



Thursday, January 23, 2025

AGENDA

Regular Business Meeting
SAU 106 Boardroom

Justin Krieger, Superintendent
Katie Knutsen, Chair
Mark Sherwood, Vice Chair

1. 7:00 PM Call to Order – Chair
2. Roll Call – Minute Taker
3. Pledge of Allegiance
4. Student Representative
5. Delegates and Individuals
6. Approval of Minutes
7. Current Business
 - a. SY2025-26 Calendar (Second Read) – ACTION
 - b. Youth Risk Behavior Survey – INFORMATIONAL
 - c. Curriculum Edits – ACTION
 - 6th Grade World Language Revision (Second Read)
 - 7th Grade Social Studies Addition (Second Read)
 - Pre-Algebra Curriculum (First Read)
 - 7th Grade Math Curriculum (First Read)
 - 8th Grade Math Curriculum (First Read)
 - d. Student Chromebooks RFP – ACTION
 - e. Policies – ACTION
8. Administrator's Report
9. Personnel Report
10. Committee Reports/Reports of the School Board
11. Other Business
12. Nonpublic Session – if required.

DATE	TIME	LOCATION	TYPE OF MEETING
1/28/25	1:00 PM	SAU Boardroom	Facilities

NOT APPROVED

Note: When feasible, TRSB meetings are videotaped. These meeting minutes reflect only a basic summary of the meeting topics, discussion, and action. The Vimeo recording of this meeting can be viewed at: <https://vimeo.com/trsd>
Materials presented at the board meeting may be viewed at: [School Board Meeting Agenda Materials](#)

Timberlane Regional School Board Meeting Minutes

Regular Board Meeting
January 2, 2025
7:00 PM

Superintendent's Office
30 Greenough Road
Plaistow, NH

Call to Order

Board Members Present

Katie Knutsen, Mark Sherwood, Kim McCormick, Brienna Woodworth,
Jack Sapia, Donald Woodworth, Paul LeCain, Alyssa Kowalczyk

Excused absence: Shauna Manthorn

Seated at the Board Table

Justin Krieger, Superintendent
Sandra Allaire, Assistant Superintendent
Chris Martin, Director of Operations
Abigail Robinson, Student Representative

Administrators Present

Mark Pedersen, Director of Secondary Education
Fran DeCinto, Director of Human Resources
Lucy Canotas, Director of Elementary Education

Mrs. Knutsen called the meeting to order at 7:01 pm.

STUDENT REPRESENTATIVE

Abigail Robinson presented her school-wide report and highlighted events that have happened in the schools. At the high school, the incoming freshman will have an introductory night. Approximately \$900 was raised for Mealy's Meals. Atkinson Academy will have their winter concert on January 22, 2025 in the PAC. The middle school 8th grade students visited the North Shore Music Theatre. Danville will have their winter concert on January 15, 2025 in the PAC. Sandown's ski club starts tomorrow.

NOT APPROVED

DELEGATES AND INDIVIDUALS – No speakers

MOTION: Mr. Sherwood motioned to move the remaining 30 minutes for Delegates and Individuals to the end of the meeting. Seconded by Mr. Sapia
Motion passed: 8-0-0

APPROVAL OF MINUTES

MOTION: Mr. Sherwood motioned to accept the regular public meeting minutes of December 19, 2024 as amended. Seconded by Mrs. McCormick Motion passed: 6-0-2 (Mrs. Woodworth, Mr. LeCain abstained)

MOTION: Mr. Sapia motioned to approve the non-public minutes of December 19, 2024. Seconded by Mr. Woodworth Motion passed: 6-0-2 (Mrs. Woodworth, Mr. LeCain abstained)

CURRENT BUSINESS

a. Rescind Previous School Board Action on 12/19/24

Mrs. Knutsen explained at the last meeting they made a motion and it passed to direct Mr. Krieger to find funds for full day kindergarten for FY25-26. It was found to be a procedural error on our part. It does violate the Articles of Agreement. It was not done with ill intentions, but with only the best intentions.

Mrs. McCormick commented that the motion was made by her and it was never her intention to go against the Articles of Agreement. It was her intention to enrich the practice they have had which is half day kindergarten for 17 years and tuitioned full day kindergarten. She will rescind her motion and every motion that had to do with funding full day kindergarten.

Mrs. McCormick motioned to rescind the motion that the School Board adopted at the December 19th meeting regarding full-day, tuition-free kindergarten. Seconded by Mr. Sherwood. Motion passed: 8-0-0

Mr. Sapia feels this falls on his shoulders because it should have been a warrant and he was remiss not to remember that it had already been on a warrant. It was all done with the best intentions and he would like to see this as a warrant.

NOT APPROVED

Mrs. McCormick said there are families who can afford \$400 per month for their students to have full day kindergarten and the ad hoc committee spoke to teachers and special educators, who told them the kids who had full day kindergarten came to first grade more prepared than those kids who did not. That is what they saw most of and it seems to be so unfair. She would like to write a warrant with the Board and get it passed for next year so all these kids are on a level playing field.

Mr. Woodworth stated there is an emotional piece for families who would prefer to go full time but can't and seeing how that impacts their kids. To him, that is the compelling piece here. You want to be fair to all kids. It has never been anyone's intent not to be fair, but it is the reality.

Mr. Krieger said January 14th is the deadline for warrant articles.

Mr. Sapia believes it would be nice to be able to quantify the actual impact, per town, of this over time. Mr. Krieger said they will be including the tax impact on the warrant articles, but it won't be per town.

Mrs. McCormick explained the Articles of Agreement were written in the 1960's and they may, or may not speak to where we are as a District now. As a School Board, we should be reviewing the Articles on a regular basis. If they need to change anything, it would need to be on a Warrant Article.

Mrs. Kowalczyk asked if we have free full-day kindergarten, would the half day option go away. Mr. Sherwood said they only investigated full day. However, other towns who have gone to full day, did away with half day.

Mrs. Woodworth explained some parents may not want, or be ready to have their child attend full day kindergarten and would prefer half day.

Mr. LeCain said in the research he read, families would have the option to pick up their kids earlier.

Mrs. McCormick motioned to develop a warrant article for fully funded full-day kindergarten for SY25-26. Seconded by Mr. Woodworth.

Mrs. Woodworth stated she will need to abstain from the vote because this directly impacts her.

Motion passed: 7-0-1 (Mrs. Woodworth abstained)

NOT APPROVED

b. Phase 3 Lease

Mr. Krieger presented a project list specific to Phase 3 of the lease-purchase agreement proposed by the Facilities Sub-committee of the School Board. Six projects will take place at Atkinson Academy with foundational units for HVAC and for HVAC controls at Sandown North. A rebate is available coming from Phase 2 and will be applied to Phase 3. They are looking for approval on this project list so they can begin drafting RFP's.

Mrs. Woodworth said the work on the Belfry is from the CIP Committee and these projects would cut down on the cost because the work can be coordinated and it makes sense to have all these together at the same location.

Mr. Sapia motioned to accept the Phase 3 project list. Seconded by Mrs. Kowalczyk

Mrs. Woodworth asked how many phases there are. Mrs. Knutsen explained that once the \$25 million is used up, then we are done because that is what the voters voted on. Right now, we are at \$15 million.

Motion passed: 8-0-0

c. FY26 Proposed Budget

Mr. Krieger provided the Board with information as to where the proposed budget is at. At the meeting of the Budget Committee on December 26th, this budget is going to change. There are two adjustments he anticipates the Budget Committee making to the budget. The first will be a re-negotiated transportation contract that they recently did with First Student to be more reflective of the services they are providing us as a District. That will reduce the transportation liability for FY26 by about \$100,000. There is also a motion that was made at the Budget Committee for the removal of the school board stipends. A special meeting will take place next Thursday, January 9th and those are two items of the proposed budget they will reopen and discuss. He is anticipating them moving forward in the affirmative for both of them. The proposed budget is a reduction from what last year's budget was.

d. Ratification of Tentative Agreements (2)

Mrs. DeCinto presented the tentative agreements for the TCU (Timberlane Custodians' Union) and the TCWU (Timberlane Cafeteria Workers' Union). She is looking for the Board to ratify both contracts. Both contracts are 3-year contracts.

NOT APPROVED

Mr. Sherwood thanked Mrs. DeCinto for all her support on this. He said it was not an easy process.

Mrs. McCormick motioned to accept the tentative agreement between Timberlane Regional School Board and Timberlane Custodians' Union. Seconded by Mr. Sherwood. Motion passed: 7-0-1 (Mrs. Woodworth abstained).

Mrs. McCormick motioned to accept the tentative agreement between the Timberlane Regional School Board and the Timberlane Cafeteria Workers' Union. Seconded by Mr. Woodworth. Motion passed: 7-0-1 (Mrs. Woodworth abstained).

e. SY2025-26 Calendar (First Read)

Mrs. Allaire presented two optional calendars for the Board to consider for SY25-26. One calendar starts before Labor Day and the other starts after Labor Day. She stated the staff are in favor of starting before Labor Day. Mr. Broad commented that those teachers who teach AP courses have a slight advantage to start earlier. Abigail Robinson also spoke from a student's standpoint, saying it would be preferred to start before Labor Day.

Mr. Sapia questioned whether it would be better to start after Labor Day due to all the work being scheduled at Atkinson Academy. He is concerned if we have bad weather over the summer, it may possibly impact the work.

Dr. Martin let him know that she had checked with the contractors and they said there is no need to start after Labor Day because of the construction projects.

Mr. Sapia said if Mrs. Allaire hears back from those other schools and they have for some reason changed their minds, it could be brought back to the Board for reconsideration.

Mrs. McCormick motioned to approve the First Read of the Before Labor Day calendar for SY25-26. Seconded by Mrs. Kowalczyk. Motioned passed: 7-0-1 (Mr. Sapia abstained)

f. Overnight Travel Requests (2)

Mr. Pederson described two overnight travel requests for Board approval. The first is the annual Harvard Model Congress. This allows TRHS students to work with students from the region and beyond to foster leadership skills in the school and local community. This conference will be held in Boston, MA from February 20, 2025 to February 23, 2025.

NOT APPROVED

Mrs. Woodworth asked about the work for the missed school days. Mr. Pedersen said they make arrangements with their individual teachers.

Mr. Woodworth motioned to approve the Harvard Model Congress overnight travel request. Seconded by Mr. LeCain Motion passed: 8-0-0

Mr. Pedersen described the Youth and Government Club overnight travel. They have been doing this trip for the last 8 to 9 years. The purpose of the YMCA Youth & Government Program is to prepare participants for moral and political citizenship in local, state, or national government roles.

Mrs. McCormick motioned to approve the overnight travel requests for the Youth and Government Club to attend the James O'Neil Leadership Training and Youth and Government Model Legislature Program in Concord, NH. Seconded by Mr. Woodworth. Motion passed: 8-0-0

g. Curriculum Revisions/Additions

1. Mrs. Canotas spoke to the Pre-K Writing curriculum revisions. There have been no changes since the First Read.

Mrs. McCormack motioned to approve the second read/adoption of the Pre-K Writing Curriculum. Seconded by Mrs. Kowalczyk. Motion passed: 8-0-0

2. Mr. Pedersen presented the 6th Grade World Language as a First Read. He reviewed the three minor revisions to the "Exploration of Language and Culture" 6th Grade curriculum outlined in his Executive Summary.

Mrs. McCormick motioned to approve the first read of the 6th Grade World Language curriculum edits. Seconded by Mrs. Woodworth. Motion passed: 8-0-0

3. Mr. Pederson presented the 7th Grade Social Studies – Additional Curriculum Unit as a First Read. The middle school Social Studies Department is proposing an additional 7th grade curriculum unit that serves as an introduction to Genocide/The Holocaust. The unit serves the two purposes of satisfying the language of ED 306.49 that references RSA 193-E:2-f and providing historical context/background information for the Holocaust which is examined through a novel taught in 7th grade Language Arts.

Mrs. McCormick recognized the amount of work and coordination on these curriculums. There is so much work done before these come to the Board.

NOT APPROVED

Mrs. McCormick motioned to approve the first read of the 7th Grade Social Studies curriculum edits. Seconded by Mrs. Woodworth. Motion passed: 8-0-0

h. Warrant

Mr. Krieger presented the warrants for Board review. Article 2 is the operating budget and default budget. It is anticipated these numbers are going to change. Article 3 is the tax cap. He will be meeting with one of the primary petitioners to continue to understand the intent and have an opportunity to talk about the potential impact from the District's point of view. Article 4 is the Lease/Purchase Agreement and he will be meeting the primary petitioner next week. The intent was not for it to be retroactive. It was intended to be future oriented. They sought legal guidance around this. The first thing to consider is could the District restrict it's moving forward with entering lease agreements without penalty and the answer is "yes". It does not constitute a non-appropriation or a default.

Mr. Krieger stated that although this is what the warrant states, it is not the voters who get to make that decision of whether a School Board can enter into a lease or not. The voters have the authority whether they will appropriate the annual payments for them. When he meets with the petitioner next week, they might want to consider a revision to this article that is solely focused on Phase 3 and solely focused on the appropriation of the annual payment for Phase 3.

Mrs. Kowalczyk asked if the petitioners could rescind the article and Mr. Krieger said it is his understanding they cannot rescind it. They will either need to re-word it or create another petition that would be entered in as Article 11 as the last vote and it would go back and be the one that is final. The language in the Article cannot be amended on the floor at the Deliberative Session.

Article 5 is the Fund Balance Retention and he will be meeting with that primary petitioner next week.

The figures for the two CBA's are now included in the warrant.

Mrs. Knutsen spoke to Article 5. She recalls a warrant in the past that specified a dollar amount and asked if they could do a warrant like that. Mr. Sherwood asked if Article 11 covers that. Mr. Krieger said he will look into it.

ADMINISTRATORS' REPORT

Mr. Krieger reviewed the Budget Committee meeting from December 26th. The administration prepared \$2.4 million in areas of reduction and brought it to the Budget Committee. They took a

NOT APPROVED

vote and it was 5-4 not to make any reductions. He spoke to the default budget and one-time expenditures.

He stated we have 10 one-time expenditures. Mr. Krieger reminded the Board that they have the Public Hearing on January 16th, the Deliberative Session is on February 6th, and four upcoming community public hearings on the tax cap citizens petition. Danville will be on February 11th, Atkinson on February 18th, Sandown on February 28th and Plaistow on February 20th. All are scheduled for 7:00 pm. A quorum for these meetings is needed and the school board representatives should attend their town's meeting.

Mr. Krieger recognized Tom Black who recently passed away. He began working at the high school in 2004 as a paraprofessional.

VACANCY REPORT as of 12/30/24

Mr. Krieger provided the report to the Board for review.

COMMITTEE REPORTS/REPORTS OF THE SCHOOL BOARD

Mrs. Knutsen has a Budget Committee meeting on January 9th.

Mrs. Woodworth has a Strategic Planning meeting on January 16th.

OTHER BUSINESS

Mr. Sapia asked if there is a way they could review IEP's yearly instead of every 3 years. Dr. Martin explained the 3-year review is mandated by the State Board of Education. However, parents can always request a review at any time.

Mr. Krieger added that you can add a service or retract a service on any given day or enter or return a student from a program on any given day.

Mr. Sapia spoke to the proficiency rates. He would like to have an in-depth discussion on how to improve those proficiency rates.

There was no further public business before the Board.

