the given locations ecosystem.

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

Forensic Science

Content Area: Science

Credit Equivalent: 0.5 credit- Physical Science, Science Elective

Course Description: This course on Forensic Science emphasizes the human aspects, exploring the psychological and sociological factors involved in criminal behavior. Students examine crime scene investigations, victimology, and criminal profiling while also discussing ethical considerations and the roles of forensic professionals in the justice system. Teaching methods include individual research, field research, small and large group discussion, hands on experiences, and reflection.

Modules:	1. Introduction to Forensic Science	2. Applying Forensic Science Skills	3. Evaluating Forensic Science and the Criminal Justice System
	Exploring basic concepts of forensic science through discussion and exploration.	Through research and case studies, beginning to connect forensic science topics and ideas.	Exploring the overall connection to the criminal justice system.

Competency 1: Students explore basic forensic science concepts and techniques.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **define** and **describe** the key terms used in forensic science, including forensic evidence, chain of custody, and expert witness.	I can **define** and **describe** the key terms used in forensic science, including forensic evidence, chain of custody, and expert witness.	I can **apply** the principles of forensic science to **analyze** evidence from a simulated crime scene.	I can **share** my process and conclusions with others using forensic science concepts and techniques to support these conclusions.

Competency 2: Students will explore ethical considerations in forensic science and the justice system.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **describe** and **discuss** the ethical considerations involved in forensic science and criminal investigations.	I can **describe** and **discuss** the ethical considerations involved in forensic science and criminal investigations.	I can **connect** the impact of bias and discrimination on the justice system.	I can **propose** solutions to the justice system and forensic science using ethical considerations and research to support my points.

Competency 3: Students will explore the role of forensic science in the criminal justice system.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **define** and **describe** the different types of forensic science careers and the skills required for each.	I can **define** and **describe** the different types of forensic science careers and the skills required for each.	I can **analyze** the impact of forensic evidence on criminal cases, including the role of forensic science in wrongful convictions and exonerations.	I can **synthesize** knowledge of forensic science with concepts of social justice to **develop** a framework for a more equitable and just criminal justice system

Competency 4: Students will develop critical thinking skills related to forensic science.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **relate** and **apply** forensic science concepts to real-world scenarios	I can **relate** and **apply** forensic science concepts to real-world scenarios	I can **analyze** the impact of culture, race, and ethnicity on the interpretation of forensic evidence	I can **evaluate** the impact of bias and subjectivity in the interpretation of forensic evidence.

Gardening

Content Area: Science

Credit Equivalent: 0.5 credit- Physical Science, Science Elective

Course Description: Gardening delves into the multifaceted benefits of gardening, particularly focusing on fruits and vegetables. Students will explore the historical evolution of gardening, its environmental impact, and personal advantages. Through hands-on experiences, expert interactions, and community garden visits, students will acquire practical gardening skills and design their own personal garden plan. Teaching methods include small and large group discussion, field research, field trips, hands on activities, collaboration, and meeting with community members.

Modules:	1. Getting Our Hands Dirty	2. Collaborating through Gardening	3. Planning for Community Garden Space
	Learning about gardening through hands-on involvement and exploration.	Learning through community experts and others surrounding gardening best practices.	Planning a collaborative garden space using the pieces of knowledge gained from hands-on experience and other experts.

Competency 1: Students will identify the benefits of gardening for personal and community wellness.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** the advantages of gardening for community health and well-being.	I can **identify** the advantages of gardening for community health and well-being.	I can **assess** the psychological benefits of gardening	I can **synthesize** the benefits of gardening for personal and community wellness.

Competency 2: Students will design a personal or collaborative garden plan.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** the elements of garden design and **list** the types of plants suitable for my planned garden space.	I can **identify** the elements of garden design and **list** the types of plants suitable for my planned garden space.	I can **design** a garden plan that incorporates sustainability practices.	I can **create** a budget plan for implementing the garden.

Competency 3: Students will acquire practical gardening skills.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **define** and **describe** the steps involved in planting and maintaining a garden.	I can **define** and **describe** the steps involved in planting and maintaining a garden.	I can **safely use** garden tools and equipment.	I can **develop** strategies for managing pests and diseases in the garden.

Competency 4: Students will interact with experts and community gardeners.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **list** the benefits of interacting with experts in the field and **plan questions** I would like to ask.	I can **list** the benefits of interacting with experts in the field and **plan questions** I would like to ask.	I can respectfully **contribute** to conversations with experts and community gardeners.	I can **develop** strategies for creating and sustaining community gardening programs.

Geology

Content Area: Science

Credit Equivalent: 0.5 credit- Physical Science, Science Elective

Course Description: Geology introduces students to the origin and development of the earth including the detailed study of its crust, minerals, rocks, volcanoes, glaciers, mountains, and continents. This will also include the influence of Earth's materials on human cultures, health, and society at both local and global levels. Students will examine the demand for natural resources across the globe and its societal implications, while also considering past, present, and future connections between geology and human civilization.

Modules:	1. Introduction to Geology	2. Geology and Human Health	3. Looking To the Future
	Using basic terminology and learning to identify things within the surrounding environment.	Exploration of resource utilization and the overall impact on human health on both local and global levels.	Drawing conclusions and making predictions between geology and human health in the future.

Competency 1: Students will understand basic terminology related to geology.

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 geology terms.	I can **define** and **describe** basic geology terms.	I can **identify** items through field research using proper geology terms.	I can **draw conclusions** about the geological environment using geology terms.

