



Thursday, November 3, 2022 AGENDA

Regular Business Meeting – 7:00 PM
SAU 106 Boardroom

Christopher K. Kellan, Superintendent
Kristin Savage, Vice Chair

1. 7:00 PM Call to Order
2. Roll Call – Clerk
3. Pledge of Allegiance
4. Approval of Minutes
5. Delegates and Individuals
6. Student Representative
7. Current Business
 - a. 7:05 PM School Board Vacancy - INFORMATIONAL
 - b. 7:10 PM Warrant Articles – INFORMATIONAL
 - c. 7:15 PM Endorsement of Critical Shortage Special Education Administrator – ACTION
 - d. 7:20 PM Policies – ACTION
 - e. 7:25 PM High School Curriculum Units – ACTION
 - f. 7:30 PM Field Trip Requests – ACTION
 - g. 7:35 PM Finalized Legal Calendar - INFORMATIONAL
8. 7:40 PM Administrators' Report
9. 7:45 PM Personnel Report
10. 7:50 PM Committee Reports/Reports of the School Board
11. 7:55 PM Recess until approximately 8:45 PM
12. Correspondence Folder
13. Vendor and Payroll Registers
14. Other Business
15. Nonpublic Session
16. Future Dates

DATE	TIME	LOCATION	TYPE OF MEETING
November 17	7:00 PM	SAU Boardroom	Regular Business
December 1	7:00 PM	SAU Boardroom	Regular Business
December 15	7:00 PM	SAU Boardroom	Regular Business



1-3. Open Meeting

4. Approval of Minutes (2 sets: October 20th regular business meeting minutes and October 20th nonpublic meeting minutes)

5. Delegates and Individuals

6. Student Representative (Matthew LaBelle to present)

7. Current Business

a. School Board Vacancy

Announcement of School Board vacancy for Sandown residents.

b. Warrant Articles

Review and discuss the draft warrant articles.

c. Endorsement of Critical Shortage Special Education Administrator

Motion to act on the endorsement of Special Education Administrator is deemed a local critical shortage.

d. Policies

Second Read: Motion to act on the second read of Policies BBBH, BEA, and DIH.

e. High School Curriculum Units

Motion to act on the two TRHS courses: Studies in Women's Health and Wellness; and Probability, Statistics and Trigonometry.

f. Field Trip Requests

Per Policy IJOA, motion to act on the four proposed field trips: Harvard Model Congress Field Trip, London Theater Trip, German Cultural Exchange Trip, and Great Eclipse Exchange Trip.

g. Finalized Legal Calendar

For informational purposes, the calendar has been updated and finalized.

8. Administrators' Report

Mr. Krieger and Mr. Kellan to present.

9. Personnel Report

10. Committee Reports/Reports of the School Board

11. Recess until approximately 8:45 PM

12. Correspondence – All correspondence is now forwarded to board members as it comes in.

13. Vendor and Payroll Registers – please be sure to review and sign electronically vendor and payroll registers.

14. Other Business – Board members to provide agenda items for future meeting consideration.

15. Nonpublic Session – If needed.

16. Future Dates – As indicated.

DRAFT-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 Documents](#)

Timberlane Regional School Board Meeting Minutes

**Regular Board Meeting
October 20, 2022
7:00 PM**

**Superintendent's Office
30 Greenough Road
Plaistow, NH**

Call to Order

Chairman Finnegan opened the October 20, 2022 Timberlane Regional School Board meeting at 7:00 PM; this was followed by roll call and the Pledge of Allegiance.

Board Members Present

Steven Finnegan, Shauna Manthorn, Katie Knutsen, Michael Boucher, Kristin Savage, and Mark Sherwood. Kim McCormick was absent. Brian Boyle arrived at 7:02PM and Kim Farah arrived at 7:15PM after roll call.