MOTION: Mr. Sherwood motioned to enter non-public under RSA 91-A:3, Paragraph II (c) Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting. This exemption shall extend to any application for assistance or tax abatement or waiver of a fee, fine, or other levy, if based on inability

NOT APPROVED

**to pay or poverty of the applicant. Seconded by Mrs. McCormick
Motion passed 8-0-0**

The Board was polled:

D. Woodworth – yes Knutsen – yes Sherwood – yes Sapia – yes McCormick – yes
B. Woodworth – yes LeCain – yes Kowalczyk - yes

Motion passed 8-0-0 to enter non-public at 9:00 pm.

Respectfully submitted,

Linda Mahoney
Recording Secretary

Approved by the School Board on

Timberlane Regional School District

Atkinson, Danville, Plaistow, Sandown

2025 - 2026 School Calendar

The Mission of the Timberlane Regional School District is to engage all students in challenging and relevant learning opportunities, emphasizing high aspirations and personal growth.

	<i>M</i>	<i>T</i>	<i>W</i>	<i>TH</i>	<i>F</i>		<i>M</i>	<i>T</i>	<i>W</i>	<i>TH</i>	<i>F</i>
August (2)	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	February (15)	2	3	4	5	6
	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>		9	10	<i>ER</i>	12	13
	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>		16	17	18	19	20
	<i>X</i>	<i>19-NTI</i>	<i>20-NTI</i>	<i>21-NT</i>	<i>X</i>		<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>
	<i>25 B-PD</i>	<i>26-D-PD</i>	<i>27</i>	28	<i>X</i>	March (21)	2	3	4	5	6
September (21)	<i>X</i>	2	3	4	5		9	<i>PD</i>	11	12	13
	8	9	10	11	12		16	17	18	19	20
	15	16	17	18	19		23	24	25	26	27
	22	23	<i>ER</i>	25	26		30	31			
	29	30				April (18)			<i>ER</i>	2	3
October (22)			1	2	3		6	7	8	9	10
	6	7	8	9	10		13	14	15	16	17
	<i>X</i>	14	15	16	17		20	21	22	23	24
	20	21	<i>ER</i>	23	24		<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>	
	27	28	29	30	31	May (19)					<i>X</i>
November (15)	3	4	5	6	7		4	5	6	7	8
	<i>PD</i>	<i>X</i>	12	13	14		11	12	<i>ER</i>	14	15
	17	18	19	20	21		18	19	20	21	22
	24	25	<i>X</i>	<i>X</i>	<i>X</i>		<i>X</i>	26	27	28	29
December (17)	1	2	3	4	5	June (12)	1	2	3	4	5
	8	9	<i>ER</i>	11	12		8	9	10	11	12
	15	16	17	18	19		15	<i>ER</i>			
	22	23	<i>X</i>	<i>X</i>	<i>X</i>						
	<i>X</i>	<i>X</i>	<i>X</i>								
January (18)	5	6	7	<i>X</i>	<i>X</i>						
	12	13	14	15	16						
	<i>X</i>	20	21	22	23						
	<i>PD</i>	27	28	29	30						

PD = Professional Development Day (no school for students)
D-PD = District Professional Development **NT**=New Teacher Day
B-PD = Building Level Professional Development
X = Holiday/School Break **MU**= Make-Up Day **ER**= Early Release

Student Year = 180 days
Teacher Year = 187 days
New Teacher Year = 188 days
TSSU Year = 183 days
End of Quarter 1: October 31st; Quarter 2: January 22nd; Quarter 3: April 6th;
Quarter 4: last day of school
End of Trimester 1: November 25th; Trimester 2: March 16th; Trimester 3: last day of school

August 19-21 New Teacher Induction/Orientation	Dec 24-Jan 2 Holiday Break
August 25-26 Professional Development TTA & TSSU	January 19 Martin Luther King Jr. Civil Rights Day
August 27 First Day of School	January 26 Professional Development TTA
August 29 Labor Day Extended	February 11 Early Release
September 1 Labor Day	February 23-27 Winter Break (Presidents' Day is observed on 2/23/25)
September 24 Early Release	March 10 Professional Development TTA & TSSU
October 13 Columbus Day	April 1 Early Release
October 22 Early Release	April 27-May 1 Spring Break
November 10 Professional Development TTA	May 13 Early Release
November 11 Veteran's Day	May 25 Memorial Day
November 26-28 Thanksgiving Break	June 16 Last Day of School/Early Release
December 10 Early Release	

Executive Summary: Youth Risk Behavior Survey
Timberlane Regional School District
January 23, 2025

The Youth Risk Behavior Survey (YRBS) is a national survey developed and administered by the Center for Disease Control as a tool to help better understand the behaviors, health and well-being of our middle and high school students. Through a partnership between the Department of Health and Human Services and the New Hampshire Department of Education, the YRBS has been successfully administered across the State since 1993. The YRBS is offered every two years and focuses on the following health risk behaviors; unintentional injuries, sexual behaviors, alcohol and other drug use, tobacco use, unhealthy dietary behaviors, inadequate physical activity, obesity, asthma, mental health and violence. These topics encompass the leading causes of death and poor health for our nation's youth.

The administration of this survey to our student body is essential in gathering accurate data that will inform school-wide programs, policies, and services aimed at supporting student health, safety, and academic success. The Timberland Regional School District had previously participated in the YRBS, utilizing this data to raise awareness, to develop prevention programs, to acquire grant funding for prevention programming, and for program evaluation. Our last year of participation was in 2011. It is the hope that new data from the YRBS would help us to understand the current challenges that the youth in this district are facing, and as a result we envision an improved ability to better tailor our support services, interventions, and educational programs across all grade levels to ensure that all students receive the care they need to thrive both inside and outside the classroom.

Logistics:

- The YRBS would be administered in the Spring of 2025, falling sometime between early February and the end of April.
- The 70-question survey would be administered simultaneously across each building and is anticipated to take 35-45 minutes to complete.
- Each survey question is supported using research-based rationales. This information can be found on the NH DHHS website.
- The district has the option to complete a paper and pencil version of the survey or use a secure web-based version.
- The survey is completely anonymous as it does not collect names, date of birth, or student identification numbers.
- School level data is shared with the Superintendent, and school districts have discretion on how/when they wish to share this information with the school community.
- Regional data, aggregated by county and public health networks, will be published and available on the Department of Health and Human Services data portal [DHHS Data Portal](#).

Family and Student Participation:

- Communication would go out to families in advance of the survey describing the survey, its purpose, and how the data will be used to benefit the school community.
- By law, the YRBS must be made available for parents to view a minimum of 10 days prior to survey administration.
- The 2025 YRBS Survey is currently available for viewing on the DHHS website and is attached hereto as Appendix A.
- The high school survey is fixed; however, questions can be removed or modified in the middle school survey as administration sees fit.
- The YRBS is not mandatory. Parents and/or students may opt out of the survey. It is incumbent upon us as a district to ensure that families/students are aware that participation in the survey is not required.

The Student Services Department intends to collaborate with school leadership, counseling staff, and other key stakeholders to create a survey process that is efficient, transparent, and secure. It is anticipated that the Youth Risk Behavior Survey would provide valuable insights into the behaviors and needs of Timberlane students, while also providing us with timely data that would help to inform our practices and programming. In addition, this process seeks to further solidify Timberlane School District's dedication, and ongoing investment in student mental health, wellness programs, and preventive measures against risky behaviors.

Respectfully submitted,

Ginger Drechsel
Director of Student Services

2025 New Hampshire High School Youth Risk Behavior Survey

This survey is about health behavior. It has been developed so you can tell us what you do that may affect your health. The information you give will be used to improve health education for young people like yourself.

DO NOT write your name on this survey. The answers you give will be kept private. No one will know what you write. Answer the questions based on what you really do.

Completing the survey is voluntary. Whether or not you answer the questions will not affect your grade in this class. If you are not comfortable answering a question, just leave it blank.

The questions that ask about your background will be used only to describe the types of students completing this survey. The information will not be used to find out your name. No names will ever be reported.

Make sure to read every question. Fill in the ovals completely. When you are finished, follow the instructions of the person giving you the survey.

Thank you very much for your help.

Directions

- Use a #2 pencil only.
- Make dark marks.
- Fill in a response like this: A B ● D.
- If you change your answer, erase your old answer completely.

- How old are you?
 - 12 years old or younger
 - 13 years old
 - 14 years old
 - 15 years old
 - 16 years old
 - 17 years old
 - 18 years old or older
- What is your sex?
 - Female
 - Male
- In what grade are you?
 - 9th grade
 - 10th grade
 - 11th grade
 - 12th grade
 - Ungraded or other grade
- What is your race and/or ethnicity? **(Select one or more responses.)**
 - American Indian or Alaska Native
 - Asian
 - Black or African American
 - Hispanic or Latino
 - Middle Eastern or North African
 - Native Hawaiian or Pacific Islander
 - White

- How tall are you without your shoes on?
Directions: Write your height in the shaded blank boxes. Fill in the matching oval below each number.

Example

Height	
Feet	Inches
5	7
③	⑩
④	①
●	②
⑥	③
⑦	④
	⑤
	⑥
	●
	⑧
	⑨
	⑩
	⑪

- How much do you weigh without your shoes on?
Directions: Write your weight in the shaded blank boxes. Fill in the matching oval below each number.

Example

Weight		
Pounds		
1	5	2
①	①	①
●	①	①
②	②	●
③	③	③
	④	④
	●	⑤
	⑥	⑥
	⑦	⑦
	⑧	⑧
	⑨	⑨

The next 4 questions ask about safety.

7. How often do you wear a seat belt when **riding** in a car driven by someone else?
- A. Never
 - B. Rarely
 - C. Sometimes
 - D. Most of the time
 - E. Always
8. During the past 30 days, how many times did you **ride** in a car or other vehicle **driven by someone who had been drinking alcohol**?
- A. 0 times
 - B. 1 time
 - C. 2 or 3 times
 - D. 4 or 5 times
 - E. 6 or more times
9. During the past 30 days, on how many days did you **text or e-mail** while **driving** a car or other vehicle?
- A. I did not drive a car or other vehicle during the past 30 days
 - B. I drove a car or other vehicle, but did not text or e-mail while driving
 - C. 1 or 2 days
 - D. 3 to 5 days
 - E. 6 to 9 days
 - F. 10 to 19 days
 - G. 20 to 29 days
 - H. All 30 days
10. During the past 30 days, on how many days did you use the Internet or livestream (such as YouTube, TikTok, or Instagram) on your cell phone while driving a car or other vehicle? (Do **not** count using your cell phone to get driving directions or to determine your location.)
- A. I did not drive a car or other vehicle during the past 30 days
 - B. I drove a car or other vehicle, but did not use the Internet or livestream on my cell phone while driving
 - C. 1 or 2 days
 - D. 3 to 5 days
 - E. 6 to 9 days
 - F. 10 to 19 days
 - G. 20 to 29 days
 - H. All 30 days

The next 7 questions ask about violence-related behaviors and experiences.

11. During the past 30 days, on how many days did you carry **a weapon** such as a gun, knife, or club **on school property**?
- A. 0 days
 - B. 1 day
 - C. 2 or 3 days
 - D. 4 or 5 days
 - E. 6 or more days
12. **During the past 12 months**, on how many days did you carry a **gun**? (Do **not** count the days when you carried a gun only for hunting or for a sport, such as target shooting.)
- A. 0 days
 - B. 1 day
 - C. 2 or 3 days
 - D. 4 or 5 days
 - E. 6 or more days
13. During the past 30 days, on how many days did you **not** go to school because you felt you would be unsafe at school or on your way to or from school?
- A. 0 days
 - B. 1 day
 - C. 2 or 3 days
 - D. 4 or 5 days
 - E. 6 or more days
14. During the past 12 months, how many times has someone threatened or injured you with **a weapon** such as a gun, knife, or club **on school property**?
- A. 0 times
 - B. 1 time
 - C. 2 or 3 times
 - D. 4 or 5 times
 - E. 6 or 7 times
 - F. 8 or 9 times
 - G. 10 or 11 times
 - H. 12 or more times

15. During the past 12 months, how many times were you in a **physical fight**?
- A. 0 times
 - B. 1 time
 - C. 2 or 3 times
 - D. 4 or 5 times
 - E. 6 or 7 times
 - F. 8 or 9 times
 - G. 10 or 11 times
 - H. 12 or more times
16. During the past 12 months, how many times were you in a **physical fight on school property**?
- A. 0 times
 - B. 1 time
 - C. 2 or 3 times
 - D. 4 or 5 times
 - E. 6 or 7 times
 - F. 8 or 9 times
 - G. 10 or 11 times
 - H. 12 or more times
17. Have you ever seen someone get physically attacked, beaten, stabbed, or shot in your neighborhood?
- A. Yes
 - B. No

The next 9 questions ask about sexual and partner violence-related behaviors and experiences.

18. Have you ever been physically forced to have sexual intercourse when you did not want to?
- A. Yes
 - B. No
19. During the past 12 months, how many times did **anyone** force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)
- A. 0 times
 - B. 1 time
 - C. 2 or 3 times
 - D. 4 or 5 times
 - E. 6 or more times

20. During the past 12 months, how many times did **someone you were dating or going out with** force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)
- A. I did not date or go out with anyone during the past 12 months
 - B. 0 times
 - C. 1 time
 - D. 2 or 3 times
 - E. 4 or 5 times
 - F. 6 or more times
21. During the past 12 months, how many times did **someone you were dating or going out with** physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)
- A. I did not date or go out with anyone during the past 12 months
 - B. 0 times
 - C. 1 time
 - D. 2 or 3 times
 - E. 4 or 5 times
 - F. 6 or more times
22. During the past 12 months, how many times did someone do sexual things to you that you did not want to do by pressuring you, lying to you, making promises about the future, threatening to end your relationship, or threatening to spread rumors about you?
- A. 0 times
 - B. 1 time
 - C. 2 or 3 times
 - D. 4 or 5 times
 - E. 6 or more times

23. During the past 12 months, how many times did **someone you were dating or going out with** purposely try to control you or emotionally hurt you? (Count such things as being told who you could and could not spend time with, being humiliated in front of others, or being threatened if you did not do what they wanted.)
- A. I did not date or go out with anyone during the past 12 months
 - B. 0 times
 - C. 1 time
 - D. 2 or 3 times
 - E. 4 or 5 times
 - F. 6 or more times
24. During the past 12 months, how many times did you purposely try to control or emotionally hurt **someone you were dating or going out with**? (Count such things as telling them who they could and could not spend time with, humiliating them in front of others, or threatening them if they did not do what you wanted.)
- A. I did not date or go out with anyone during the past 12 months
 - B. 0 times
 - C. 1 time
 - D. 2 or 3 times
 - E. 4 or 5 times
 - F. 6 or more times
25. During the past 12 months, did you ever force **someone you were dating or going out with** to do sexual things that they did not want to do? (Count such things as kissing, touching, or physically forcing them to have sexual intercourse.)
- A. I did not date or go out with anyone during the past 12 months
 - B. Yes
 - C. No
26. Has an adult or person at least 5 years older than you ever made you do sexual things that you did not want to do? (Count such things as kissing, touching, or being made to have sexual intercourse.)
- A. Yes
 - B. No

The next 3 questions ask about experiences with parents or other adults in your home.

27. During your life, how often has a parent or other adult in your home insulted you or put you down?
- A. Never
 - B. Rarely
 - C. Sometimes
 - D. Most of the time
 - E. Always
28. During your life, how often has a parent or other adult in your home hit, beat, kicked, or physically hurt you in any way?
- A. Never
 - B. Rarely
 - C. Sometimes
 - D. Most of the time
 - E. Always
29. During your life, how often have your parents or other adults in your home slapped, hit, kicked, punched, or beat each other up?
- A. Never
 - B. Rarely
 - C. Sometimes
 - D. Most of the time
 - E. Always

The next 2 questions ask about bullying. Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when 2 students of about the same strength or power argue or fight or tease each other in a friendly way.