Competency 2: Students will understand the relationship between Earth's materials and human societies.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **describe** the ways in which Earth materials are utilized in human societies.	I can **describe** the ways in which Earth materials are utilized in human societies.	I can **categorize** the role of Earth materials in shaping human civilizations, economies, and technologies.	I can **assess** the environmental and social consequences of the extraction, production, and consumption of Earth materials.

Competency 3: Students will be able to understand the connections between geology and human health.

Not Yet Competent (*NYC*)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **identify** various geological factors that influence human health, such as water quality, air pollution, and soil contamination.	I can **identify** various geological factors that influence human health, such as water quality, air pollution, and soil contamination.	I can **compare** and **contrast** the challenges and potential solutions for addressing health disparities related to geology.	I can **analyze** health risks associated with Earth materials across different regions and populations.

Competency 4: Students will be able to examine the future connections between geology and society.

Not Yet Competent (*NYC*)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **describe** the challenges associated with resource extraction, such as environmental degradation and resource depletion.	I can **describe** the challenges associated with resource extraction, such as environmental degradation and resource depletion.	I can **compare** and **contrast** different scenarios for future societal development based on geological factors.	I can **assess** the potential consequences of climate change, natural hazards, and resource availability in global societies.

New Hampshire Coastal Biome

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. This allows for hands-on and immersive exploration of the natural world and building an appreciation for the diverse landscape within the New Hampshire seacoast area. 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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Sustainable Agriculture

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. This provides students with a hands-on look at what sustainable agricultural processes can look like and may look like within 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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Sea Perch

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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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

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

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.

Expressive Arts Therapy

Content Area: Healthy Living

Credit Equivalent: 0.5 credit- Health, Health Elective

Course Description: Expressive Art Therapy is a course that introduces students to the healing potential of creative expression through various art forms. This approach to wellness utilizes different mediums of creation to help students navigate and communicate internal conflicts. Learners will explore and engage in therapeutic artistic practices to promote emotional well-being, self-discovery, and personal growth. Teaching methods include hands-on art creation, reflective journaling, and small group discussions.

Modules:	1. Expression through Creation of Art	2. Expressions through Demonstration of Art	3. Expression through the Exposure of Art
	Exploring expression through means of drawing, painting, sculpting, collaging, writing, and music.	Exploring expression through means of dance, movement, and drama,	Exploring the impact of experiencing music, literature, art, and theater.

Competency 1: Students will demonstrate the ability to reflect on their created art.

Not Yet Competent (*NYC*)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **identify** how creating art can support the emotional process.	I can **identify** how creating art can support the emotional process.	I can **apply** my reflection of experience creating art in my approach to resolving inner conflict.	I can **reconstruct** my perspective of my emotional process after experiencing creating art.

Competency 2: Students will demonstrate the ability to reflect on their demonstrated art.

Not Yet Competent (*NYC*)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **identify** how demonstrated art can support the emotional process.	I can **identify** how demonstrated art can support the emotional process.	I can **apply** my reflection of experience demonstrating art in my approach to resolving inner conflict.	I can **reconstruct** my perspective of my emotional process after experiencing the demonstration of art.

Competency 3: Students will demonstrate the ability to reflect on their exposure to art

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** how exposure to art can support the emotional process.	I can **identify** how exposure to art can support the emotional process.	I can **apply** my experience being exposed to art in my approach to resolving inner conflict.	I can **reconstruct** my perspective of my emotional process after experiencing being exposed to art.

Competency 4: Students will communicate their artistic emotional process to others

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **explain** how the creative process reflects the emotional process.	I can **explain** how the creative process reflects the emotional process.	I can **demonstrate** how the creative process has impacted my ability to navigate my emotional process.	I can **interpret** how my classmate's artistic process better explains their perspective.

International Foods: Eastern Hemisphere

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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely d**escribe** 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.

International Foods: Western Hemisphere

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.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely d**escribe** 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.

Introduction to Plant Based Foods

Content Area: Healthy Living

Credit Equivalent: 0.5 credit- Health, Health Elective

Course Description: Introduction to Plant Based Foods explores the advantages of adopting a plant-based diet for personal well-being and environmental impact. Students will engage with experts in the field, learning how to integrate more plant-based options into their daily lives, and gain a deeper understanding of the broader benefits of this lifestyle choice. Additionally, they will gain an understanding of ways to integrate plant based cooking and vegetables into cooking. Teaching methods include small and large group discussion, cooking lessons, research, reflection, field trips, and guest speakers.

Modules:	1. Introduction to Plant Based Eating	2. Plant Based Recipes	3. Connecting to my Community
	Exploring the advantages and environmental impacts of eating plant based.	Engaging with and cooking plant based recipes. Learning about what can be integrated into my own life.	Connecting to plant based resources in my community and how sustainable food models can be prompted.

Competency 1: Students will explore the advantages of a plant-based diet for personal health.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **define** and **describe** at least three health benefits of a plant-based diet.	I can **define** and **describe** at least three health benefits of a plant-based diet.	I can **analyze** the relationship between a plant-based diet and chronic diseases.	I can **draw conclusions** surrounding how a plant-based diet can positively influence personal health.

Competency 2: Students will explore the environmental benefits of a plant-based diet.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **recognize** the basic environmental impacts of animal agriculture.	I can **recognize** the basic environmental impacts of animal agriculture.	I can **synthesize** the environmental impact of my current diet.	I can **evaluate** the ethical implications of different food systems and the role of plant-based eating in promoting food justice.