Seated at the Board Table

Christopher Kellan, Superintendent of Schools
Justin Krieger, Assistant Superintendent
Matthew LaBelle, Student Representative

Administrators Present

Lucy Canotas, Director of Elementary Curriculum
Mark Pedersen, Director of Secondary Curriculum
Sandra Allaire, Executive Director of Curriculum
Fran Decinto, Director of Human Resources
Lisa Oliver, Assistant Business Administrator
Ginger Drechsel, Director of Student Services
Karl Ingoldsby, Director of Plant Operations
Kelley Brooks, Director of Special Education
Maria Watkins, CFO/Business Administrator
Karl Ingoldsby, Director of Plant Operations

APPROVAL OF MINUTES (00:01:43)

MOTION: Mrs. Knutsen motioned to approve the October 6, 2022 meeting minutes; seconded by Mr. Boucher.

DRAFT-NOT APPROVED

Discussion ensued regarding the information transcribed in the Administrator's Report; Mrs. Manthorn explained that the information was incorrect as the OTs and PTs are visiting from North Shore Community College and special education interns will be visiting from SNHU.

MOTION: Mrs. Knutsen amended her motion to approve the October 6, 2022 meeting minutes to include "OTs and PTs are visiting from North Shore Community College and special education interns are visiting from SNHU." seconded by Mr. Boucher. Motion passed 7-0-0.

MOTION: Mr. Boucher motioned to approve the October 6, 2022 nonpublic meeting minutes; seconded by Mrs. Manthorn. Motion passed 7-0-0.

DELEGATES AND INDIVIDUALS (00:04:35)

None

STUDENT REPRESENTATIVE (00:04:40)

Matthew LaBelle presented the events that were happening at each of the schools including Spirit Week and college application season at the High School; an enactment of A Midsummer Night's Dream at the Performing Arts Center (PAC); parent-teacher conferences throughout the District; an ice cream social, an early release, and Harvest Fest at Atkinson Academy; Danville Elementary hosted a food drive and costume parade, developed a new publication: the Hawk News, had an early release day, and participated in their Fall Festival; Pollard School had an early release day, a 5th grade celebration, Halloween parade, and a meeting for 4th and 5th grade students and parents regarding social media; and Sandown North held their first coffee and conversation of the school year and a Halloween Parade.

CURRENT BUSINESS

a. Middle School Passion Projects (00:12:25)

Hunter Newman, a student at the Middle School, thanked the Board for their support in paving the basketball court. In his efforts with his partner, Samantha Mooney, who is also a Middle School student, they were able to accomplish their goal of paving the basketball court and explained the impact it has made on them and their fellow classmates. His next goal is to secure more basketballs for recess.

b. Athletics Annual Report (00:21:10)

The Board reviewed the Athletics Annual Report.

c. Policies (00:21:30)

The Board reviewed the policies presented for first read: BBBH, BEA, and DIH.

MOTION: Dr. Farah motioned to accept Policies BBBH, BEA, and DIH for first read; seconded by Mrs. Savage. Motion passed 8-0-0.

Discussion ensued regarding the Policy Review spreadsheet and the Policy Committee will cross-reference NHSBA's last January update with the spreadsheet to reprioritize policy updates.

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d. Warrant Articles (00:31:20)

The Board reviewed the draft warrant articles that may be presented to the voters in March 2023. Mrs. Watkins explained the rationale of proposing an Emergency Contingency Fund draft warrant article as there is concern for increasing rates of energy and other costs; this fund will give the School Board authority to release the funds to pay for costs that went overbudget. She described it as a safety net that will be returned to the taxpayers if it is not used. Discussion ensued regarding the requested \$500,000 in the Emergency Contingency Fund draft warrant article and the response from voters on similar past warrant articles. Mrs. Watkins presented the Fund Balance Retention draft warrant article which included an increase from 2.5% to 5%. Discussion ensued and continued onto the Use of Capital Reserve Fund draft warrant article. Dr. Farah asked to continually add the draft warrant articles on upcoming School Board agendas.

e. CIP Update (00:45:45)

Dr. Farah presented the list of proposed projects for this year from the CIP Committee that are over \$2,000,000, which included converting to LED lighting, upgrading pneumatic controls, replacing Atkinson Academy's roof, and replacing Sandown Central's electric panel. Discussion ensued regarding the prioritization of projects. Chairman Finnegan requested to have the complete list of projects to be presented to the Board for reviewal and a presentation from EEI at the November 17th School Board meeting.