30. During the past 12 months, have you ever been bullied **on school property**?
- A. Yes
 - B. No
31. During the past 12 months, have you ever been **electronically** bullied? (Count being bullied through texting, Instagram, Facebook, or other social media.)
- A. Yes
 - B. No

The next question asks about hurting yourself on purpose.

32. During the past 12 months, how many times did you do something to purposely hurt yourself without wanting to die, such as cutting or burning yourself on purpose?
- A. 0 times
 - B. 1 time
 - C. 2 or 3 times
 - D. 4 or 5 times
 - E. 6 or more times

The next 8 questions ask about sad feelings and attempted suicide. Sometimes people feel so depressed about the future that they may consider attempting suicide, that is, taking some action to end their own life.

33. During the past 12 months, did you ever feel so sad or hopeless almost every day for **two weeks or more in a row** that you stopped doing some usual activities?
- A. Yes
 - B. No
34. During the past 12 months, did you ever **seriously** consider attempting suicide?
- A. Yes
 - B. No
35. During the past 12 months, did you make a plan about how you would attempt suicide?
- A. Yes
 - B. No
36. During the past 12 months, how many times did you actually attempt suicide?
- A. 0 times
 - B. 1 time
 - C. 2 or 3 times
 - D. 4 or 5 times
 - E. 6 or more times
37. **If you attempted suicide** during the past 12 months, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?
- A. **I did not attempt suicide** during the past 12 months
 - B. Yes
 - C. No

38. **If you attempted suicide** during the past 12 months and asked for help from someone before your attempt, who did you ask for help? (Select only **one** response.)
- A. **I did not attempt suicide** during the past 12 months
 - B. I attempted suicide during the past 12 months, but I did not ask for help before my attempt
 - C. Called or texted a hotline
 - D. Doctor, nurse, or other health professional
 - E. Teacher, counselor, or other adult in school
 - F. Parent, guardian, or other adult family member
 - G. Friend or sibling
 - H. Someone else

39. During the past 12 months, how many times did you call, text, or chat the 988 Suicide and Crisis Lifeline?
- A. I have never heard of this
 - B. 0 times
 - C. 1 time
 - D. 2 times
 - E. 3 times
 - F. 4 or more times
40. During the past 12 months, how many times did you call, text, or chat the NH Rapid Response Access Point Line (833-710-6477) for mental health support?
- A. I have never heard of this
 - B. 0 times
 - C. 1 time
 - D. 2 times
 - E. 3 times
 - F. 4 or more times

The next 4 questions ask about cigarette smoking.

41. Have you ever smoked a cigarette, even one or two puffs?
- A. Yes
 - B. No

42. How old were you when you first smoked a cigarette, even one or two puffs?
- A. I have never smoked a cigarette, not even one or two puffs
 - B. 8 years old or younger
 - C. 9 or 10 years old
 - D. 11 or 12 years old
 - E. 13 or 14 years old
 - F. 15 or 16 years old
 - G. 17 years old or older
43. During the past 30 days, on how many days did you smoke cigarettes?
- A. 0 days
 - B. 1 or 2 days
 - C. 3 to 5 days
 - D. 6 to 9 days
 - E. 10 to 19 days
 - F. 20 to 29 days
 - G. All 30 days
44. During the past 30 days, on the days you smoked, how many cigarettes did you smoke **per day**?
- A. I did not smoke cigarettes during the past 30 days
 - B. Less than 1 cigarette per day
 - C. 1 cigarette per day
 - D. 2 to 5 cigarettes per day
 - E. 6 to 10 cigarettes per day
 - F. 11 to 20 cigarettes per day
 - G. More than 20 cigarettes per day

The next 3 questions ask about electronic vapor products, such as JUUL, Vuse, NJOY, Elf Bar, or Esco Bars. Electronic vapor products include e-cigarettes, vapes, mods, e-cigs, e-hookahs, or vape pens.

45. Have you ever used an electronic vapor product?
- A. Yes
 - B. No

46. During the past 30 days, on how many days did you use an electronic vapor product?
- A. 0 days
 - B. 1 or 2 days
 - C. 3 to 5 days
 - D. 6 to 9 days
 - E. 10 to 19 days
 - F. 20 to 29 days
 - G. All 30 days
47. During the past 30 days, how did you **usually** get your electronic vapor products? (Select only **one** response.)
- A. I did not use any electronic vapor products during the past 30 days
 - B. I got or bought them from a friend, family member, or someone else
 - C. I bought them myself in a vape shop or tobacco shop
 - D. I bought them myself in a convenience store, supermarket, discount store, or gas station
 - E. I bought them myself at a mall or shopping center kiosk or stand
 - F. I bought them myself on the Internet, such as from a product website, vape store website, or other website like eBay, Amazon, Facebook Marketplace, or Craigslist
 - G. I took them from a store or another person
 - H. I got them in some other way

The next 3 questions ask about drinking alcohol. This includes drinking beer, wine, flavored alcoholic beverages, and liquor such as rum, gin, vodka, or whiskey. For these questions, drinking alcohol does not include drinking a few sips of wine for religious purposes.

48. How old were you when you had your first drink of alcohol other than a few sips?
- A. I have never had a drink of alcohol other than a few sips
 - B. 8 years old or younger
 - C. 9 or 10 years old
 - D. 11 or 12 years old
 - E. 13 or 14 years old
 - F. 15 or 16 years old
 - G. 17 years old or older
49. During the past 30 days, on how many days did you have at least one drink of alcohol?
- A. 0 days
 - B. 1 or 2 days
 - C. 3 to 5 days
 - D. 6 to 9 days
 - E. 10 to 19 days
 - F. 20 to 29 days
 - G. All 30 days
50. During the past 30 days, how did you **usually** get the alcohol you drank?
- A. I did not drink alcohol during the past 30 days
 - B. I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station
 - C. I bought it at a restaurant, bar, or club
 - D. I bought it at a public event such as a concert or sporting event
 - E. I gave someone else money to buy it for me
 - F. Someone gave it to me
 - G. I took it from a store or family member
 - H. I got it some other way

The next 2 questions ask about marijuana use. Marijuana also is called pot or weed. For these questions, do not count CBD-only or hemp products, which come from the same plant as marijuana, but do not cause a high when used alone.

51. How old were you when you tried marijuana for the first time?
- A. I have never tried marijuana
 - B. 8 years old or younger
 - C. 9 or 10 years old
 - D. 11 or 12 years old
 - E. 13 or 14 years old
 - F. 15 or 16 years old
 - G. 17 years old or older
52. During the past 30 days, how many times did you use marijuana?
- A. 0 times
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 19 times
 - E. 20 to 39 times
 - F. 40 or more times

The next question asks about the use of prescription pain medicine without a doctor's prescription or differently than how a doctor told you to use it. For this question, count drugs such as codeine, Vicodin, OxyContin, Hydrocodone, and Percocet.

53. During your life, how many times have you taken **prescription pain medicine** without a doctor's prescription or differently than how a doctor told you to use it?
- A. 0 times
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 19 times
 - E. 20 to 39 times
 - F. 40 or more times

The next 3 questions ask about other drugs.

54. During your life, how many times have you used **heroin** (also called smack, junk, or China White)?
- A. 0 times
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 19 times
 - E. 20 to 39 times
 - F. 40 or more times
55. During your life, how many times have you used **methamphetamines** (also called speed, crystal meth, crank, ice, or meth)?
- A. 0 times
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 19 times
 - E. 20 to 39 times
 - F. 40 or more times
56. During your life, how many times have you used a needle to inject any **illegal** drug into your body?
- A. 0 times
 - B. 1 time
 - C. 2 or more times

The next 9 questions ask about sexual behavior.

57. Have you ever had sexual intercourse?
- A. Yes
 - B. No
58. How old were you when you had sexual intercourse for the first time?
- A. I have never had sexual intercourse
 - B. 11 years old or younger
 - C. 12 years old
 - D. 13 years old
 - E. 14 years old
 - F. 15 years old
 - G. 16 years old
 - H. 17 years old or older

59. During your life, with how many people have you had sexual intercourse?
- A. I have never had sexual intercourse
 - B. 1 person
 - C. 2 people
 - D. 3 people
 - E. 4 people
 - F. 5 people
 - G. 6 or more people
60. During the past 3 months, with how many people did you have sexual intercourse?
- A. I have never had sexual intercourse
 - B. I have had sexual intercourse, but not during the past 3 months
 - C. 1 person
 - D. 2 people
 - E. 3 people
 - F. 4 people
 - G. 5 people
 - H. 6 or more people
61. Did you drink alcohol or use drugs before you had sexual intercourse the **last time**?
- A. I have never had sexual intercourse
 - B. Yes
 - C. No
62. The **last time** you had sexual intercourse, did you or your partner use a condom?
- A. I have never had sexual intercourse
 - B. Yes
 - C. No

63. The **last time** you had sexual intercourse with an opposite-sex partner, what **one** method did you or your partner use to **prevent pregnancy**? (Select only **one** response.)
- A. I have never had sexual intercourse with an opposite-sex partner
 - B. No method was used to prevent pregnancy
 - C. Birth control pills (Do **not** count emergency contraception such as Plan B or the "morning after" pill.)
 - D. Condoms
 - E. An IUD (such as Mirena or ParaGard) or implant (such as Implanon or Nexplanon)
 - F. A shot (such as Depo-Provera), patch (such as Ortho Evra), or birth control ring (such as NuvaRing)
 - G. Withdrawal or some other method
 - H. Not sure
64. The last time you and your partner had sexual intercourse and used a condom, what was the **main** reason that you used a condom? (Select only **one** response.)
- A. I have never had sexual intercourse
 - B. I have had sexual intercourse, but my partner and I did not use a condom the last time
 - C. To prevent pregnancy
 - D. To prevent sexually transmitted infections like herpes, chlamydia, or HIV
 - E. To prevent both pregnancy and sexually transmitted infections
 - F. For some other reason
65. During the past 12 months, did you or your partner use emergency contraception or the morning after pill, also called Plan B One-Step, Next Choice, or Ella?
- A. I have never had sexual intercourse
 - B. Yes
 - C. No
 - D. Not sure

The next 2 questions ask about consent. Consent is an agreement to do something or permission for something to happen. It can involve asking for consent, receiving consent, or giving consent.

66. The last time you had sexual contact, did you ask for consent verbally?
- A. I have never had sexual contact
 - B. Yes
 - C. No
67. The last time you had sexual contact, did you give your consent verbally?
- A. I have never had sexual contact
 - B. Yes
 - C. No

The next 2 questions ask about sexual and gender identity.

68. Which of the following best describes you?
- A. Heterosexual (straight)
 - B. Gay or lesbian
 - C. Bisexual
 - D. I describe my sexual identity some other way
 - E. I am not sure about my sexual identity (questioning)
 - F. I do not know what this question is asking
69. Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?
- A. No, I am not transgender
 - B. Yes, I am transgender
 - C. I am not sure if I am transgender
 - D. I do not know what this question is asking

The next question asks about concussions. A concussion is when a blow or jolt to the head causes problems such as headaches, dizziness, being dazed or confused, difficulty remembering or concentrating, vomiting, blurred vision, or being knocked out.

70. During the past 12 months, how many times did you have a concussion **from playing a sport or being physically active**?
- A. 0 times
 - B. 1 time
 - C. 2 times
 - D. 3 times
 - E. 4 or more times

The next 2 questions ask about social media, such as Instagram, TikTok, Snapchat, and X (formerly known as Twitter).

71. How often do you use social media?
- A. I do not use social media
 - B. A few times a month
 - C. About once a week
 - D. A few times a week
 - E. About once a day
 - F. Several times a day
 - G. About once an hour
 - H. More than once an hour
72. During the past 12 months, which social media platform did you use most often? (Count such things as scrolling through posts, posting on your own account, or commenting on other people's posts).
- A. I did not use social media during the past 12 months
 - B. Discord
 - C. Instagram
 - D. SnapChat
 - E. TikTok
 - F. WhatsApp
 - G. YouTube
 - H. Some other platform

The next question asks about screen time.

73. On an average school day, how many hours do you spend in front of a TV, computer, smart phone, or other electronic device watching shows or videos, playing games, accessing the Internet, or using social media (also called "screen time")? (Do **not** count time spent doing schoolwork.)
- A. Less than 1 hour per day
 - B. 1 hour per day
 - C. 2 hours per day
 - D. 3 hours per day
 - E. 4 hours per day
 - F. 5 or more hours per day

The next 12 questions ask about other health-related topics.

74. Have you ever been tested for HIV, the virus that causes AIDS? (Do **not** count tests done if you donated blood.)
- A. Yes
 - B. No
 - C. Not sure
75. During the past 12 months, have you been tested for a sexually transmitted infection (STI) other than HIV, such as chlamydia or gonorrhea?
- A. Yes
 - B. No
 - C. Not sure
76. When was the last time you saw a dentist for a check-up, exam, teeth cleaning, or other dental work?
- A. During the past 12 months
 - B. Between 12 and 24 months ago
 - C. More than 24 months ago
 - D. Never
 - E. Not sure
77. When was the last time you saw a doctor or nurse for a check-up or physical exam when you were not sick or injured?
- A. During the past 12 months
 - B. Between 12 and 24 months ago
 - C. More than 24 months ago
 - D. Never
 - E. Not sure

78. During your last check-up, did your doctor or nurse discuss ways to prevent pregnancy, AIDS, or other sexually transmitted infections (STIs)?
- A. I have never had a check-up
 - B. Yes
 - C. No
 - D. Not sure
79. Have you ever talked about birth control with your parents, guardians, or other trusted adults?
- A. Yes
 - B. No
 - C. Not sure
80. During the past 30 days, how often was your mental health not good? (Poor mental health includes stress, anxiety, and depression.)
- A. Never
 - B. Rarely
 - C. Sometimes
 - D. Most of the time
 - E. Always
81. During the past 12 months, when you have felt sad, empty, hopeless, angry, or anxious, how often did you get the kind of help you needed?
- A. I did not need help with any of these emotions during the past 12 months
 - B. Never
 - C. Rarely
 - D. Sometimes
 - E. Most of the time
 - F. Always
82. During the past 12 months, which of the following best describes your experience with counseling or therapy from a health professional, such as a doctor, nurse, psychologist, or therapist to help with emotions, concentration, behavior, or mental health?
- A. I did not receive counseling or therapy because I did not need it
 - B. I needed counseling or therapy but did not get it because of cost, not knowing how or where to get help, or another reason
 - C. I received counseling or therapy

83. During the past 12 months, where did you usually sleep?
- A. In my parent's or guardian's home
 - B. In the home of a friend, family member, or other person because I had to leave my home or my parent or guardian cannot afford housing
 - C. In a shelter or emergency housing
 - D. In a motel or hotel
 - E. In a car, park, campground, or other public place
 - F. I do not have a usual place to sleep
 - G. Somewhere else
84. During the past 30 days, did you ever sleep away from your parents or guardians because you were kicked out, ran away, or were abandoned?
- A. Yes
 - B. No
85. During your life, how often has there been an adult in your household who tried hard to make sure your basic needs were met, such as looking after your safety and making sure you had clean clothes and enough to eat?
- A. Never
 - B. Rarely
 - C. Sometimes
 - D. Most of the time
 - E. Always

The next 7 questions ask about other experiences you may have had during your life.