Competency 3: Students will apply the principles of plant-based eating in their daily lives.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **list** at least three plant-based recipes that I could make in my own home and supplement into my own life.	I can **list** at least three plant-based recipes that I could make in my own home and supplement into my own life.	I can **create** a plant-based recipe that meets specific dietary restrictions or preferences.	I can **evaluate** the cost and accessibility of plant-based options in my community.

Competency 4: Students will participate in discussions about plant-based eating and contribute to promoting awareness in their community.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **participate** in a group discussion about the benefits of plant-based eating.	I can **participate** in a group discussion about the benefits of plant-based eating.	I can **analyze** the social and cultural factors that influence food choices	I can **evaluate** the role of policy and regulation in promoting sustainable and healthy food systems.

Mindfulness

Content Area: Healthy Living

Credit Equivalent: 0.5 credit- Health, Health Elective

Course Description: Mindfulness is a course that guides students through the exploration and practice of mindfulness techniques, emphasizing their relevance for a successful future. With a blend of group instruction, mindfulness exercises, community engagement, and reflective activities, students will discover the benefits of mindfulness, such as focus, stress reduction, time management, and emotional resilience, and learn to incorporate them into their daily lives. Teaching methods include small and large group discussion, research, reflection, practice in mindfulness, and hands on activities.

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.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
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.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Nutrition

Content Area: Healthy Living

Credit Equivalent: 0.5 credit- Health, Health Elective

Course Description: Students will explore how to categorize types of food and what constitutes healthy options. Through the exploration of these options, students will put these into practice through cooking and planning for future implementation. 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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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

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

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.

Climbing and Bouldering

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 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.

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 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.

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 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.

Not Yet Competent (*NYC*)	*C*ompetent	*B*eyond Competent (In addition to C)	*A*dvanced (In addition to B)
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.

Not Yet Competent (*NYC*)	*C*ompetent	*B*eyond Competent (In addition to C)	*A*dvanced (In addition to B)
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 cooperator in climbing and bouldering both verbally and non verbally.	I can **recommend** best practice as an individual cooperator in climbing and bouldering both verbally and non verbally.

Community Health

Content Area: Adventure Education

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

Course Description: Community Health is a course that focuses on promoting health and wellness within local communities. Students will learn about the importance of a healthy lifestyle, identifying components that construct healthy communities, recognizing resources that support healthy communities, and integrate sustainability into healthy community approaches. Teaching methods include large group discussion, engagement with community specialists, reflections on resource accessibility, and collaborative projects to contribute to creating healthy communities.

Modules:	1. Identifying Qualities for Healthy Communities	2. Identifying Resources for Healthy Communities	3. Creating Sustainability for Healthy Communities
	Understanding the Importance of Nutrition, Housing, Education, Relationships, and Physical Activities	Understanding the Importance of Healthcare, Social Services, Transportation, and Employment	Turning Knowledge into Effort, Awareness, and Advocacy

Competency 1: Students will reflect on how environmental factors influence the health of community members.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** how environmental factors influence the health of community members.	I can **identify** how environmental factors influence the health of community members.	I can **apply** identified healthy environment standards within communities.	I can **compare and contrast** the differences between healthy and unhealthy community environments.

Competency 2: Students will explore the necessity of community access to nutritious foods

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** the necessity of community members having access to nutritious foods.	I can **identify** the necessity of community members having access to nutritious foods.	I can **classify** the essential nutritious foods that community members need access to.	I can **examine** the effects of communities either having or not having access to nutritious foods.

Competency 3: Students will develop advocacy skills to address the health needs of community members.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** advocacy skills to address the health needs of community members	I can **identify** advocacy skills to address the health needs of community members.	I can **apply** advocacy skills in real-life scenarios where community members are in need.	I can **assemble** with others to amplify advocacy for community members in need.

Competency 4: Students will engage in a community fitness experience.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** components of a community fitness experience.	I can **identify** the importance of community fitness experiences.	I can **give examples** of community fitness experiences.	I can **design a** fitness experience that is accessible to community members.

Dance

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 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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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 cooperator in dance both verbally and non verbally.	I can **recommend** best practice as an individual cooperator in dance both verbally and non verbally.

Flexibility & Mobility in Daily Life

Content Area: Adventure Education

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

Course Description: Flexibility and Mobility for Daily Life is a course designed to enhance students' understanding of the importance of maintaining flexibility and mobility for overall well-being. Through practical exercises and lifestyle tips, students will learn to incorporate these essential elements into their daily routines for improved physical health and injury prevention. Teaching methods include group instruction with fitness professionals, and reflections on the impact of daily practice.

Modules:	1. Understanding Flexibility's Role in Daily Life	2. Understanding Mobility's Role in Daily Life	3. Blending Concepts into Daily Practice
	Identifying the purpose of soft tissues such as ligaments, tendons, and muscles for passive stretching.	Identifying the purpose of joints proving dynamic through full range of motion.	Understanding the correlation that flexibility and mobility have in experiencing a fulfilling life.

Competency 1: Students will understand the significance of joint mobility and joint stability. .

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **distinguish** the difference between joint mobility and joint stability.	I can **identify** the difference between joint mobility and joint stability.	I can **distinguish** the importance of joint mobility and stability in daily life.	I can **categorize** examples of movements as either joint mobility or joint stability.

Competency 2: Students will develop practices to improve daily mobility.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** practices to improve daily mobility.	I can **identify** how my personal mobility functions in daily life.	I can **practice** my own body's mobility capabilities.	I can **predict** mobility improvements that will come with my created advancement plan.