MOTION: Dr. Farah motioned to use the current Capital Reserve Funds to replace the electric panels at Sandown Central and to replace the roof at Atkinson Academy; seconded by Mr. Sherwood. Motion passed 8-0-0.

f. Voucher Program (01:07:00)

Mrs. Watkins explained that she reached out to the New Hampshire Department of Education (NHDOE) to understand more about the Voucher Program. The NHDOE representative detailed that it is no different than if a student moves out of district as you will lose that ADM. The adequacy the District receives from the state is a straightforward formula, but the difference for this program is that if the student moves out of the district, the State is still giving the district some adequacy. Mrs. Watkins stated that the impact in adequacy or operating expenses is not substantial. She informed the Board that a representative from the NHDOE representative will be attending the Budget Committee/School Board meeting to present on the Voucher Program.

g. Exit Interviews Update (01:16:00)

Mrs. DeCinto explained that an employment separation letter is sent to all terminated employees, but in return the Human Resources Department has only received three. Her goal is to send these letters electronically to those employees terminated as of July 2021 and to share those responses with SLT quarterly. Chairman Finnegan requested to review the reasons employees are leaving the District yearly.

h. Assessment Calendar (01:18:00)

Mrs. Allaire presented the Assessment Calendar and highlighted the window of dates that the assessments will take place. She informed the Board that the Fall I-Ready assessment has been

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completed for grades K-8 and the results were submitted to families last week. She explained that the state assessment results are retrieved from two platforms and are shared through the TIDE platform. Discussion ensued regarding families opting out of participating in the state assessments and the impact it has on the District. Discussion ensued regarding offering PSATs to sophomores and Mrs. Allaire explained that she is actively planning and budgeting for the next year to administer the MSQT assessment for 11th graders in the Fall and in the Spring administering the PSAT for 10th graders. Also, Mrs. Allaire presented the possibility of offering I-Ready to 9th graders.

ADMINISTRATOR'S REPORT (01:33:30)

Mr. Kellan detailed Hailey MacDonald's passion project of cleaning up and improving the Middle School's courtyard, which he is actively participating in along with the Pollinators of New Hampshire, Atkinson Garden Club, several teachers, and Mr. Ingoldsby. He informed the Board that safety training has been completed at some of the schools and has had positive participation. He promoted the upcoming Wizarding Day at the PAC and the fundraisers occurring for the TRHS's Music Department's Disney trip. He informed the public to reach out to their child's teacher if they have any concerns for their child.

Mr. Krieger explained that the Leadership Team has explored the historical data of the last three years in terms of staff absences and an overview of the substitute pool. He explained that the purpose of this is to engage them and grow that group. He informed the Board that Ginger Drechsel has connected with CLM and will be offering training from CLM regarding students who are in crisis.

PERSONNEL REPORT (01:39:45)

None

COMMITTEE REPORTS (01:40:00)

Personnel Negotiations: Mr. Sherwood announced that the negotiations are ongoing.

Budget Committee: Mr. Sherwood explained that currently the heads of five schools have presented to the Committee and were cognizant of keeping their budgets tight.

Safety Committee: Mrs. Savage explained that safety training is currently in process and had been completed at several schools. She announced that a presenter from the Internet Crimes Against Children will be presenting at the PAC. The next meeting will be on November 8th.

Wellness Committee: Mrs. Manthorn explained that the Committee discussed revisions of their mission while considering including mental wellness.

Transportation Committee: Mrs. Manthorn and Mr. Boucher announced the next meeting will be on October 25th to review the bid proposals.

Strategic Planning Committee: Mr. Boucher explained that the Committee reviewed the Survey Monkey and Thought Exchange responses and will be creating themes.

OTHER BUSINESS (01:46:00)

Mrs. Manthorn presented an ongoing issue with buses as some children are arriving home later

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than they should be and remaining on the bus for more than an hour. She explained that she has received complaints from families regarding this issue and those families have not received a response to their submitted concerns on the District's Transportation Google form.