86. Have you ever lived with a parent or guardian who was having a problem with alcohol or drug use?
- A. Yes
 - B. No
87. Have you ever lived with a parent or guardian who had severe depression, anxiety, or another mental illness, or was suicidal?
- A. Yes
 - B. No

88. Have you ever been separated from a parent or guardian because they went to jail, prison, or a detention center?
- A. Yes
 - B. No
89. During the past 12 months, how often was your family worried that your food would run out before you got money to buy more?
- A. Never
 - B. Rarely
 - C. Sometimes
 - D. Most of the time
 - E. Always
90. During the past 12 months, how often did the food your family bought run out and they did not have money to buy more?
- A. Never
 - B. Rarely
 - C. Sometimes
 - D. Most of the time
 - E. Always
91. Have you ever been given money, a place to stay, food, or something else of value in exchange for sex?
- A. Yes
 - B. No
92. Have you ever been forced to work or do something illegal by someone who got money or something of value for what you did?
- A. Yes
 - B. No

The next 4 questions ask about family and adult interaction and support.

93. Do you agree or disagree that in your community you feel like you matter to people?
- A. Strongly agree
 - B. Agree
 - C. Not sure
 - D. Disagree
 - E. Strongly disagree

94. Is there at least one teacher or other adult in your school that you can talk to if you have a problem?
- A. Yes
 - B. No
 - C. Not sure
95. Besides your parents, how many adults would you feel comfortable seeking help from if you had an important question affecting your life?
- A. 0 adults
 - B. 1 adult
 - C. 2 adults
 - D. 3 adults
 - E. 4 adults
 - F. 5 or more adults
96. Are either of your parents or other adults in your family serving on active duty in the military?
- A. Yes
 - B. No

The next question asks about school or community involvement.

97. In an average week when you are in school, on how many days do you take part in organized afterschool, evening, or weekend activities (other than sports teams) such as school clubs; community center groups; cultural activities; music, art, or dance lessons; church groups; or other supervised activities?
- A. 0 days
 - B. 1 day
 - C. 2 days
 - D. 3 days
 - E. 4 days
 - F. 5 days
 - G. 6 days
 - H. 7 days

The next 2 questions ask about your paying jobs, including work at a family business or farm, even if you were not paid directly. When answering these questions, do NOT include chores, yard work, or babysitting at your own home.

98. **During the past 12 months**, what is the **main reason** you worked at a paying job? (Select only **one** response.)
- A. I did not work at a paying job during the past 12 months
 - B. To help my family pay bills or buy food
 - C. To save money for my future after I graduate high school
 - D. To earn day-to-day spending money for myself
 - E. To learn new skills
 - F. Some other reason

99. **During the school year**, how many **hours per week** do you usually work at all your paying jobs?
- A. I do not work at a paying job during the school year
 - B. 1 to 5 hours per week
 - C. 6 to 10 hours per week
 - D. 11 to 20 hours per week
 - E. 21 to 30 hours per week
 - F. 31 or more hours per week

This is the end of the survey.
Thank you very much for your help.

2025 Middle School Youth Risk Behavior Survey

This survey is about health behavior. It has been developed so you can tell us what you do that may affect your health. The information you give will be used to improve health education for young people like yourself.

DO NOT write your name on this survey. The answers you give will be kept private. No one will know what you write. Answer the questions based on what you really do.

Completing the survey is voluntary. Whether or not you answer the questions will not affect your grade in this class. If you are not comfortable answering a question, just leave it blank.

The questions that ask about your background will be used only to describe the types of students completing this survey. The information will not be used to find out your name. No names will ever be reported.

Make sure to read every question. Fill in the ovals completely. When you are finished, follow the instructions of the person giving you the survey.

Thank you very much for your help.

Directions

- **Use a #2 pencil only.**
- **Make dark marks.**
- **Fill in a response like this: A B ● D.**
- **If you change your answer, erase your old answer completely.**

1. How old are you?
 - A. 10 years old or younger
 - B. 11 years old
 - C. 12 years old
 - D. 13 years old
 - E. 14 years old
 - F. 15 years old
 - G. 16 years old or older
2. What is your sex?
 - A. Female
 - B. Male
3. In what grade are you?
 - A. 6th grade
 - B. 7th grade
 - C. 8th grade
 - D. Ungraded or other grade
4. What is your race and/or ethnicity? **(Select one or more responses.)**
 - A. American Indian or Alaska Native
 - B. Asian
 - C. Black or African American
 - D. Hispanic or Latino
 - E. Middle Eastern or North African
 - F. Native Hawaiian or Pacific Islander
 - G. White

The next 4 questions ask about safety.

5. **When you ride a bicycle,** how often do you wear a helmet?
 - A. I do not ride a bicycle
 - B. Never wear a helmet
 - C. Rarely wear a helmet
 - D. Sometimes wear a helmet
 - E. Most of the time wear a helmet
 - F. Always wear a helmet

6. **When you rollerblade or ride a skateboard**, how often do you wear a helmet?
- A. I do not rollerblade or ride a skateboard
 - B. Never wear a helmet
 - C. Rarely wear a helmet
 - D. Sometimes wear a helmet
 - E. Most of the time wear a helmet
 - F. Always wear a helmet
7. How often do you wear a seat belt when **riding** in a car?
- A. Never
 - B. Rarely
 - C. Sometimes
 - D. Most of the time
 - E. Always
8. Have you ever ridden in a car driven by someone who had been drinking alcohol?
- A. Yes
 - B. No
 - C. Not sure

The next 2 questions ask about violence-related behaviors and experiences.

9. Have you ever been in a physical fight?
- A. Yes
 - B. No
10. Have you ever seen someone get physically attacked, beaten, stabbed, or shot in your neighborhood?
- A. Yes
 - B. No

The next question asks about times that you felt you were treated badly or unfairly.

11. During your life, how often have you felt that you were treated badly or unfairly **in school** because of your race or ethnicity?
- A. Never
 - B. Rarely
 - C. Sometimes
 - D. Most of the time
 - E. Always

The next 2 questions ask about bullying. Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when 2 students of about the same strength or power argue or fight or tease each other in a friendly way.

12. Have you ever been bullied **on school property**?
A. Yes
B. No
13. Have you ever been **electronically** bullied? (Count being bullied through texting, Instagram, Facebook, or other social media.)
A. Yes
B. No

The next question asks about hurting yourself on purpose.

14. Have you ever done something to purposely hurt yourself without wanting to die, such as cutting or burning yourself on purpose?
A. Yes
B. No

The next 3 questions ask about attempted suicide. Sometimes people feel so depressed about the future that they may consider attempting suicide or killing themselves.

15. Have you ever **seriously** thought about killing yourself?
A. Yes
B. No
16. Have you ever made a **plan** about how you would kill yourself?
A. Yes
B. No
17. Have you ever **tried** to kill yourself?
A. Yes
B. No

The next 4 questions ask about cigarette smoking.

18. Have you ever smoked a cigarette, even one or two puffs?
A. Yes
B. No

19. How old were you when you first smoked a cigarette, even one or two puffs?
- A. I have never smoked a cigarette, not even one or two puffs
 - B. 8 years old or younger
 - C. 9 years old
 - D. 10 years old
 - E. 11 years old
 - F. 12 years old
 - G. 13 years old or older
20. During the past 30 days, on how many days did you smoke cigarettes?
- A. 0 days
 - B. 1 or 2 days
 - C. 3 to 5 days
 - D. 6 to 9 days
 - E. 10 to 19 days
 - F. 20 to 29 days
 - G. All 30 days
21. During the past 30 days, on the days you smoked, how many cigarettes did you smoke **per day**?
- A. I did not smoke cigarettes during the past 30 days
 - B. Less than 1 cigarette per day
 - C. 1 cigarette per day
 - D. 2 to 5 cigarettes per day
 - E. 6 to 10 cigarettes per day
 - F. 11 to 20 cigarettes per day
 - G. More than 20 cigarettes per day

The next 2 questions ask about electronic vapor products, such as JUUL, Vuse, NJOY, Elf Bar, or Esco Bars. Electronic vapor products include e-cigarettes, vapes, mods, e-cigs, e-hookahs, or vape pens.

22. Have you ever used an electronic vapor product?
- A. Yes
 - B. No
23. During the past 30 days, on how many days did you use an electronic vapor product?
- A. 0 days
 - B. 1 or 2 days
 - C. 3 to 5 days
 - D. 6 to 9 days
 - E. 10 to 19 days
 - F. 20 to 29 days
 - G. All 30 days

The next 2 questions ask about other tobacco products.

24. During the past 30 days, on how many days did you use **chewing tobacco, snuff, dip, snus, dissolvable tobacco products, or nicotine pouches**, such as Copenhagen, Grizzly, Skoal, Camel Snus, on!, ZYN, or Velo? (Do **not** count any electronic vapor products.)
- A. 0 days
 - B. 1 or 2 days
 - C. 3 to 5 days
 - D. 6 to 9 days
 - E. 10 to 19 days
 - F. 20 to 29 days
 - G. All 30 days
25. During the past 30 days, on how many days did you smoke **cigars, cigarillos, or little cigars**, such as Swisher Sweets, Middleton's (including Black & Mild), or Backwoods?
- A. 0 days
 - B. 1 or 2 days
 - C. 3 to 5 days
 - D. 6 to 9 days
 - E. 10 to 19 days
 - F. 20 to 29 days
 - G. All 30 days

The next 2 questions ask about drinking alcohol. This includes drinking beer, wine, flavored alcoholic beverages, and liquor such as rum, gin, vodka, or whiskey. For these questions, drinking alcohol does not include drinking a few sips of wine for religious purposes.

26. Have you ever had a drink of alcohol, other than a few sips?
- A. Yes
 - B. No
27. How old were you when you had your first drink of alcohol other than a few sips?
- A. I have never had a drink of alcohol other than a few sips
 - B. 8 years old or younger
 - C. 9 years old
 - D. 10 years old
 - E. 11 years old
 - F. 12 years old
 - G. 13 years old or older

The next 2 questions ask about marijuana use. Marijuana also is called pot or weed. For these questions, do not count CBD-only or hemp products, which come from the same plant as marijuana, but do not cause a high when used alone.

28. Have you ever used marijuana?
- A. Yes
 - B. No
29. How old were you when you tried marijuana for the first time?
- A. I have never tried marijuana
 - B. 8 years old or younger
 - C. 9 years old
 - D. 10 years old
 - E. 11 years old
 - F. 12 years old
 - G. 13 years old or older

The next question asks about the use of prescription pain medicine without a doctor's prescription or differently than how a doctor told you to use it. For this question, count drugs such as codeine, Vicodin, OxyContin, Hydrocodone, and Percocet.

30. Have you ever taken **prescription pain medicine** without a doctor's prescription or differently than how a doctor told you to use it?
- A. Yes
 - B. No

The next 2 questions ask about other drugs.

31. Have you ever used **any** form of cocaine, including powder, crack, or freebase?
- A. Yes
 - B. No
32. Have you ever sniffed glue, breathed the contents of spray cans, or inhaled any paints or sprays to get high?
- A. Yes
 - B. No

The next 4 questions ask about sexual intercourse.

33. Have you ever had sexual intercourse?
- A. Yes
 - B. No

34. How old were you when you had sexual intercourse for the first time?
- A. I have never had sexual intercourse
 - B. 8 years old or younger
 - C. 9 years old
 - D. 10 years old
 - E. 11 years old
 - F. 12 years old
 - G. 13 years old or older
35. With how many people have you ever had sexual intercourse?
- A. I have never had sexual intercourse
 - B. 1 person
 - C. 2 people
 - D. 3 people
 - E. 4 people
 - F. 5 people
 - G. 6 or more people
36. The **last time** you had sexual intercourse, did you or your partner use a condom?
- A. I have never had sexual intercourse
 - B. Yes
 - C. No

The next 2 questions ask about body weight.

37. How do **you** describe your weight?
- A. Very underweight
 - B. Slightly underweight
 - C. About the right weight
 - D. Slightly overweight
 - E. Very overweight
38. Which of the following are you trying to do about your weight?
- A. **Lose** weight
 - B. **Gain** weight
 - C. **Stay** the same weight
 - D. I am **not trying to do anything** about my weight

The next question asks about eating breakfast.

39. During the past 7 days, on how many days did you eat **breakfast**?
- A. 0 days
 - B. 1 day
 - C. 2 days
 - D. 3 days
 - E. 4 days
 - F. 5 days
 - G. 6 days
 - H. 7 days

The next 3 questions ask about physical activity.

40. During the past 7 days, on how many days were you physically active for a total of **at least 60 minutes per day**? (Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.)
- A. 0 days
 - B. 1 day
 - C. 2 days
 - D. 3 days
 - E. 4 days
 - F. 5 days
 - G. 6 days
 - H. 7 days
41. In an average week when you are in school, on how many days do you go to physical education (PE) classes?
- A. 0 days
 - B. 1 day
 - C. 2 days
 - D. 3 days
 - E. 4 days
 - F. 5 days
42. During the past 12 months, on how many sports teams did you play? (Count any teams run by your school or community groups.)
- A. 0 teams
 - B. 1 team
 - C. 2 teams
 - D. 3 or more teams

The next question asks about concussions. A concussion is when a blow or jolt to the head causes problems such as headaches, dizziness, being dazed or confused, difficulty remembering or concentrating, vomiting, blurred vision, or being knocked out.

43. During the past 12 months, how many times did you have a concussion **from playing a sport or being physically active?**
- A. 0 times
 - B. 1 time
 - C. 2 times
 - D. 3 times
 - E. 4 or more times

The next question asks about social media, such as Instagram, TikTok, Snapchat, and X (formerly known as Twitter).

44. How often do you use social media?
- A. I do not use social media
 - B. A few times a month
 - C. About once a week
 - D. A few times a week
 - E. About once a day
 - F. Several times a day
 - G. About once an hour
 - H. More than once an hour

The next 6 questions ask about other health-related topics.

45. During the past 30 days, how often was your mental health not good? (Poor mental health includes stress, anxiety, and depression.)
- A. Never
 - B. Rarely
 - C. Sometimes
 - D. Most of the time
 - E. Always
46. During the past 12 months, when you have felt sad, empty, hopeless, angry, or anxious, how often did you get the kind of help you needed?
- A. I did not need help with any of these emotions during the past 12 months
 - B. Never
 - C. Rarely
 - D. Sometimes
 - E. Most of the time
 - F. Always

47. On an average school night, how many hours of sleep do you get?
- A. 4 or less hours
 - B. 5 hours
 - C. 6 hours
 - D. 7 hours
 - E. 8 hours
 - F. 9 hours
 - G. 10 or more hours
48. During the past 12 months, where did you usually sleep?
- A. In my parent's or guardian's home
 - B. In the home of a friend, family member, or other person because I had to leave my home or my parent or guardian cannot afford housing
 - C. In a shelter or emergency housing
 - D. In a motel or hotel
 - E. In a car, park, campground, or other public place
 - F. I do not have a usual place to sleep
 - G. Somewhere else
49. During the past 12 months, how often was your family worried that your food would run out before you got money to buy more?
- A. Never
 - B. Rarely
 - C. Sometimes
 - D. Most of the time
 - E. Always
50. During the past 12 months, how often did the food your family bought run out and they did not have money to buy more?
- A. Never
 - B. Rarely
 - C. Sometimes
 - D. Most of the time
 - E. Always

This is the end of the survey.
Thank you very much for your help.