Competency 3: Students will develop practices to improve flexibility

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** practices to improve flexibility.	I can **identify** how my personal flexibility functions in daily life.	I can **practice** my own body's flexibility/ capacity.	I can **predict** flexibility improvements that will come with my created advancement plan.

Competency 4: Students will reflect on mobility and flexibility integration into everyday life

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** mobility and flexibility's integration to everyday life.	I can **identify** mobility and flexibility's integration to everyday life.	I can **integrate** learned concepts into my perception of everyday life.	I can **design** a plan to integrate new mobility and flexibility practices into my everyday life experiences.

Hiking

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 to the practice of hiking	Connecting to how the impact goes beyond one experience

Competency 1: Students will engage in basic hiking safety 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 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.

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 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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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 cooperator in hiking both verbally and non verbally.	I can **recommend** best practice as an individual cooperator in hiking both verbally and non verbally.

New Hampshire Winter Activities

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 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.

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 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.

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 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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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 cooperator in New Hampshire winter activities both verbally and non verbally.	I can **recommend** best practice as an individual cooperator in New Hampshire winter activities both verbally and non verbally.

Personal Fitness for Well-Being

Content Area: Adventure Education

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

Course Description: Personal Fitness for Well-Being is a course that emphasizes the importance of customized physical fitness plans in improving individual health. Students will explore the connection between physical activity and mental health, addressing issues like anxiety, and learn to take responsibility for their own fitness journey, fostering lifelong wellness habits.

Modules:	1. Pursuing Physical Fitness	2. Pursuing Mental Wellness	3. Introducing External Factors
	Examining different avenues to remain active and improve physical health.	Exploring how physical fitness intersections with improving mental and spiritual health.	Identifying factors that support physical fitness such as diet, hydration, stretching, and mobility.

Competency 1: Students will outline the relationship between physical fitness and fulfilling lives.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **outline** the relationship between physical fitness and fulfilling lives.	I can **outline** the relationship between physical fitness and fulfilling lives.	I can **modify** my daily routines to prioritize a healthy amount of physical activity	I can **plan** and **prepare** to continue improving physical fitness to improve my everyday life.

Competency 2: Students will identify the relationship between physical fitness and mental health.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** the relationship between physical fitness and mental health.	I can **identify** the relationship between physical fitness and mental health.	I can **recognize** how physical fitness can improve anxiety and mental health stressors.	I can **analyze** how my mental health is affected after exercising routinely.

Competency 3: Students will identify the relationship between physical fitness and nutrition choices.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** the relationship between physical fitness and nutrition choices.	I can **identify** the relationship between physical fitness and nutrition choices.	I can **practice** different dietary practices to explore the viability of options.	I can **analyze** how my diet and nutrition impacts my capacity when exercising.

Competency 4: Students will identify sustainable practices that address their fitness goals.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** sustainable practices that address their fitness goals.	I can **identify** sustainable practices that address their fitness goals.	I can **apply change** to routines to better improve my path to desired outcomes.	I can **compare and contrast** different exercise plans to explore what works best in achieving my goals.

Sailing

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.

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 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.

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 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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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 cooperator in sailing both verbally and non verbally.	I can **recommend** best practice as an individual cooperator in sailing both verbally and non verbally.

Yoga & Holistic Health

Content Area: Adventure Education

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

Course Description: Yoga & Holistic Health integrates various aspects of health, including mental, physical, and social-emotional well-being. Students will practice yoga and learn to achieve balance by finding the space between effort and ease, sound and silence, and motion and stillness, ultimately promoting overall wellness and harmony. Teaching methods include small and large group discussion, practice in yoga, mindfulness, research, and reflection.

Modules:	1. Yoga Practice: The Basics	2. How Yoga Connects to Overall Health and Wellbeing	3. Developing my Own Yoga Plan
	Developing an understanding of basic yoga techniques and breathing practices.	Connecting yoga to various muscle groups and overall physical wellbeing.	Establishing a plan for integrating yoga into my own life.

Competency 1: Students will be able to perform yoga poses and understand the benefits of each pose.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **identify** basic yoga poses and **describe** the physical benefits of each pose.	I can **identify** basic yoga poses and **describe** the physical benefits of each pose.	I can **apply** different variations of each yoga pose and **explain** how each variation targets different muscle groups.	I can **analyze** the physiological and psychological benefits of specific yoga poses.

Competency 2: Students will develop knowledge of the connection between breath and movement in yoga.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **describe** the importance of breath in yoga and **identify** basic breathing techniques.	I can **describe** the importance of breath in yoga and **identify** basic breathing techniques.	I can **demonstrate** proper breath control during yoga poses and **explain** how breath can affect the body and mind.	I can **create** and **lead** a breath-focused yoga sequence.

Competency 3: Students will develop a personal yoga practice to promote overall health and wellness.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** areas of personal physical and mental health that can benefit from a yoga practice.	I can **identify** areas of personal physical and mental health that can benefit from a yoga practice.	I can **develop** a personalized yoga practice based on individual needs and goals.	I can **evaluate** the effectiveness of a personalized yoga practice in promoting overall health and wellness and make adjustments as necessary.

Competency 4: Students will be able to apply yoga principles and techniques to enhance mental and emotional well-being.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **explain** and **demonstrate** basic relaxation and mindfulness techniques.	I can **explain** and **demonstrate** basic relaxation and mindfulness techniques.	I can **analyze** and **evaluate** the effectiveness of yoga for mental and emotional well-being.	I can **advocate** and **promote** the integration of yoga and mental health services in community and institutional settings.