Mrs. Savage inquired about the My School Bucks' fees and addressing the maximum amount allowed to be deposited in the account.

Mrs. Savage promoted the Sophomore's class fundraiser of purchasing dinner rolls from the Texas Roadhouse.

Chairman Finnegan requested that they enter into a non-public under 91-A:3, Paragraph II (a). At 8:52 PM, Chairman Finnegan advised this will conclude the public portion of the meeting and they will only come back into public session to seal the minutes.

MOTION: Dr. Farah motioned to enter non-public under 91-A:3, Paragraph II (a): The dismissal, promotion, or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him or her, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request shall be granted; seconded by Mr. Sherwood. Motion passed 8-0-0.

The Board was polled:

Boucher -Yes	Farah - Yes	Finnegan - Yes	Manthorn - Yes
Knutsen – Yes	Savage - Yes	Boyle – Yes	Sherwood – Yes

The motion carried 8-0-0 to enter non-public at 8:52 PM.

Respectfully submitted,

Kelly Salovitch
Chief Executive Assistant to the Superintendent

Approved by the School Board on _____.

Vacancy for TRSD School Board Member/Sandown Representative

POSTED ON: OCTOBER 27, 2022 - 12:41PM

NOTICE OF POSITION VACANCY

TIMBERLANE REGIONAL SCHOOL DISTRICT SCHOOL BOARD MEMBER SANDOWN REPRESENTATIVE

The Sandown Board of Selectmen is accepting letters of interest to fill a vacancy on the Timberlane School Board created by the recent resignation of a Sandown Committee member. The selected candidate will fill the vacancy until March 2023, at which time Sandown voters will elect a candidate for a one-year term expiring March 2024.

Registered voters from the Town of Sandown interested in applying for this position may submit a letter of interest, with qualifications, experience and other pertinent information to:

Sandown Board of Selectmen
PO Box 1756
Sandown, NH 03873
townofsandown@sandown.us

Letters of interest will be accepted until Monday, November 7 at close of business. Please contact the Selectmen's Office at (603) 887-3646 for any questions.

2023 Timberlane Regional School District Warrant State of New Hampshire

To the inhabitants of the School District of the Towns of Atkinson, Danville, Plaistow, and Sandown, New Hampshire, qualified to vote in District affairs:

First Session of Annual Meeting (Deliberative)

You are hereby notified to meet at the Timberlane Performing Arts Center, 40 Greenough Road, Plaistow, New Hampshire, on Thursday, the 9th day of February 2023, at 7:00 p.m. This session shall consist of explanation, discussion, and debate of warrant articles number 2 through number X. Warrant articles may be amended subject to the following limitations: (a) warrant articles whose wording is prescribed by law shall not be amended, (b) warrant articles that are amended shall be placed on the official ballot for a final vote on the main motion, as amended, and (c) no warrant article shall be amended to eliminate the subject matter of the article.

Second Session of Annual Meeting (Voting)

Voting on warrant articles number 1 through number X will be conducted by official ballot to be held in conjunction with town meeting voting to be held on Tuesday, the 14th day of March 2023, at the Town election polls in Atkinson, Danville, Plaistow, and Sandown, New Hampshire.

- Atkinson Voting will be conducted at the Atkinson Community Center from 7am-8pm
- Danville Voting will be conducted at the Danville Community Center from 8am-8pm
- Plaistow Voting will be conducted at the Plaistow Public Works Garage from 7am-8pm
- Sandown Voting will be conducted at the Sandown Town Hall from 8am-8pm

Article 1 - Election of Officers

To choose the following school district officers:

Atkinson Voters	School Board Member	1-Year Term
Atkinson Voters	School Board Member	3-Year Term
Danville Voters	School Board Member	3-Year Term
Plaistow Voters	School Board Member	3-Year Term
Atkinson Voters	Budget Committee Member	3-Year Term
Danville Voters	Budget Committee Member	3-Year Term
Plaistow Voters	Budget Committee Member	3-Year Term
Plaistow Voters	Budget Committee Member	1-Year Term
Sandown Voters	Budget Committee Member	1-Year Term