EXECUTIVE SUMMARY

6th Grade World Language Curriculum Revisions

The TRMS World Language Department is proposing three minor revisions to the "Exploration of Language and Culture" 6th grade curriculum.

In the vocabulary section, the phrase "in the four target languages" will be removed. There are currently two target languages studied at TRMS (Spanish and French).

In the target languages section, "German" and "Latin" will be removed because those languages are no longer offered for units of study at TRMS.

In the Essential Question section, the wording of the essential question will be revised.

Current essential question:
How are different languages and cultures connected?

Revised essential question:
How are different languages and cultures connected to your own language and culture?

Rationale for revision:
The 6th grade World Language experience focuses on connecting to the students' own language and culture, not necessarily other languages and cultures.

Respectfully submitted,
Jennifer Puchlopek, Secondary Curriculum Coordinator

World Language 6th Grade:

An Exploration of Language and Culture

ESTABLISHED GOALS:		
<u>Competencies:</u> • <i>Students will demonstrate the ability to exchange information, concepts, and ideas with a variety of speakers in order to interact with cultural competence and understanding.</i> • <i>Students will demonstrate the ability to exchange information, concepts, and ideas with a variety of readers in order to interact with cultural competence and understanding.</i> • <i>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</i> • <i>Students will demonstrate the ability to describe relationships among products, practices and perspectives in order to compare them across cultures.</i> <u>Content Standards:</u> • WRSLL 1.1: interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • WRSLL 1.2: understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • WRSLL 1.3: present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers • WRSLL 2.1: use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • WRSLL 2.2: use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied • WRSLL 3.1: build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • WRSLL 3.2: access and evaluate information and diverse perspectives that are available through the language and its cultures. • WRSLL 4.1: use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. • WRSLL 4.2: use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	Transfer	
	<i>Students will be able to independently use their learning to interact respectfully with others based on their understanding of diverse cultures, languages, and perspectives.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> • the study of another language fosters a better understanding of one's own language and culture. • language learning involves taking risks and learning from one's mistakes. • the language we use changes with the situation and recipient audience. • strategies used to acquire a language are transferable to other areas of learning throughout life. • language is a tool to connect with other people and the world. • culture and language evolve and are influenced by people, time and place. • world language learning offers opportunities to uncover big ideas in and about other disciplines.	ESSENTIAL QUESTIONS • How are different languages and cultures connected?
Acquisition		
<i>Students will know...</i> • that greetings vary depending on the time of day. • that greetings vary depending on whom you are speaking with. • that questioning and sentence structure vary from language to language. • that there is agreement in gender and number between adjectives and the nouns that they		<i>Students will be skilled at...</i> • communicating on some very familiar topics using single words and phrases that have been practiced and memorized: - o greeting their peers. - o introducing themselves to others. - o answering a few simple questions. • recognizing a few memorized words and phrases

• WRSLL 5.1: use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. • WRSLL 5.2: set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement..	modify. • that letters and letter combinations are pronounced differently in different languages. • that there are culturally appropriate gestures for greeting others. • that there are cultural norms of etiquette and respect that are used when conversing with others. • that cultural products and practices are influenced by geographical location. • that all cultures have distinct beliefs, values, products, and practices. • that the intersection of diverse cultures creates a globalized society. <u>vocabulary:</u> in the four target languages: expressions of greeting and farewell, descriptive adjectives, family members <u>target languages:</u> French, German, Latin, and Spanish	when they are heard spoken: ○ occasionally identifying the sound of a word. ○ occasionally understanding isolated words that have been memorized, particularly when accompanied by gestures or pictures. • identifying a few memorized words and phrases when reading: ○ connecting some words, phrases, or characters to their meanings. • presenting personal information and information on some other very familiar topics using single words or memorized phrases: ○ reciting learned words and phrases. ○ stating the names of familiar people, places, and objects in pictures and posters using words or memorized phrases. ○ introducing themselves to a group. ○ reciting short memorized phrases, parts of poems, and rhymes. • copying some familiar words or phrases: ○ copying some words that are seen on the wall or board, in a book, or on the computer. ○ writing words and phrases that have been learned. ○ labeling familiar people, places, and objects in pictures and posters. • Identifying some common products and practices of cultures: ○ identifying some common products related to home and community life of other cultures and their own. ○ identifying some common practices related to home and community life of other cultures and their own. • identifying some basic cultural beliefs and values.
Content Area Literacy Standards		21st Century Skills
not applicable		• <i>interact effectively with others</i> • <i>communicate clearly</i> • <i>think creatively</i> • <i>be self-directed learners</i> • <i>apply technology effectively</i>

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ACTFL Proficiency Guidelines 2012: Novice-Low	
Reading	At the Novice Low sublevel, readers are able to recognize a limited number of letters, symbols or characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.
Writing	Writers at the Novice Low sublevel are able to copy or transcribe familiar words or phrases, form letters in an alphabetic system, and copy and produce isolated, basic strokes in languages that use syllabaries or characters. Given adequate time and familiar cues, they can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected
Listening	At the Novice Low sublevel, listeners are able occasionally to recognize isolated words or very high-frequency phrases when those are strongly supported by context. These listeners show virtually no comprehension of any kind of spoken message, not even within the most basic personal and social contexts
Speaking	Speakers at the Novice Low sublevel have no real functional ability and, because of their pronunciation, may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the intermediate level, and cannot therefore participate in true conversational exchange.

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Summary of Key Learning Events and Instruction	
Language Arts Integration	Mathematics Integration
● 1.OA.1 Use	● 1.OA.1 Use

<i>Technology Integration</i>	<i>District Materials</i>
• 1.OA.1 Use	



EXECUTIVE SUMMARY

7th Grade Social Studies - Additional Curriculum Unit Genocide (The Holocaust)

The TRMS Social Studies Department is proposing an additional 7th grade curriculum unit that serves as an introduction to Genocide/The Holocaust.

The unit serves the two purposes of satisfying the language of ED 306.49 that references RSA 193-E:2-f and providing historical context/background information for the Holocaust, which is examined through a novel taught in 7th grade Language Arts. Social Studies teachers will make connections to their current curriculum units that parallel content and discussions of various leaders, societies, government styles, and themes of persecution and power.

Respectfully submitted,

Jennifer Puchlopek, Secondary Curriculum Coordinator

Grade 7: Genocide (The Holocaust)

ESTABLISHED GOALS:		
<u>Competencies:</u> - Students will demonstrate the ability to define the roles of individuals, laws, and institutions in order to justify the existence of social and political systems. - Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - Civ.2.6-8. Explain specific roles played by citizens - Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society. - Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems. - His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. - His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. - His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras. - His.14.6-8. Explain multiple causes and effects of events and developments in the past. - His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past. - Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.	Transfer	
	Students will be able to independently use their learning to understand how events can lead to a genocide.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - no historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences. - group memberships and identities provide or deny certain opportunities and power. - all individuals are impacted by social change, which refers to the transformation of culture, social institutions, and social structure over time.	ESSENTIAL QUESTIONS - How does the dehumanization of a group of people in a society occur? - Why is it important to study the stories of individuals within the context of mass atrocity? - What are the differences between responsibility and complicity?
	Acquisition	
	Students will know... - that WWI and the Treaty of Versailles had a significant impact on the people of Germany. - that the Holocaust occurred and it impacted the world (victims, survivors, societies) - that the specific choices made by individuals, groups, and nations during the rise of the Nazi Party led to the Holocaust. - that the circumstances of time, place, and opportunity play a role in defining the choices available to individuals, groups, and nations throughout history. <u>vocabulary:</u> genocide, Holocaust, discrimination, ghettos, prejudice, persecution, propaganda, anti-semitism, dehumanization, bystander	Students will be skilled at... - explaining the varied role of citizens. - explaining the relevance of personal interests and perspectives. - assessing how laws address public issues. - classifying events. - analyzing the historical impact of individuals and groups. - explaining and analyzing influences on historical perspectives. - explaining, analyzing, and evaluating cause and effect relationships. - explaining the impact of economic decisions.

Content Area Literacy Standards		21st Century Skills
RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		• make judgements and decisions • communicate clearly • access and evaluate information • collaborate with others

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<i>Summary of Key Learning Events and Instruction</i>	
Language Arts Integration	Mathematics Integration
• 1.OA.1 Use	• 1.OA.1 Use
Technology Integration	District Materials
• 1.OA.1 Use	



EXECUTIVE SUMMARY

Pre-Algebra Curriculum Documents

The TRMS Math Department discovered that there was a missing curriculum document in the Pre-Algebra approved curriculum documents. Attached is the completed document for the **Pre-Algebra - Statistics and Probability** unit. The content/skills in this unit include all of the material covered in “G7 Statistics and Probability” and half of the material covered in “G8 Statistics and Probability” (G8 material is highlighted).

When doing a line by line comparison on all of the curriculum documents in Pre-Algebra, it was discovered that there were some missing components in other units. There are highlights in the attached documents to show the additions/changes.

1. The following components have been added to the **Pre-Algebra - Geometry** unit: 1 content competency, 3 content standards, 2 enduring understandings, and language in the transfer statement.
2. The following components have been added to the **Pre-Algebra - Expressions and Equations** unit: language in the transfer statement, 2 essential questions, and a shift in language in 1 “students will know statements.”
3. The following component has been added to the **Pre-Algebra - Proportional Reasoning** unit: 1 content literacy competency.
4. The following components have been added to the **Pre-Algebra - Number System** unit: language in the transfer statement and 1 enduring understanding.

G7 Math Curriculum Documents

When doing a line by line comparison, it was discovered that there were some missing components in some of the G7 Math curriculum documents.

1. The following component has been added to the **G7- Proportional Reasoning** unit: 1 content literacy competency.
2. The following component has been added to the **G7- Number System** unit: 1 content literacy competency.



G8 Math- Curriculum Documents

When doing a line by line comparison, it was discovered that there was a difference in language for one of the “students will know statements” in **G8 - Expressions and Equations**.

Respectfully submitted,

Jennifer Puchlopek, Secondary Curriculum Coordinator

Proportional Reasoning: Pre-Algebra

Stage 1 Desired Results		
ESTABLISHED GOALS: Competencies: - Students will demonstrate the ability to reason with quantities by recognizing, analyzing, and applying proportional relationships. - Students will demonstrate the ability to simplify numeric and algebraic expressions by applying the properties of operations and the arithmetic of real numbers. - Students will demonstrate the ability to solve equations and inequalities by applying the properties of equality, inequality, and rational expressions. - Students will demonstrate the ability to model real world problems by building and analyzing the appropriate expression, equation, or function. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. Content Standards: 7.RP.A.1- Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. 7.RP.A.2 - Recognize and represent proportional relationships between quantities. 7.RP.A.2.a - Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. 7.RP.A.2.b - Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. 7.RP.A.2.c - Represent proportional relationships by equations. For example, if total cost (t) is proportional to the number (n) of items purchased at a constant price (p), the relationship between the total cost and the number of items can be expressed as $t = pn$. 7.RP.A.2.d - Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate. 7.RP.A.3 - Use proportional relationships to solve multi-step ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and	Transfer	
	Students will be able to independently use their learning to make informed decisions involving the relationship between two quantities.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - in order to compare and determine equivalent ratios, proportional reasoning must be used. - maintaining a relationship is essential to proportionality.	ESSENTIAL QUESTIONS When is it important to maintain a relationship?
	Acquisition	
	Students will know... - when to use proportions to solve problems. - how to use proportional relationships to solve multi-step ratio and percent problems. - how to recognize and represent proportional relationships. - how to identify the constant of proportionality - a point (x,y) on the graph of a proportional relationship given a unit rate r, $y=rx$ and $x=yr$ and what this means in terms of the situation. - how (0,0) and (0, r) relate to the situation described. - the formula for percent increase/decrease. - the formula for percent error. - the formula for simple interest. vocabulary: proportion, simple interest, rate, constant of proportionality, rate of change, percent error, percent increase, percent decrease, coordinate plane, origin, unit rate	Students will be skilled at... - computing unit rates - determining whether two units have a proportional relationship or not by analyzing a table, graph, and equation. - writing and solve proportions. - using proportions, tables, and graphs to test for equivalent ratios. - determining the constant of proportionality from graphs, tables, equations, diagrams and verbal descriptions. - representing proportional relationships with equations - using proportional relationships to solve multi-step ratio and percent problems.

decrease, percent error. • 7.G.A.1 - Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. • • MP1 Make sense of problems and persevere in solving them. • MP2 Reason abstractly and quantitatively. • MP6 Attend to precision. • MP7 Look for and make use of structure. • MP8 Look for and express regularity in repeated reasoning.		
Content Area Literacy Standards		21st Century Skills
• RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. • RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i> . • RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually. • RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.		• <i>reason effectively</i> • <i>use systems thinking</i> • <i>solve problems</i> • <i>use and manage information</i> • <i>access and evaluate information</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• 1.OA.1 Use	• 1.OA.1 Use

<i>Technology Integration</i>	<i>District Materials</i>
• 1.OA.1 Use	

Statistics and Probability: Pre-Algebra

Stage 1 Desired Results			
ESTABLISHED GOALS: Competencies: - Students will demonstrate the ability to simplify numeric and algebraic expressions by applying the properties of operations and the arithmetic of real numbers. - Students will demonstrate the ability to apply probability models in order to determine the likelihood of an event. - Students will demonstrate the ability to apply statistical methods in order to make inferences and predictions. - Students will demonstrate the ability to model real world problems by building and analyzing the appropriate expression, equation, or function. - Students will demonstrate the ability to apply statistical methods in order to analyze and summarize bi-variate data. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. Content Standards: 7.SP.A.1 - Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. 7.SP.A.2 - Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. 7.SP.B.3 - Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between centers by expressing it as a multiple of a measure of variability. 7.SP.B.4 - Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. 7.SP.C.5 - Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. 8.SP.A.4 - Understand that patterns of association can also be seen in bi-variate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.	Transfer Students will be able to independently use their learning to analyze and describe patterns between quantities to make accurate predictions, valid conclusions, and informed decisions based on data.		
	Meaning		
	ENDURING UNDERSTANDINGS Students will understand that... - it is necessary to assess the validity of a sample before drawing conclusions or making inferences. - the likelihood of an event can be predicted with both theoretical and experimental probability, however one methodology may be more preferable dependent upon the situation. - patterns of association can be generalized and used for decision making and processing information.	ESSENTIAL QUESTIONS - What is fair? - How do you evaluate the reasonableness of your results? - What are relationships and how do they affect decision making?	
	Acquisition		
	Students will know... - the difference between a population and a sample. - that measures of center and variability can be used to compare populations. - that simple random sampling allows us to compare and make inferences about populations. - the difference between theoretical and experimental probability. - that a sample space can be created using tables, organized lists, simulations, and tree diagrams. - that a sample space can be used to find theoretical probability. - that probability of a chance event is always between 0 and 1 inclusive. - that two-way tables show data that pertains to two different categories. - that a two-way table can organize information from two different categories to identify and describe any association between the two categories - statistical data describes relationships and helps us to make decisions.	Students will be skilled at... - making valid inferences about populations. - comparing populations based on random samples. - identifying bias in data to determine validity. - determining which measure of central tendency should be used to represent a given set of data. - using measures of center and variability to make inferences, predictions, and informed decisions. - comparing two data sets using measures of center and measures of variation. - informally assessing the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between centers by expressing it as a multiple of a measure of variability. - generating samples that are representative of the population. - creating lists, diagrams, simulations, and tables to model all possible outcomes to determine the probability of simple and compound events. - distinguishing between and comparing theoretical and experimental probability. - calculating the theoretical and experimental	