Adventure Education 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

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 Learning Outcomes Assessment Rubric

Art of Storytelling

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.

*Not Yet Competent (**NYC**)*	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
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.

*Not Yet Competent (**NYC**)*	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Children's Literature

Content Area: English

Credit Equivalent: 0.5 credit- English, English Elective

Course Description: Children's Literature is a high school course that delves into the world of early literary experiences, examining the lessons learned and their lasting effects. Students will analyze and create children's literature, exploring the impact of these works on their own understanding of the themes of FFI RECIPE (Resilience, Empathy, Communication, Impact, Playfulness, and Effort). Teaching methods include independent reading, small and large group discussion, literary analysis, public speaking, research, reflection, and immersive experiences.

Modules:	1. Exploring Children's Literature	2. Practicing Children's Literature	3. Presenting Children's Literature
	Exploring examples of children's literature, looking at emphasized themes, and understanding its connection to child development.	Practicing the creation of an original piece of children's literature.	Drafting, revising, and sharing my draft with others. Integrating feedback into my final children's literature piece.

Competency 1: Students will be able to understand the role of children's literature in child development.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **define** and **describe** the cognitive, social, and emotional benefits of reading to children.	I can **define** and **describe** the cognitive, social, and emotional benefits of reading to children.	I can **examine** the relationship between children's literature and the development of resilience, empathy, communication, impact, playfulness, and effort.	I can **assess** the overall contribution of children's literature to the development of FFI RECIPE themes in young readers.

Competency 2: Students will be able to analyze the themes of children's literature.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** the themes and purpose of various examples of children's literature.	I can **identify** the themes and purpose of various examples of children's literature.	I can **explain** the cultural and personal importance of these themes in children's literature.	I can **argue** for the importance of these themes in children's literature and early literary experiences.

Competency 3: Students will go through a drafting and revision process in the development of their own children's story.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **share** a draft of my story and **make changes** based on the input of others.	I can **share** a draft of my story and **collect input** from others.	I can **respectfully contribute** to feedback sessions and **make suggestions** in the development of others' children's stories.	I can **integrate** changes into my draft based on the input of others.

Competency 4: Students will create original children's literature that incorporates FFI RECIPE themes

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **outline** a story idea that incorporates at least one theme from FFI RECIPE.	I can **outline** a story idea that incorporates at least one theme from FFI RECIPE.	I can **compose** a structured narrative that incorporates the chosen theme(s) and appeals to a young audience.	I can **produce** a complete draft of a children's story that effectively communicates FFI RECIPE themes.

Cultural Immersion: Language & Literature

Content Area: English

Credit Equivalent: 0.5 credit- English, English Elective

Course Description: Cultural Immersion through Language and Literature is a course that facilitates students' exploration and appreciation of diverse cultures by studying their languages and literary works. Students will engage in language learning, analyze texts, and participate in cultural discussions to gain a deeper understanding of global perspectives and cultural nuances. This course can be repeated in different settings and different immersive experiences. Teaching methods include small and large group discussion, immersive cultural experiences, research, reflection, guest speakers, and exploration of different cultures.

Modules:	1. Exploring Language and Literature	2. Meeting with Those in the Community	3. Drawing Comparisons and Conclusions
	Engaging with various examples of language and literature within a defined cultural community.	Engaging with those within the community to ask questions and learn more about examples of language and literature.	Comparing to examples of language and literature from my own community. Connecting to the value of diversity.

Competency 1: Students will develop language skills in the context of cultural immersion.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **identify** key words and phrases relevant to the culture and literature being studied.	I can **identify** key words and phrases relevant to the culture and literature being studied.	I can **ask** questions and **participate** in discussions with individuals from the culture being studied using culturally appropriate language.	I can **draw conclusions** and **make comparisons** between the language styles of the culture being studied versus my own.

Competency 2: Students will participate in cultural discussions and reflections.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **discuss** cultural elements encountered in literature, language, and other resources.	I can **discuss** cultural elements encountered in literature, language, and other resources.	I can **question assumptions** and **biases** related to the target culture.	I can **evaluate** the effectiveness of cultural immersion experiences in promoting global awareness.

Competency 3: Students will explore literary works from diverse cultures.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **describe** the plot, characters, and setting of a literary work.	I can **describe** the plot, characters, and setting of a literary work.	I can **compare** and **contrast** literary works from different cultures.	I can **draw conclusions** from the analysis of multiple literary works to form a cohesive understanding of the culture.

Competency 4: Students will demonstrate an appreciation for linguistic and cultural diversity.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **define** diversity and **describe** examples of explored linguistic and cultural diversity.	I can **define** diversity and **describe** examples of explored linguistic and cultural diversity.	I can **discuss** the benefits and challenges of linguistic and cultural diversity in society.	I can **evaluate** the impact of cultural immersion experiences in fostering global understanding.

Creative Writing

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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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. writing examples.	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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Dialogue through Cinema

Content Area: English

Credit Equivalent: 0.5 credit- English, English Elective

Course Description: Dialogue through Cinema is a course that delves into the power of film to foster empathy and understanding among individuals and communities. Students will analyze various films, participate in dialogue sessions, and examine filmmakers' perspectives to uncover the deeper messages and insights they seek to convey. Teaching methods include small and large group discussion, film watching, film critique, research, and reflection.

Modules:	1. Watching Film Examples	2. Dialogue Sessions	3. Applying Lessons to my Community
	Exploring selected and interest based examples of film.	Discussing with others the films watched.	Connecting the films watched to my own community.