Article 2 - Operating Budget

Shall the voters of the Timberlane Regional School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling \$X? Should this article be defeated, the operating budget shall be \$X which is the same as last year, with certain adjustments required by previous action of the Timberlane Regional School District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only. Note: Warrant Article 2 (the operating budget) does not include appropriations proposed under any other warrant articles. (MAJORITY VOTE REQUIRED)

Recommended by the School Board
Recommended by the Budget Committee

Article 3 - X Year Collective Bargaining Agreement (Timberlane Administrative Assistants/Secretaries and Skilled Maintenance Union)

Shall the voters of the Timberlane Regional School District approve the cost items included in the collective bargaining agreement reached between the Timberlane Administrative Assistants and Maintenance Union and the Timberlane Regional School Board, which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

Fiscal Year
Estimated Increase
X-Year Total

And further to raise and appropriate the sum of \$X for the 2023-24 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

Recommended by the School Board
Recommended by the Budget Committee

Article 4 - Authorization for Special Meeting on Cost Items

Shall the voters of the Timberlane Regional School District, if Article 3 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 3 cost items only? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Article 5 - X Year Collective Bargaining Agreement (Timberlane Administrators' Union)

Shall the voters of the Timberlane Regional School District approve the cost items included in the collective bargaining agreement reached between the Timberlane Administrators' Union and the Timberlane Regional School Board, which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

- Fiscal Year
- Estimated Increase
- X-Year Total

And further to raise and appropriate the sum of \$X for the 2023-24 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

Recommended by the School Board
Recommended by the Budget Committee

Article 6 - Authorization for Special Meeting on Cost Items

Shall the voters of the Timberlane Regional School District, if Article 5 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 5 cost items only? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Article 7 - X Year Collective Bargaining Agreement (Timberlane Teachers' Association)

Shall the voters of the Timberlane Regional School District approve the cost items included in the collective bargaining agreement reached between the Timberlane Teachers' Association and the Timberlane Regional School Board, which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

- Fiscal Year
- Estimated Increase
- X-Year Total

And further to raise and appropriate the sum of \$X for the 2023-24 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

Recommended by the School Board
Recommended by the Budget Committee

Article 8 - Authorization for Special Meeting on Cost Items

Shall the voters of the Timberlane Regional School District, if Article 7 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 7 cost items only? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Article 9 - X Year Collective Bargaining Agreement (Timberlane Support Staff Union)

Shall the voters of the Timberlane Regional School District approve the cost items included in the collective bargaining agreement reached between the Timberlane Support Staff Union and the Timberlane Regional School Board, which calls for the following increases in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

- Fiscal Year
- Estimated Increase
- X-Year Total

And further to raise and appropriate the sum of \$X for the 2023-24 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at the current staffing levels? (MAJORITY VOTE REQUIRED)

Recommended by the School Board
Recommended by the Budget Committee

Article 10 - Authorization for Special Meeting on Cost Items

Shall the voters of the Timberlane Regional School District, if Article 9 is defeated, authorize the Timberlane Regional School Board to call one special meeting, at its option, to address Article 9 cost items only? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Article 11 - Capital Reserve Fund by Surplus

Shall the voters of the Timberlane Regional School District raise and appropriate up to \$250,000 to be placed in the School Building Construction, Reconstruction, Capital Improvement and Land Purchase Capital Reserve Fund established in 1996, with such amount to be transferred from those funds in the June 30, 2023 unassigned fund balance available for transfer on July 1 of this year which were apportioned as Capital Expenses in 2022-2023 in accordance with Article 6 of the Timberlane Regional School District Articles of Agreement? No amount to be raised by additional taxation. (MAJORITY VOTE REQUIRED)

Recommended by the School Board
Recommended by the Budget Committee

Article 12 - General Acceptance of Reports

Shall the voters of the Timberlane Regional School District accept reports of agents, auditors, and committees as written in the 2022 Annual Report? (MAJORITY VOTE REQUIRED)