For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores? 7.SP.C.6 - Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. 7.SP.C.7 - Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. - Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. - Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. 7.SP.C.8 - Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. - Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. - Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event. - Design and use a simulation to generate frequencies for compound events. - MP1 Make sense of problems and persevere in solving them. - MP2 Reason abstractly and quantitatively. - MP3 Construct viable arguments and critique the reasoning of others. - MP6 Attend to precision. - MP7 Look for and make use of structure. - MP8 Look for and express regularity in repeated reasoning.	vocabulary: <i>biased, unbiased, simple random sample, sample, population, inference, prediction, measures of variability, comparative inferences, box and whisker graph/box plot, chance processes, relative frequency, relative, frequency, two-way table, categorical data, frequency, outliers.</i>	probability of simple and compound events. - developing and using probability models to find the likelihood of events. - collecting bi-variate categorical data and constructing a two-way table to summarize the data. - calculating frequencies from a two-way table to describe associations between two variables. - interpreting patterns of association in bi-variate categorical data from a two-way table.
Content Area Literacy Standards	21 st Century Skills	
- RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. - RST.6-8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. - RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually. - RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. - RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	- reason effectively - use systems thinking - make judgments and decisions - solve problems - access and evaluate information - use and manage information	

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):

	OTHER EVIDENCE:
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Stage 3 – Learning Plan <i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	

Expressions and Equations: Pre-Algebra

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to simplify numeric and algebraic expressions by applying the properties of operations and of arithmetic of real numbers. - Students will demonstrate the ability to solve equations, inequalities and systems by analyzing structure and applying the properties of equality, inequality and rational expressions. - Students will demonstrate the ability to model real world problems by building and analyzing the appropriate expression, equation, or function. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> 7.EE.A.1 - Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. 7.EE.A.2 - Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that "increase by 5% is the same as multiply by 1.05." 7.EE.B.3 - Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. 7.EE.B.4 - Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. - Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. - Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational	Transfer	
	Students will be able to independently use their learning to model with mathematics in order to find an unknown value as well as support the validity of their solutions.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - rules of arithmetic and algebra can be used together with notions of equivalence to transform equations and inequalities so solutions can be found. - the number of solutions to a problem is dependent upon the context of the situation.	ESSENTIAL QUESTIONS - How do you make informed decisions when unknowns are involved? - How is balance maintained? - How do we ensure equality? - When is it appropriate for things to not be equal?
	Acquisition	
	Students will know... - that properties of operations can be used to manipulate expressions. - that positive and negative rational numbers can be used in any form (decimal, fraction, percent) to solve a problem. - the difference between simplifying and solving. - when multiplying or dividing by a negative number, the inequality sign must be reversed. - that bases must be the same in order to perform operations with exponents. - that exponents are subtracted when like bases are being divided. - that any number raised to the zero power is equal to one. - that exponents are added when like bases are being multiplied. - that exponents are multiplied when a power is raised to a power. - the commonly used perfect squares and cubes.	Students will be skilled at... - using the Commutative, Associative, Distributive, Identity, and Additive Inverse Properties to add, subtract, factor, expand, and simplify linear expressions with rational coefficients. - translating words or real-life situations into algebraic equations and inequalities with rational numbers. - solving multi-step mathematical and real world problems with rational numbers using tools strategically. - using mental computation/estimation strategies to assess the reasonableness of an answer. - solving real world problems using linear equations in the forms $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers and x is the variable. - solving real world problems using both algebraic and arithmetic approaches and comparing the steps involved in the two methods. - solving real world problems using linear inequalities in the forms $px + q > r$ and $px + q < r$, where p, q, and r are specific rational numbers and x is the variable. - graphing the solution set of inequalities and

numbers. Graph the solution set of the inequality and interpret it in the context of the problem. 8.EE.A.1- Know and apply the properties of integer exponents to generate equivalent numerical expressions. 8.EE.A.2 - Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. 8.EE.A.3 - Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. 8.EE.A.4 - Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology. 8.EE.C.7 - Solve linear equations in one variable. - Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). - Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. - MP1 Make sense of problems and persevere in solving them. - MP2 Reason abstractly and quantitatively. - MP4 Model with mathematics. - MP6 Attend to precision. - MP7 Look for and make use of structure. - MP8 Look for and express regularity in repeated reasoning.	- that non-perfect squares and non-perfect cubes are irrational. - that cubing a number and taking the cube root of a number are inverse operations. - that scientific notation is used to express very large or very small numbers. - that some equations have no solutions and that some equations have an infinite number of solutions. - that negative exponents occur when there are more factors in the denominator. These exponents can be expressed as a positive if left in the denominator. <i>vocabulary: equivalent expressions, algebraic expression, term, like term, coefficient, constant, evaluate, Identity Properties, substitute, simplify, translate, linear, factor, consecutive, combining like terms, inverse operation, inequality, linear, monomial, perfect cube, perfect square, cube root, perfect cube, scientific notation</i>	interpreting the solution in the context of the problem. - evaluating exponents with rational bases and integer exponents. - simplifying expressions involving exponents. - identifying square roots and cube roots of perfect squares and perfect cubes. - evaluating and simplifying variable expressions involving squares & square roots, and cubes & cube roots. - using square roots and cube roots to solve algebraic equations. - converting between standard and scientific notation. - comparing numbers written in scientific notation. - using a scientific calculator to express a number in scientific notation. - using the four operations on numbers in scientific notation. - solving multi-step linear equations with rational coefficients. - solving linear equations with variables on both sides. - simplifying variable expressions using properties. - interpreting $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers) to determine the number of solutions - making sense of solutions, especially in real-world scenarios.
Content Area Literacy Standards - RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. - RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i>. - RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually.	21st Century Skills - reason effectively - use systems thinking - make judgments and decisions - solve problems - access and evaluate information	

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):

	OTHER EVIDENCE:

Stage 3 – Learning Plan <i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	

Geometry: Pre-Algebra

Stage 1 Desired Results		
ESTABLISHED GOALS: Competencies: <i>Students will demonstrate the ability to reason with definitions, theorems, and algebraic models to create conjectures and prove statements about two- and three- dimensional figures.</i> <i>Students will demonstrate the ability to model with geometric formulas in order to solve problems involving two- and three- dimensional objects.</i> <i>Students will demonstrate the ability to reason with the definitions and theorems of geometry in order to create conjectures and prove statements about congruence and similarity.</i> <i>Students will demonstrate the ability to model real world problems by building and analyzing the appropriate expression, equation, or function.</i> <i>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</i> <i>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</i> <i>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</i> Content Standards: 7.G.A.2 - Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. 7.G.A.3 - Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. 7.G.B.4 - Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. 7.G.B.5 - Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. 7.G.B.6 - Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. 8.G.A.1.A - Lines are taken to lines, and line segments to line segments of the same length. 8.G.A.1.B - Angles are taken to angles of the same measure. 8.G.A.1.C - Parallel lines are taken to parallel lines. 8.G.A. 2 - Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent	Transfer	
	<i>Students will be able to independently use their learning to reason with geometric principles to effectively and efficiently use resources as well as utilize spatial reasoning to manipulate and create objects and drawings.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS: <i>Students will understand that...</i> • in order to justify a conclusion, evidence and reasoning must be provided. • purposeful manipulation can be used to meet the needs of a situation. • algebraic formulas can be used to solve for unknown values in two- or three- dimensional figures. • scale drawings can be used to create workable models.	ESSENTIAL QUESTIONS • When dealing with a set of parameters, how would you determine if a unique solution is possible? • What consequences can result from manipulation?
	Acquisition	
<i>Students will know...</i> • that theorems and properties can be used to describe angles, polygons, and three-dimensional figures. • that angle relationships are formed when parallel lines are cut by a transversal. • Volume of a cone: $V = \frac{1}{3}\pi r^2 h$ • Volume of a cylinder: $V = \pi r^2 h$ • Volume of a sphere: $V = \frac{4}{3}\pi r^3$ • that performing rotations, reflections, and translations on a geometric figure result in images congruent to the pre-images. • that dilations result in an image similar to the pre-image. • what effect a transformation has on a geometric figure. • how rigid transformations and dilations are the same and different. • that proportional reasoning can be used to solve problems related to similar and congruent figures. • that the dimensions of a scaled model or a scaled	<i>Students will be skilled at...</i> • using proportional reasoning to solve problems that involve maps and scaled drawings. • using freehand, ruler, protractor and technology to draw geometric shapes with given conditions. • constructing triangles from measures of angles or sides. • identifying and describing supplementary, complementary, vertical, and adjacent angles. • using understandings of supplementary, complementary, vertical and adjacent angles to write and solve equations. • using their knowledge of area and circumference of a circle to solve problems. • calculating the area, surface area, and volume of two and three-dimensional figures. • describing the resulting face shape made from cuts that are parallel or perpendicular to the base of right rectangular prisms and pyramids. • using their knowledge of area, surface area and volume to solve problems involving two and three-	

figures, describe a sequence that exhibits the congruence between them. 8.G.A.3 - Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. 8.G.A.4 - Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. 8.G.A.5 - Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so. 8.G.C.9 - Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. MP1 Make sense of problems and persevere in solving them. MP2 Reason abstractly and quantitatively. MP3 Construct viable arguments and critique the reasoning of others. MP4 Model with mathematics. MP5 Use appropriate tools strategically. MP6 Attend to precision. MP7 Look for and make use of structure. MP8 Look for and express regularity in repeated reasoning. 7.G.A.1 - Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	<i>drawing must be proportional to the original.</i> <i>that shapes are defined by their properties.</i> vocabulary: plane sections, inscribed, protractor, pi, Π, Scale, Scale Factor, Scalene, Isosceles, Equilateral, Acute, Right, obtuse, equiangular, isosceles trapezoid, triangle inequality theorem, sum of angles theorem, intersecting lines, parallel, perpendicular, vertex, complement, supplement, vertical, adjacent, radius, diameter, circumference, surface area, cross-sections, right rectangular pyramid, triangular prisms congruent figures, similar figures, corresponding, preimage, image, line of reflection, rigid motion, rotation, center of rotation, transformation, translation, vertex, dilations, scale factor, indirect measure, alternate interior angles, alternate exterior angles, converse, corresponding angles, equiangular, interior angles, remote interior angles, exterior angles, parallel, transversal, deductive reasoning, inductive reasoning, proof, theorem, legs, hypotenuse, diagonal, converse, inverse relationship, perfect squares, square root, distance formula, cone, cylinder, sphere, slant height, composite solids, hemisphere, similar solids, polyhedron, lateral area	<i>dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</i> <i>utilizing a compass, protractor, and ruler to create transformations of geometric lines and figures.</i> <i>describing the effect of a transformation on a pre-image (original) and image.</i> <i>comparing angles, line segments, and parallel lines of a pre-image and image.</i> <i>identify a transformation from one image to another.</i> <i>using technology (i.e. Gizmo or Geogebra) to construct rigid transformations to prove geometric properties.</i> <i>performing dilations, rotations, reflections, and translations on geometric figures.</i> <i>identifying the scale factor of a dilation.</i> <i>proving similarity between figures in a dilation.</i> <i>writing proportions to model a real world problem.</i> <i>constructing two parallel lines with a transversal to identify alternate interior, exterior, corresponding, vertical, and adjacent angles.</i> <i>measuring missing angles in a transversal.</i> <i>describing the relationships between angles.</i> <i>constructing a proof for a geometric argument.</i> <i>proving that the interior angles of a triangle add up to 180 degrees.</i> <i>using geometric attributes to represent and compare objects.</i> <i>applying appropriate formulas for volumes of cones, cylinders, and spheres to solve real-world and mathematical problems.</i> <i>comparing and contrasting characteristics of cones, cylinders, and spheres and their formulas.</i>
Content Area Literacy Standards - RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. - RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i>. - RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually.	21st Century Skills <i>reason effectively</i> <i>use systems thinking</i> <i>solve problems</i> <i>communicate clearly</i> <i>access and evaluate information</i>	

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	

Number System: Pre-Algebra

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to simplify numeric and algebraic expressions by applying the properties of operations and the arithmetic of real numbers. - Students will demonstrate the ability to apply number sense by categorizing and comparing real numbers. - Students will demonstrate the ability to model real world problems by building and analyzing the appropriate expression, equation, or function. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> 7.NS.A.1 - Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. 7.NS.A.1.a - Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. 7.NS.A.1.b - Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. 7.NS.A.1.c - Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. 7.NS.A.1.d - Apply properties of operations as strategies to add and subtract rational numbers. 7.NS.A.2 - Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	Transfer Students will be able to independently use their learning to to compute fluently with numbers in any form and organize information to make comparisons and informed decisions.	
	Meaning ENDURING UNDERSTANDINGS Students will understand that... - the rules of the number system provide us with multiple strategies for solving a problem. - information can be examined by using multiple representations. - attributes are used to categorize information. ESSENTIAL QUESTIONS - How do you know what strategy to use?	
	Acquisition Students will know... - the properties of operations can be used as strategies to operate with rational numbers. - every quotient of integers is a rational number, but the divisor cannot be zero. - a number and its opposite have a sum of zero - a rational number when converted to a decimal, eventually repeats or terminates. - that the subtraction of rational numbers is the same as adding the additive inverse. - how to interpret numerical expressions by describing real world contexts. - that rational numbers are real numbers that can be expressed as a ratio of two integers ($\frac{a}{b}$), where b is not zero. - that irrational numbers are those which cannot be expressed as a ratio $\frac{a}{b}$. - that rational numbers can be expressed in decimal form as repeating or terminating decimals. - that real numbers can be compared and ordered. - that squaring a number and taking the square root of a number are inverse operations. Students will be skilled at... - computing fluently with rational numbers. - performing basic operations with rational numbers by applying the properties of operations. - converting rational numbers to decimals using long division - simplifying complex fractions - creating mathematical problems involving the four operations with rational numbers in order to solve real-world problems. - converting numbers written as a rational number expressed as $\frac{a}{b}$ into decimal expansion. - converting numbers written as a decimal expansion to a rational number expressed as $\frac{a}{b}$. - distinguishing between rational and irrational numbers. - comparing the magnitude of real numbers. - approximating irrational numbers. - approximating the value of expressions involving irrational numbers, for example 2π. - using irrational numbers to solve real-world problems, including those that require the	

- o 7.NS.A.2.a - Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. - o 7.NS.A.2.b - Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts. - o 7.NS.A.2.c - Apply properties of operations as strategies to multiply and divide rational numbers. - o 7.NS.A.2.d - Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. • 7.NS.A.3 - Solve real-world and mathematical problems involving the four operations with rational numbers. • 8.NS.A.1 - Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. • 8.EE.A.2 - Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. • 8.NS.A.2 - Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions. • 8.G.B.7 - Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. • 8.G.B.8 - Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. • 8.G.B.6 - Explain a proof of the Pythagorean Theorem and its converse. • MP1 Make sense of problems and persevere in solving them. • MP2 Reason abstractly and quantitatively. • MP3 Construct viable arguments and critique the reasoning of others. • MP6 Attend to precision. • MP7 Look for and make use of structure. • MP8 Look for and express regularity in repeated reasoning.	• <i>the Pythagorean Theorem.</i> <i>vocabulary: distributive property, commutative property, associative property, additive inverse, rational numbers, complex fraction, numerical expression, irrational number, radical symbol, square root, decimal expansion, theorem, legs, hypotenuse, square root</i>	<i>Pythagorean Theorem.</i> • <i>explaining a proof of the Pythagorean Theorem and its converse.</i>
Content Area Literacy Standards • RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. • RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i>.	21st Century Skills • <i>make judgements and decisions</i> • <i>solve problems</i> • <i>communicate clearly</i>	

RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually.	<i>use and manage information</i>
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	

Number System: Grade 7

Stage 1 Desired Results		
ESTABLISHED GOALS: <i>Competencies:</i> - Students will demonstrate the ability to simplify numeric and algebraic expressions by applying the properties of operations and the arithmetic of real numbers. - Students will demonstrate the ability to model real world problems by building and analyzing the appropriate expression, equation, or function. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> 7.NS.A.1 - Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. 7.NS.A.1.a - Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. 7.NS.A.1.b - Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. 7.NS.A.1.c - Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. 7.NS.A.1.d - Apply properties of operations as strategies to add and subtract rational numbers. 7.NS.A.2 - Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. 7.NS.A.2.a - Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world	Transfer	
	Students will be able to independently use their learning to compute fluently with numbers in any form.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... the rules of the number system provide us with multiple strategies for solving a problem.	ESSENTIAL QUESTIONS How do you know what strategy to use?
	Acquisition	
	Students will know... - the properties of operations can be used as strategies to operate with rational numbers. - every quotient of integers is a rational number, but the divisor cannot be zero. - a number and its opposite have a sum of zero - a rational number when converted to a decimal, eventually repeats or terminates. - that the subtraction of rational numbers is the same as adding the additive inverse. - how to interpret numerical expressions by describing real world contexts. <u>vocabulary:</u> distributive property, commutative property, associative property, additive inverse, rational numbers, complex fraction, numerical expression	Students will be skilled at... - computing fluently with rational numbers. - performing basic operations with rational numbers by applying the properties of operations. - converting rational numbers to decimals using long division - simplifying complex fractions - creating mathematical problems involving the four operations with rational numbers in order to solve real-world problems.

contexts. - o 7.NS.A.2.b - Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts. - o 7.NS.A.2.c - Apply properties of operations as strategies to multiply and divide rational numbers. - o 7.NS.A.2.d - Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. • 7.NS.A.3 - Solve real-world and mathematical problems involving the four operations with rational numbers. • MP1 Make sense of problems and persevere in solving them. • MP2 Reason abstractly and quantitatively. • MP6 Attend to precision. • MP7 Look for and make use of structure. • MP8 Look for and express regularity in repeated reasoning.		
Content Area Literacy Standards		21st Century Skills
• RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. • RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i>. • RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually.		• <i>reason effectively</i> • <i>solve problems</i> • <i>use systems thinking</i>

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan
Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• 1.OA.1 Use	• 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
• 1.OA.1 Use	

Proportional Reasoning: Grade 7

Stage 1 Desired Results		
ESTABLISHED GOALS: Competencies: - Students will demonstrate the ability to reason with quantities by recognizing, analyzing, and applying proportional relationships. - Students will demonstrate the ability to simplify numeric and algebraic expressions by applying the properties of operations and the arithmetic of real numbers. - Students will demonstrate the ability to solve equations and inequalities by applying the properties of equality, inequality, and rational expressions. - Students will demonstrate the ability to model real world problems by building and analyzing the appropriate expression, equation, or function. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. Content Standards: 7.RP.A.1- Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. 7.RP.A.2 - Recognize and represent proportional relationships between quantities. 7.RP.A.2.a - Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. 7.RP.A.2.b - Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. 7.RP.A.2.c - Represent proportional relationships by equations. For example, if total cost (t) is proportional to the number (n) of items purchased at a constant price (p), the relationship between the total cost and the number of items can be expressed as $t = pn$. 7.RP.A.2.d - Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate. 7.RP.A.3 - Use proportional relationships to solve multi-step ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and	Transfer	
	Students will be able to independently use their learning to make informed decisions involving the relationship between two quantities.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - in order to compare and determine equivalent ratios, proportional reasoning must be used. - maintaining a relationship is essential to proportionality.	ESSENTIAL QUESTIONS When is it important to maintain a relationship?
	Acquisition	
	Students will know... - when to use proportions to solve problems. - how to use proportional relationships to solve multi-step ratio and percent problems. - how to recognize and represent proportional relationships. - how to identify the constant of proportionality - a point (x,y) on the graph of a proportional relationship given a unit rate r, $y=rx$ and $x=yr$ and what this means in terms of the situation. - how (0,0) and (0, r) relate to the situation described. - the formula for percent increase/decrease. - the formula for percent error. - the formula for simple interest. vocabulary: proportion, simple interest, rate, constant of proportionality, rate of change, percent error, percent increase, percent decrease, coordinate plane, origin, unit rate	Students will be skilled at... - computing unit rates - determining whether two units have a proportional relationship or not by analyzing a table, graph, and equation. - writing and solve proportions. - using proportions, tables, and graphs to test for equivalent ratios. - determining the constant of proportionality from graphs, tables, equations, diagrams and verbal descriptions. - representing proportional relationships with equations - using proportional relationships to solve multi-step ratio and percent problems.

decrease, percent error. • 7.G.A.1 - Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. • • MP1 Make sense of problems and persevere in solving them. • MP2 Reason abstractly and quantitatively. • MP6 Attend to precision. • MP7 Look for and make use of structure. • MP8 Look for and express regularity in repeated reasoning.		
Content Area Literacy Standards		21st Century Skills
• RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. • RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i> . • RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually. • RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.		• <i>reason effectively</i> • <i>use systems thinking</i> • <i>solve problems</i> • <i>use and manage information</i> • <i>access and evaluate information</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• 1.OA.1 Use	• 1.OA.1 Use

<i>Technology Integration</i>	<i>District Materials</i>
• 1.OA.1 Use	

Expressions & Equations: Grade 8

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to simplify numeric and algebraic expressions by applying the properties of operations and of arithmetic of real numbers. - Students will demonstrate the ability to solve equations, inequalities and systems by analyzing structure and applying the properties of equality, inequality and rational expressions. - Students will demonstrate the ability to model real world problems by building and analyzing the appropriate expression, equation, or function. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> 8.EE.A.1- Know and apply the properties of integer exponents to generate equivalent numerical expressions. 8.EE.A.2 - Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. 8.EE.A.3 - Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. 8.EE.A.4 - Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology. 8.EE.C.7 - Solve linear equations in one variable. - Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). - Solve linear equations with rational number coefficients,	Transfer	
	<i>Students will be able to independently use their learning to solve non-routine problems involving finding the value of an unknown and be able to support the validity of their solutions.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - rules of arithmetic and algebra can be used together with notions of equivalence to transform equations and inequalities so solutions can be found. - the number of solutions to a problem is dependent upon the context of the situation.	ESSENTIAL QUESTIONS - How do we ensure equality? - When is it appropriate for things to not be equal?
	Acquisition	
	<i>Students will know...</i> - that bases must be the same in order to perform operations with exponents. - that exponents are subtracted when like bases are being divided. - that any number raised to the zero power is equal to one. - that negative exponents occur when there are more factors in the denominator. These exponents can be expressed as a positive if left in the denominator. - that exponents are added when like bases are being multiplied. - that exponents are multiplied when a power is raised to a power. - the commonly used perfect squares and cubes - that non-perfect squares and non-perfect cubes are irrational. - that cubing a number and taking the cube root of a number are inverse operations. - that scientific notation is used to express very large or very small numbers.	<i>Students will be skilled at...</i> - evaluating exponents with rational bases and integer exponents. - simplifying expressions involving exponents. - identifying square roots and cube roots of perfect squares and perfect cubes. - evaluating and simplifying variable expressions involving squares & square roots, and cubes & cube roots. - using square roots and cube roots to solve algebraic equations. - converting between standard and scientific notation. - comparing numbers written in scientific notation. - using a scientific calculator to express a number in scientific notation. - using the four operations on numbers in scientific notation. - solving multi-step linear equations with rational coefficients. - solving linear equations with variables on both sides.

including equations whose solutions require expanding expressions using the distributive property and collecting like terms. - MP1 Make sense of problems and persevere in solving them. - MP2 Reason abstractly and quantitatively. - MP4 Model with mathematics. - MP6 Attend to precision. - MP7 Look for and make use of structure. - MP8 Look for and express regularity in repeated reasoning.	<i>that some equations have no solutions and that some equations have an infinite number of solutions.</i> <u>vocabulary:</u> linear, monomial, perfect cube, perfect square, cube root, perfect cube, scientific notation	<i>simplifying variable expressions using properties.</i> <i>interpreting $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers) to determine the number of solutions</i> <i>making sense of solutions, especially in real-world scenarios.</i>
Content Area Literacy Standards		21st Century Skills
- RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. - RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i>. - RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually.		<i>reason effectively</i> <i>use systems thinking</i> <i>make judgments and decisions</i> <i>solve problems</i> <i>access and evaluate information</i>

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
Language Arts Integration	Mathematics Integration
1.OA.1 Use	1.OA.1 Use

<i>Technology Integration</i>	<i>District Materials</i>
• 1.OA.1 Use	



EXECUTIVE SUMMARY

RFP for Student Chromebooks

This executive summary outlines the results and recommendation following the completion of the RFP process for 550 student Chromebooks. These devices are part of our yearly dedicated device program for students entering 6th and 9th grades the following school year. These Chromebooks will get handed out to 5th and 8th grade students during the final week of school this year to be used for their Middle and High School careers respectively.

The RFP was posted on our website and emailed to vendors on December 18th, 2024, with a submission deadline of January 15, 2025. A total of 17 vendors submitted bids. After review, the administration recommends awarding the contract to Archangel, which submitted the lowest-priced qualifying bid.

Respectfully Submitted,
Kenneth Henderson
Director of Technology



NH School Administrative Unit 106 | Timberlane Regional School District

30 Greenough Road, Plaistow, NH 03865 Voice: (603) 382-6119 Fax: (603) 382-3334

Timberlane.net

@TimberlaneRegional

@TimberlaneRSD

@TimberlaneRSD

Bid Opening Record

Bid: 24-25 Chromebook

Date: 01/15/2025

Ref. Policy DJE

<u>Bidder</u>	<u>Description</u>	<u>Qty</u>	<u>Unit Price</u>	<u>Total Amount</u>	<u>Attend ed</u>
MicroAge	Chromebook	550	\$362.41 plus \$1,903.00 shipping	\$201,228.50	No
Hypertec USA	ASUS Chromebook Google License	550 550	\$306.38 \$30.29	\$185,168.50	
Whalley	ASUS Chromebook	550	\$336.00	\$184,800.00	
Avava Zainouba, LLC	ASUS Chromebook	550	\$349.92	\$192,456.00	
Vivacity	ASUS Chromebook Google License	550 550	\$331.14 \$32.00	\$199,727.00	
Connection	Chromebook Celeron** Chrome OS	550 550	\$299.00 \$31.75	\$181,912.50	
CDW-G	ASUS Chromebook Google License	550 550	\$231.00 \$31.00	\$144,100.00	
Archangel	ASUS Chromebook Google License	550 550	\$229.49 \$31.79	\$143,704.00	
Planet Holdings	ASUS Chromebook	550	\$354.00	\$194,700.00	
Elysian Tech	HP Fortis**	550	\$303.38	\$166,859.00	
Sunnytech	ASUS Chromebook Google License	550 550	\$263.80 \$29.69	\$161,419.50	
Archie Supply LLC	ASUS Chromebook	550	\$349.92	\$192,456.00	

Witnesses:

Recorder:

Name

Signature

Low bidder submittal will be reviewed to insure compliance with bid specs.

Reference checks will be completed prior to awarding of bid.

This form will be on file in the District Office for one year and attached to electronic Purchase Requisition.

The mission of the Timberlane Regional School District is to engage all students in challenging and relevant opportunities, emphasizing high aspirations and personal growth.



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Bid Opening Record

Bid: 24-25 Chromebook

Date: 01/15/2025

Ref. Policy DJE

<u>Bidder</u>	<u>Description</u>	<u>Qty</u>	<u>Unit Price</u>	<u>Total Amount</u>	<u>Attend ed</u>
Riverside Technologies	ASUS Chromebook	550	\$384.00	\$211,200.00	No
HP2 Performance	ASUS Chromebook	550	\$345.15	\$189,832.50	
Milliard Tek	ASUS Chromebook	550	\$269.60	\$148,280.00**(\$243,600)	
Virtucom	ASUS Chromebook Google License	550 550	\$311.00 \$30.50	\$187,825.00	
Malor & Co	Lenovo Chromebook**	550	\$247.21	\$135,965.50	

Witnesses:

<i>Kenneth Henderson</i>	<i>Lisa Oliver</i>

Recorder:

Heather Greenfield

Name

Heather Greenfield

Signature

Low bidder submittal will be reviewed to insure compliance with bid specs.

Reference checks will be completed prior to awarding of bid.

This form will be on file in the District Office for one year and attached to electronic Purchase Requisition.

The mission of the Timberlane Regional School District is to engage all students in challenging and relevant opportunities, emphasizing high aspirations and personal growth.

Signature Certificate

Reference number: UVUXT-S2JDW-AQIGR-WFKIE

Signer

Timestamp

Signature

Heather Greenfield

Email: heather.greenfield@timberlane.net

Sent:

15 Jan 2025 20:03:04 UTC

Signed:

15 Jan 2025 20:03:05 UTC

Heather Greenfield

IP address: 50.237.135.14

Location: Atkinson, United States

Ken Henderson

Email: ken.henderson@timberlane.net

Sent:

15 Jan 2025 20:03:04 UTC

Viewed:

15 Jan 2025 20:10:26 UTC

Signed:

15 Jan 2025 20:10:47 UTC

Kenneth Henderson

Recipient Verification:

✓Email verified

15 Jan 2025 20:10:26 UTC

IP address: 50.237.135.14

Location: Atkinson, United States

Lisa Oliver

Email: lisa.oliver@timberlane.net

Sent:

15 Jan 2025 20:03:04 UTC

Viewed:

15 Jan 2025 20:20:28 UTC

Signed:

15 Jan 2025 20:33:23 UTC

Lisa Oliver

Recipient Verification:

✓Email verified

15 Jan 2025 20:20:28 UTC

IP address: 50.237.135.14

Location: Atkinson, United States

Document completed by all parties on:

15 Jan 2025 20:33:23 UTC

Page 1 of 1



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TRSD POLICY COMMITTEE'S RECOMMENDATIONS TO THE SCHOOL BOARD

January 23, 2025

First Read

Policy	Changes/Recommendations
JLC - Student Health Services	Revisions to JLC include the recent requirement that school nurses have DOE certification, a title change, reference to individual health care plans, and clarification of some of the responsibilities relative to school nurses and school health services in general.

Second Read/Adoption

Policy	Changes/Recommendations
EBCA - Crisis Prevention and Emergency Response Plans	<i>Returning from Policy Committee with no changes. Board approved first read on Novemebr 21st.</i> TRSD does not currently have this policy. NHSBA's sample policy language.
GBEB - Staff Conduct	<i>Returning from Policy Committee. Changes include: "The district provides all employees with access to all School Board policies upon hire and annually." Board approved first read on Novemebr 21st.</i> TRSD does not currently have this policy. NHSBA's sample policy language with the addition above.

Timberlane Regional School District	Policy Code: JLC
Adopted: 01-01-83 Reaffirmed: 06-06-91 Revised: 05-02-96 Revised: 02-24-05 Revised: 11-17-11 Revised: 05-16-19 <u>Revised:</u>	Page 1 of 2

STUDENT HEALTH SERVICES

Related policies JLCD, JLCD-R, JLCE and JLCCK

A. General Health Services: The Board may appoint one or more school nurses to carry out appropriate school health-related activities.