Competency 1: Students will explore film messages and themes to identify underlying societal issues and perspectives.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** the main themes and messages and perspective of the director in given film examples.	I can **identify** the main themes and messages and perspective of the director in given film examples.	I can **discuss** and **analyze** how the film portrays and represents societal issues.	I can **draw conclusions** relating to the societal issues presented in the film.

Competency 2: Students will participate in dialogue sessions and demonstrate active listening and critical thinking skills.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **summarize** the main points made in a dialogue session. I can **recognize** and respect the opinions of others in the dialogue session.	I can **summarize** the main points made in a dialogue session. I can **recognize** and respect the opinions of others in the dialogue session.	I can **analyze** the viewpoints presented in the dialogue session to identify commonalities and differences.	I can **evaluate** the effectiveness of the dialogue session in promoting empathy and understanding among participants.

Competency 3: Students will effectively communicate their insights about film and its impact on society.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **create** a clear and concise reflection on the themes presented in a specific film.	I can **create** a clear and concise reflection on the themes presented in a specific film.	I can **analyze** the perspectives of multiple filmmakers on a specific theme or issue.	I can **synthesize** insights gained from analyzing multiple films to **draw conclusions** about the role of film in society.

Competency 4: Students will be able to apply the lessons learned from the films and dialogue sessions to promote empathy and understanding in their communities.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **describe** the lessons learned from the films and dialogue sessions in promoting empathy and understanding.	I can **describe** the lessons learned from the films and dialogue sessions in promoting empathy and understanding.	I can **identify** the ways in which I can apply the lessons learned in my own personal and social contexts.	I can **propose** new ways to apply the lessons learned to promote empathy and understanding in my community.

In Tune With Nature

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.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
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.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
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.

*Terms defined in glossary in section IV. Words are marked for the first 5 times they are shown.   157

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

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
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.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
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.

Investigative Journalism

Content Area: English

Credit Equivalent: 0.5 credit- English, English Elective

Course Description: The Investigative Journalism course for students introduces the principles and techniques of in-depth reporting, empowering students to uncover and expose stories of public interest. Through hands-on projects, case studies, meeting experts and discussions, students will learn to conduct research, interview subjects, analyze information, and craft compelling narratives, while also exploring the ethical considerations and challenges that investigative journalists face in their pursuit of truth and accountability. Teaching methods include independent reading, small and large group discussion, literary analysis, public speaking, and immersive experiences.

Modules:	1. Current Investigative Journalism	2. Conducting Investigative Journalism	3. Sharing Stories of Public Interest
	Engaging with current stories and examples of investigative journalism and basic terminology.	Exploring relevant sources of information and synthesizing into an original product.	Sharing with others within the community and providing feedback to team members.

Competency 1: Students will understand the concept of investigative journalism

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **define** and **describe** the principles of investigative journalism.	I can **define** and **describe** the principles of investigative journalism.	I can **discuss** the history of investigative journalism.	I can **evaluate** the role of investigative journalism in shaping public opinion and influencing policy decisions.

Competency 2: Students will engage with examples of current investigative journalism.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **recognize** and **describe** key elements of current investigative journalism using examples.	I can **recognize** and **describe** key elements of current investigative journalism using examples.	I can **analyze** and **critique** the effectiveness of current investigative journalism in uncovering public interest stories.	I can **synthesize information** from multiple sources to develop an informed opinion on the impact of investigative journalism on society.

Competency 3: Students will conduct journalism research.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** and **locate** relevant sources of information.	I can **identify** and **locate** relevant sources of information.	I can **evaluate** the credibility and bias of sources.	I can **synthesize** information from multiple sources to **produce** a comprehensive and balanced report.

Competency 4: Students will be able to craft compelling narrative.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **use descriptive language** and **apply** storytelling techniques to engage readers.	I can **use descriptive language** and **apply** storytelling techniques to engage readers.	I can **reference** multiple sources of information to **create** a cohesive and well-structured narrative.	I can **share** my narrative with others that are interested in the topic or connected to the community I am writing about.

Lockdown: Exploring Incarceration

Content Area: English

Credit Equivalent: 0.5 credit- English, English Elective

Course Description: This course on the impacts of incarceration explores the social, economic, and political consequences of imprisonment on both global and local scales. Students will analyze various penal systems, examine the effects of mass incarceration on communities and families, and discuss alternatives to current incarceration practices. The course aims to foster critical thinking and raise awareness about the complex issues surrounding incarceration and its far-reaching implications on society. Teaching methods include independent reading, small and large group discussion, literary analysis, public speaking, and immersive experiences.

Modules:	1. Analysis of Literature and Studies Surrounding Incarceration	2. Unintended Consequences	3. Drawing Conclusions
	Interacting with literary examples and studies surrounding incarceration in multiple countries.	Discussing and exploring unintended consequences of incarceration and social justice movements.	Synthesizing information to draw educated conclusions regarding the prison system.

Competency 1: Students will be able to analyze the social, economic, and political consequences of incarceration.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **discuss** and **describe** the various forms of punishment in penal systems around the world.	I can **discuss** and **describe** the various forms of punishment in penal systems around the world.	I can **compare** and **contrast** different forms of punishment in penal systems globally.	I can **evaluate** the effectiveness of current incarceration practices on reducing crime rates.

Competency 2: Students will be able to identify unintended consequences of social justice movements related to incarceration and policing.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **summarize** and **describe** the goals and motivations of social justice movements related to incarceration and policing.	I can **summarize** and **describe** the goals and motivations of social justice movements related to incarceration and policing.	I can **analyze** the connections between providing funding for law enforcement and overall public safety.	I can **evaluate** the unintended consequences of social justice movements related to incarceration and policing, including their impact on marginalized communities.

Competency 3: Students will be able to discuss the implications of the prison-industrial complex on society and politics.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **discuss** and **describe** the prison-industrial complex and its historical development.	I can **discuss** and **describe** the prison-industrial complex and its historical development.	I can **analyze** the relationship between the prison-industrial complex and economic policies.	I can **evaluate** the role of politics in shaping the growth of the prison-industrial complex.

Competency 4: Students will be able to critically examine the effects of imprisonment on individuals and their communities.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **describe** the consequences of imprisonment on families and communities.	I can **describe** the consequences of imprisonment on families and communities.	I can **compare** and **contrast** resources relating to the effects of imprisonment on individuals and their communities.	I can **develop** an argument for or against the use of imprisonment as a form of punishment and **properly cite** my sources.

Media: Propaganda, Consumption, Manipulation

Content Area: English

Credit Equivalent: 0.5 credit- English, English Elective

Course Description: This course investigates the techniques and impacts of media manipulation, as well as the role of propaganda in shaping public opinion and consumer behavior. Through critical analysis, discussions, and case studies, students will develop media literacy skills, learning to identify, evaluate, and respond to manipulative media messages and the ethical implications surrounding them .Explore the history of propaganda for political, commercial, and other purposes. What is good propaganda? What is bad propaganda? Who decides? What regulations are there for the media and how have these changed with technology? Teaching methods include independent reading, small and large group discussion, case studies, literary analysis, public speaking, and immersive experiences.

Modules:	1. Introduction to Media Manipulation and Propaganda	2. Shaping Public Opinion	3. Ethics and Implications
	Basic introduction to media manipulation and propaganda through research and exploration of examples.	Looking at the ways this sort of media can shape and alter the opinions of the public.	Viewing media manipulation and propaganda example through the lens of ethics and exploring negative implications.

Competency 1: Students will be able to analyze and evaluate media messages to develop media literacy skills.

Not Yet Competent (NYC)	*Competent*	*Beyond Competent (In addition to C)*	*Advanced (In addition to B)*
I cannot correctly or completely **recognize** and **identify** manipulative media messages.	I can **recognize** and **identify** manipulative media messages.	I can **analyze** and **evaluate** media messages to determine their intent.	I can **draw conclusions** surrounding manipulative media messages and their overall societal impact.

Competency 2: Students will understand the impact of propaganda in shaping public opinion and consumer behavior.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** key historical events and figures related to propaganda.	I can **identify** key historical events and figures related to propaganda.	I can **compare** and **contrast** the use of propaganda for different purposes and contexts.	I can **appraise** the impact of propaganda on different cultural and social contexts, as well as its potential for positive or negative effects.

Competency 3: Students will be able to recognize manipulative media messages and their impact on audiences.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **identify** and **describe** common techniques used to manipulate media messages, such as emotional appeals and misrepresentation of facts.	I can **identify** and **describe** common techniques used to manipulate media messages, such as emotional appeals and misrepresentation of facts.	I can **evaluate** the influence of media messages on personal attitudes and beliefs.	I can **create** a media response plan to address manipulative messages on a particular issue or event.

Competency 4: Students will be able to explore the history and ethics of propaganda and media regulation.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
I cannot correctly or completely **recall** and **explain** the historical development of propaganda, from wartime propaganda to modern political advertising.	I can **recall** and **explain** the historical development of propaganda, from wartime propaganda to modern political advertising.	I can **evaluate** the ethical implications of different types of propaganda, such as political propaganda and commercial advertising.	I can **facilitate** constructive dialogue among individuals with different viewpoints on media issues.

Public Speaking

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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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

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

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 Learning Outcomes Assessment Rubric

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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

Not Yet Competent (NYC)	Competent	Beyond Competent (In addition to C)	Advanced (In addition to B)
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.

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

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
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 Rochester, NH	Knowledge in ceramics and kiln operation/repair.
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.