B. School Nurse Qualifications and Responsibilities. ~~The Board may appoint a school nurse to function in the school health program and to provide school health services.~~ A school nurse shall be a registered professional nurse licensed in New Hampshire and certified by the New Hampshire Department of Education. The Board may employ or contract with a Licensed Practical Nurse (LPN) or a Licensed Nursing Assistant (LNA) to work under the direct supervision of the school Registered Nurse (RN). As provided by New Hampshire law, the school nurse is responsible for any delegation of health care tasks.

Responsibilities of the 21st century school nurse include, but are not limited to: providing direct health care to students ~~and staff~~; providing leadership, ~~for the provision of health services~~ care coordination and qualitative improvement of school health services; promoting a healthy school environment and control/surveillance of infectious diseases; promoting health; serving in a leadership role for health policies and programs; and serving as a liaison between school personnel, family, community, and health care providers. Additionally, the school nurse is responsible ~~for developing procedures to address and meet special physical health needs of students. Such procedures may be developed and implemented on a case-by-case basis, for the oversight of other school services, including but not limited to: assessing and responding to individual student health needs through Individual Healthcare Plans, maintaining accurate health records, participating on 504 and IEP teams (as needed or required), health promotion, disease and injury prevention initiatives, student wellness, and other responsibilities and services as dictated by law or Board policy. Finally, the school nurse will assist the administration in developing/updating forms necessary and appropriate for health-related issues (e.g., emergency, individual student health needs, administration of medication, etc.).~~

C. Injuries, Illnesses and Medications. Emergency medical care will be provided pursuant to Board Policy JLCE.

Any pupil who is required to take prescribed medication during the school day will do so consistent with the provisions of Department of Education Rule 311.02 and Board Policy JLCD.

Timberlane Regional School District	Policy Code: JLC
Adopted: 01-01-83 Reaffirmed: 06-06-91 Revised: 05-02-96 Revised: 02-24-05 Revised: 11-17-11 Revised: 05-16-19 <u>Revised:</u>	Page 2 of 2

~~All~~ Injuries or illnesses occurring during the school day are to be reported to the school nurse or the building principal. Accidents shall be reported in accordance with Board Policy JLCF. Students attending school during the extended day, night, or summer school programs, or any other time when the school nurse is not in the building, are to report all illnesses and injuries to the supervising adult. ~~The school nurse, principal or designee will notify parents/guardians before a student who is injured or ill is permitted to go home.~~ Students will not be allowed to leave school due to injury or illness without first notifying either the school nurse or principal ~~of his/her injury or illness as well as the student's parent/guardian or other person identified on the student's emergency contact form on file with the school.~~ Additionally, ~~parent/guardian notification and authorization is necessary before any student will be released from school due to injury or illness.~~

~~Emergency medical care will be provided pursuant to the guidelines of Board Policy JLCF.~~

~~Any pupil who is required to take prescribed medication during the school day will do so consistent with the provisions of Department of Education Rule 311.02. Clarifications of these provisions are in Board Policy JLCD and Appendix JLCD-R.~~

~~In addition to the provisions of this policy, the school nurse is responsible for the oversight of other school services, including but not limited to: assessing and responding to student health needs, maintaining accurate health records, screening for vision, hearing and BMI according to national recommendations, participating on 504 and IEP teams (if requested), health promotion, disease and injury prevention initiatives, student wellness, and other responsibilities and services as dictated by law or Board policy.~~

Legal References:

~~RSA 200:27, School Health Services~~

~~RSA 200:29, School Nurse~~

~~RSA 200:31, School Health Personnel~~

~~RSA 326-B, Nurse Practice Act~~

~~NH Code of Administrative Rules, Section Ed 306.12(b), School Health Services~~

~~NH Code of Administrative Rules, Section Ed 311, School Health Services~~

Timberlane Regional School District	Policy Code: EBCA
Adopted:	Page 1 of 2

Crisis Prevention and Emergency Response Plans

The Board recognizes that schools are subject to a number of potentially dangerous events, such as natural disasters, industrial accidents, acts of terrorism, and other violent events. No school is immune from these events no matter the size or location. The Board is committed to the prevention of these events, to the extent possible, in the schools and at school-sponsored activities.

A. Site-specific Emergency Operations Plan (RSA 189:64).

Each school shall develop a site-specific school emergency operations plan (“EOP”) based on and conforming with the Incident Command System and the National Incident Management System and pursuant to RSA 189:64.

Each Emergency Operations Plan will address hazards as including, but not limited to: acts of violence, threats, natural disasters, fire, hazardous materials, medical emergencies, and other hazards deemed necessary by the School Board or local emergency authorities. School building principals, or their designee, shall annually review their site-specific EOP and submit updated plans (or report of no changes) to the Superintendent for review by October 1st.

If, after such review, the plan remains unchanged, then the Superintendent/Principal shall notify the New Hampshire Department of Safety by October 15 that the plan is unchanged. If an Emergency Operations Plan is updated/revised, the Superintendent/Principal shall submit the updated Emergency Operations Plan to the Director of Homeland Security and Emergency Management of the Department of Safety by October 15.

All-hazard and fire evacuation drills shall be conducted annually pursuant to Board policy EBCB.

B. District-wide Crisis Prevention and Response Plan.

The Superintendent, in consultation with appropriate personnel, district safety committee, and in coordination with local emergency authorities, shall develop a District-wide Crisis Prevention and Response Plan (the “District Crisis Plan”). The District Crisis Plan shall serve as a compilation of each site-specific Emergency Operations Plan for each District school and shall include the current Sports Injury Emergency Action Plan as required under Board policy JLCJA and RSA 200:40-c. The District-wide Crisis Plan will include provisions addressing coordination of crisis prevention and responses between and among the different schools, grounds, school buses, and other facilities of the District.

Timberlane Regional School District	Policy Code: EBCA
Adopted:	Page 2 of 2

In order to avoid plan/policy conflicts, the District Crisis Plan will reference applicable sections of other pertinent plans rather than restate (e.g., crisis communications should be addressed in the District Communication Plan).

The District Crisis Plan shall be updated and provided to the Board for review by October 31 each year (i.e., after the site-specific EOP's are submitted to the state).

C. Coordination.

The Superintendent will establish a relationship with local and state emergency services (e.g., police, fire, ambulance, etc.). Unless otherwise provided in a site-specific EOP, the District-wide Crisis Prevention and Response Plan or the District Communication Plan, the Superintendent, or their designee, will serve as the coordinator/liaison with these authorities. Additionally, the Superintendent should designate personnel to explore the availability of any training or support provided by the New Hampshire Departments of Education and/or Safety associated with risk assessment, crisis management, and other matters related to this policy.

Legal References:

RSA 189:64 Emergency Response Plans

RSA 193-D Safe School Zones

RSA 193-F Pupil Safety and Violence Prevention

RSA 200:40-c Emergency Plans for Sports Related Injuries

NH Code of Admin. Rules, Ed 306.04(a)(2)

Timberlane Regional School District	Policy Code: GBEB
Adopted:	Page 1 of 2

Staff Conduct

A. General Provisions.

All employees have the responsibility to make themselves familiar with, and abide by, the laws of the State of New Hampshire as they affect their work, all policies and decisions of the Board, and the administrative regulations and directives designed to implement them. The district provides all employees with access to all School Board policies upon hire and annually. All employees shall be expected to carry out their assigned duties, support and enforce Board policies and administrative regulations, submit required reports, protect District property, oversight of students and contribute to the education and development of the District's students.

Employees are advised that failure to abide by this and other school board policies can lead to disciplinary action, up to and including dismissal, and can result in non-renewal. Any action taken regarding an employee's employment with the District will be consistent with all rules, laws, and collective bargaining agreements, if applicable.

B. Adoption and Incorporation of Standards of Code of Conduct for New Hampshire Educators.

The Board incorporates by reference, and adopts as independent standards of conduct relative to employment in the District, the provisions of the New Hampshire Code of Conduct for New Hampshire Educators (Ed 510.01-510.05) (the "NH Code of Conduct"), as the same may be amended by the State from time to time. The District reserves the right to take employment action against any employee based upon the District's interpretation of the provisions of the NH Code of Conduct and the District's independent assessment of whether an employee has violated said provisions. The District's interpretation, assessment and/or action thereon, are independent of any interpretation by the New Hampshire Department of Education ("DOE") with respect to those standards, and irrespective of any investigation by or action taken by the DOE relative to a District employee's conduct.

C. Dissemination.

The content or a copy of this policy should be included in every employee/staff member handbook, and/or otherwise provided annually to each employee, designated volunteer, and contracted party.

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Legal References:

RSA 189:13 Dismissal of Teacher

RSA 189:14-a Failure to be Renominated or Reelected

RSA 189:14-d Termination of Employment

N.H. Code of Admin. Rules Section Ed. 303.01 Substantive Duties of School Boards

N.H. Dept of Ed., Code of Ethics for NH Educators

N.H. Dept. of Ed. Admin. Rule – Ed 510.01- 510.05 Code of Conduct for NH Educators

*NH Code of Admin. Rules, Section Ed 511 Denial, Suspension or Revocation
of Certified Personnel*

Job Postings

As of 1/22/25												
JobId	Category	Position Type	Additional Title	Location	Date Posted	Closing Date	Date Available	Filled by AppNo	Date Filled	For Fiscal Year	Time To Fill	AppCount
Administration												
4999	Administration	Director	Facilities Director cc2637	Timberlane Regional School District	9/20/2024	Open until filled	as soon as possible			2024-2025	124	29
Athletics/Activities												
5041	Athletics/Activities	Coaching	TRHS Varsity Boys Lacrosse Coach	Timberlane Regional High School	12/9/2024	open until filled	March of 2025			2024-2025	44	5
Elementary School Teaching												
5009	Elementary School Teaching	Intermediate - Grades 4, 5 Teacher	Elementary Teacher - Grade 5 cc2116 - One Year Position	Danville Elementary	10/1/2024	Open until filled	as soon as possible			2024-2025	113	5
5042	Elementary School Teaching	Art Teacher	Long Term Substitute - Elementary Art Teacher	Pollard School	12/20/2024	Open until filled	2/5/2025			2024-2025	33	5
5038	Elementary School Teaching	Primary - Grades 1, 2, 3	Long Term Substitute - Elementary Teacher Grade 3	Danville Elementary	11/19/2024	Open until filled	4/25/2025			2024-2025	64	4
High School Teaching												
5030	High School Teaching	Science - Biology	Long Term Substitute - High School Science Teacher	Timberlane Regional High School	10/28/2024	Open until filled	4/21/2025			2024-2025	86	1
4906	High School Teaching	World Language - Spanish	Long Term Substitute - High School Spanish Teacher	Timberlane Regional High School	5/20/2024	Open until filled	as soon as possible			2024-2025	247	5
5021	High School Teaching	Mathematics	Long-Term Substitute - High School Mathematics Teacher	Timberlane Regional High School	10/16/2024	Open until filled	3/1/2025			2024-2025	98	3
4882	High School Teaching	World Language - French	Part Time French Teacher cc1556	Timberlane Regional High School	5/7/2024	Open until filled	as soon as possible			2024-2025	260	4
Instructional Support Staff												
4511	Instructional Support Staff	Academic Tutor	Academic Tutor	Timberlane Regional School District	10/4/2022	open until filled	as soon as possible			2024-2025	841	17
4991	Instructional Support Staff	Regular education Paraeducator	Regular Education Paraeducator cc1225	Timberlane Regional High School	8/21/2024	Open until filled	as soon as possible			2024-2025	154	9
5027	Instructional Support Staff	Regular education Paraeducator	Regular Education Paraeducator cc2336	The Learning Center at Sandown Central	10/22/2024	Open until filled	as soon as possible			2024-2025	92	4
5026	Instructional Support Staff	Regular education Paraeducator	Regular Education Paraeducator cc748	The Learning Center at Sandown Central	10/22/2024	Open until filled	as soon as possible			2023-2024	92	4
5008	Instructional Support Staff	Special education Paraeducator	Special Education Paraeducator cc1070	Timberlane Regional High School	9/27/2024	Open until filled	as soon as possible			2024-2025	117	6
4978	Instructional Support Staff	Special education Paraeducator	Special Education Paraeducator cc1544	Sandown North	7/30/2024	Open until filled	as soon as possible			2024-2025	176	5
5044	Instructional Support Staff	Special education Paraeducator	Special Education Paraeducator cc2068	Timberlane Regional High School	1/3/2025	Open until filled	as soon as possible			2024-2025	19	2
Maintenance/Custodial												
5017	Maintenance/Custodial	Custodian	Custodian - First Shift cc2271	Timberlane Regional High School	10/9/2024	Open until filled	as soon as possible			2024-2025	105	17
4981	Maintenance/Custodial	Custodian	Custodian - Second Shift cc1454	Timberlane Regional High School	8/5/2024	Open until filled	as soon as possible			2024-2025	170	10
5039	Maintenance/Custodial	Custodian	Custodian Second Shift cc2276	Timberlane Regional High School	11/22/2024	Open until filled	as soon as possible			2024-2025	61	7
5033	Maintenance/Custodial	Maintenance General	HVAC Technician - First Shift cc944	Timberlane Regional School District	11/6/2024	Open until filled	as soon as possible			2024-2025	77	3
4961	Maintenance/Custodial	Custodian	Part Time Custodian - Second Shift cc991	Atkinson Academy	7/10/2024	Open until filled	as soon as possible			2024-2025	196	14
4944	Maintenance/Custodial	Custodian	Substitute Custodians	Timberlane Regional School District	6/24/2024	Open until filled	Ongoing			2024-2025	212	7
Middle School Teaching												
5032	Middle School Teaching	Physical Education	Physical Education/Health Teacher cc1553	Timberlane Regional Middle School	10/31/2024	Open until filled	as soon as possible			2024-2025	83	8
Non-Instructional Support												
4878	Non-Instructional Support	Crossing Guard	School Crossing Guard cc2703	Timberlane Regional High School	4/29/2024	Open until filled	as soon as possible			2024-2025	268	3
4868	Non-Instructional Support	Crossing Guard	School Crossing Guard cc2706	Timberlane Regional Middle School	4/19/2024	Open until filled	as soon as possible			2024-2025	278	4
PAC TECHNOLOGY AND INSTRUCTORS												
5031	PAC TECHNOLOGY AND INSTRUCTORS		Chamber Music Coach	Performing Arts Center	10/29/2024	Open until filled	as soon as possible				85	6
4945	PAC TECHNOLOGY AND INSTRUCTORS	Private Music Instructors	Private Music Instructors	Performing Arts Center	6/24/2024	Open until filled	7/1/2024			2024-2025	212	12
Special Education												
5028	Special Education	Special Education Teacher	Long Term Substitute - Special Education Teacher	Timberlane Regional Middle School	10/22/2024	Open until filled	1/20/2025			2024-2025	92	1
5035	Special Education	Special Ed Coordinator	Special Education Coordinator cc2217	Timberlane Regional High School	11/8/2024	Open until filled	as soon as possible			2024-2025	75	3
5043	Special Education	Special Education Teacher	Special Education Teacher cc1723	Timberlane Regional High School	12/31/2024	Open until filled	as soon as possible			2024-2025	22	0
Substitute												
4943	Substitute	Substitute Teacher	Substitute Teacher, Paraeducator, LNA, and Secretary 2024-2025 School Year	Timberlane Regional School District	6/24/2024	Open until filled	Ongoing			2024-2025	212	67