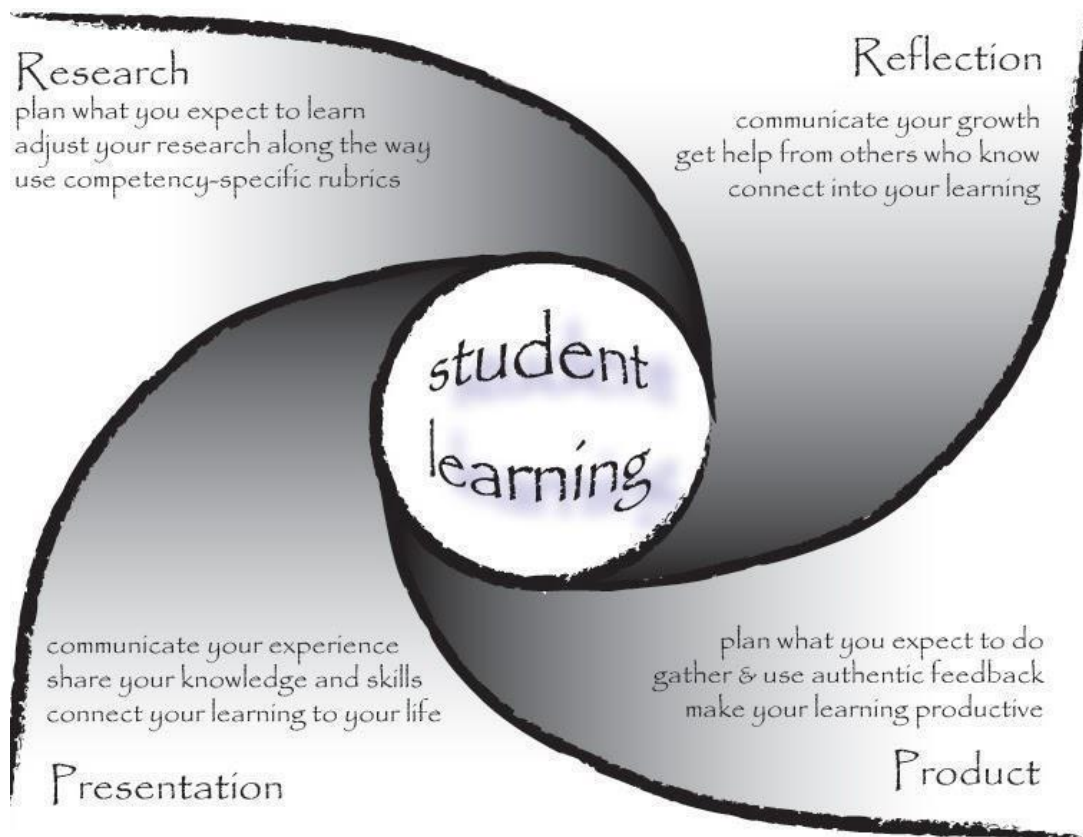## F. Extended Learning Opportunities

Image courtesy of Keene High School, Keene NH

All FFI Content Level 2.0 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 Social Studies 2.0.*

- *Example 2: Spaulding High School completed the Northern Irish Cultural Exchange. 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 Social Studies 2.0.*

7.0
A plan for recording student progress in meeting expected student outcomes for each course of instruction [Ed 1403.01(b)(1)(c)].

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.

8.0
A description of how the assessment of student learning outcomes will be done [Ed 1403.01(b)(1)(d)].

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.

FRIENDS FOREVER
INTERNATIONAL
World Peace...Grown Locally.

March 27th, 2023

Final Competency Attainment Report

Student: ███████████

School: ███████████

Course	Grade Attained	Credit Equivalency	Achieved Skills and Knowledge	Recommendations to Integrate Achieved Skills and Knowledge Daily
Empathetic Debate	A	0.5 credit in Social Studies (Social Studies General)	████ challenged herself to view topics with a focus on empathy and step into a perspective she didn't necessarily agree with. She used tactics from Non-Violent Communication to ask questions from the opposing side.	Hopefully many of these tactics and prompts when it comes to Non-Violent Communication can be applied to real life situations or complicated discussion in the future.
Public Speaking	A	0.5 credit in English (English General)	████ created a speech and presented it publicly at Spaulding High School in Rochester, NH. She should be very proud of the effort she put into creating and sharing this piece.	Consider presenting publicly about FFI experience.
Team Building	A	0.5 credit in Leadership (General elective)	████ actively participated in all workshops and challenged herself in expressing herself, sharing her thoughts, and communicating with new people.	It would be wonderful to see ████ continue to carry the skills she gained in communication and the ability to self-advocate into her own life outside of FFI.
U.S. City Cultural Experience	BC	0.5 credit in Social Studies (Social Studies General)	████ approached new experiences in Boston with an openness and willingness to learn more. She asked questions and engaged meaningfully with discussions.	Connect what you gained here through the experiences of another community to your own future development of a Social Action Project.

Additional Comments:
████ should be very proud of all that she accomplished and the new ways she challenged herself during this program! She set out and accomplished concrete goals for herself and was able to encourage others to do the same. We are excited to be a part of her educational journey and looking forward to seeing what she accomplished next!

Total Credits Earned: 2.0 Credits

The Team Leader prepares a Final Competency Attainment 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 Competency Attainment 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. This certificate is sent to school contacts (as provided by the student), the student, and their families.

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.

9.0
The number of credits each proposed course of instruction will fulfill [Ed 1403.01(b)(1)(e)].

See Section 5.0 C: Proposed Course Offerings

10.0
A description of the competency-based grading system to be used for each proposed course of instruction [Ed 1403.01(b)(1)(e)].

See Section 6.0 for breakdown of competency based grading system for each course

11.0
A description of methods for admission which shall not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law [Ed 1403.01(b)(2)(a)].

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.

12.0/ 13.0

A description of how the program will liaison with the local education agency (LEA) for students with an education plan pursuant to section 504 of the Rehabilitation Act [Ed 1403.01(b)(2)(b)].
A description of how the program will liaison with the LEA for a student with disabilities, consistent with the student's IEP [Ed 1403.01(b)(2)(c)].

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.

14.0

A statement that the applicant understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the learn everywhere program, including by providing the student with reasonable accommodations [Ed 1403.01(b)(2)(d)].

Friends Forever International understands that it has certain responsibilities, pursuant to section 504 of the Rehabilitation Act, if we receive federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities equal access and equal opportunities to participate in the Learn Everywhere program, including providing the student with reasonable accommodations.

15.0

A description of facilities to be used for educational instruction and a description of how the facilities will meet the priorities of the program [Ed 1403.01(b)(3)(a)].

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.

16.0
A statement affirming that the facilities shall comply with all applicable federal and state health and safety laws, rules, and regulations [Ed 1403.01(b)(3)(b)].

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.

17.0
Disclosure of insurance, if any, which would cover the participants in the Learn Everywhere program [Ed 1403.01(b)(4)].

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).

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.