Recommended by the School Board

Articles for Consideration

Article XX – Emergency Contingency Fund

Shall the School District establish a contingency fund for the upcoming fiscal year for unanticipated expenses that may arise as the district continues to respond to the national economic crisis and further raise and appropriate \$500,000 to go into the fund? Any appropriation left in the fund at the end of the year will lapse to the general fund and used to offset the local education property tax rate. (MAJORITY VOTE REQUIRED)

Recommended by the School Board 0-0-0

Recommended by the Budget Committee 0-0-0

Article XX - Fund Balance Retention

Shall the Timberlane Regional School District vote to authorize, indefinitely until rescinded, to retain year-end unassigned general funds in an amount not to exceed, in any fiscal year, 5% of the current fiscal year's net assessment, in accordance with RSA 198:4-b, II. (MAJORITY VOTE REQUIRED)

Recommended by the School Board 0-0-0

Recommended by the Budget Committee 0-0-0

Article XX – Use of Capital Reserve Fund

Shall the voters of the Timberlane Regional School District appropriate the sum of \$950,000 to repair the XXXXXXXX and to authorize the District to withdraw the sum of \$950,000 from the existing School Building Construction, Reconstruction, Capital Improvements and Land Purchase Capital Reserve Fund? No amount to be raised by additional taxation. (MAJORITY VOTE REQUIRED)

Recommended by the School Board 0-0-0

Recommended by the Budget Committee 0-0-0



October 18, 2022

NH Department of Education
Bureau of Credentialing
90 Pleasant Street
Concord, NH 03301

Dear Sir or Madam:

In accordance with RSA189:39a, Local Determination of Critical Staffing Shortage, the Timberlane Regional School District has determined that the endorsement of Special Education Administrator is deemed a local critical shortage. Mrs. Kelley Brooks is currently in this position.

As requested, attached is copy of the minutes of the November 3, 2022 School Board Meeting where this request was voted on and approved.

Sincerely,

School Board Vice-Chair

TITLE XV EDUCATION

CHAPTER 189 SCHOOL BOARDS, SUPERINTENDENTS, TEACHERS, AND TRUANT OFFICERS; SCHOOL CENSUS

Teachers

Section 189:39-a

189:39-a Critical Staffing Shortages. – Notwithstanding a determination of critical staffing shortage made by the department of education, a superintendent, with the approval of the local school board, may determine that a critical staffing shortage exists in one or more specific teaching areas within the school district. The department of education shall be notified of any critical staffing shortages which have been determined in a school district within 30 days of such determination.

Source. 2002, 117:1, eff. July 2, 2002.



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

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@TimberlaneRSD

TRSD POLICY COMMITTEE'S RECOMMENDATIONS TO THE SCHOOL BOARD

November 3, 2022

Second Read/Adoption

Policy	Changes/Recommendations
BBBH: Organization and Operation of the School Administrative Unit (SAU) School Board	PC recommends to repeal Policy BBBH.
BEA: School Board Meetings	PC recommends to approve the second read/adoption of Policy BEA. Replace SAU 55 with 106.
DIH: Fraud Prevention and Fiscal Management	PC recommends to approve the second read/adoption of Policy DIH with NHSBA's revisions.

<p>Timberlane Regional School District</p>	<p>Policy Code: BBBH</p>
<p>Approved: 12-04-91 Revised: 12-12-95 Revised: 11-12-97 Revised: 09-20-01 Revised: 02-24-05 Reaffirmed: 03-31-20</p>	<p>Page 1 of 3</p> <p>REPEALED</p>

**~~ORGANIZATION AND OPERATION OF THE
SCHOOL ADMINISTRATIVE UNIT (SAU) SCHOOL BOARD~~**

~~A. SAU SCHOOL DISTRICTS: The School Districts of Timberlane and Hampstead shall constitute SAU #55.~~

~~B. SAU BOARD: The combined school boards of the school districts.~~

~~C. VOTING RIGHTS:~~

~~RSA 194-C:7 Representation. Every school district maintaining one or more public schools shall be entitled to 3 votes on the joint board of school administrative units, plus additional votes as provided in RSA 194-C:8. Districts not maintaining schools shall have one representative on said joint board, who shall be entitled to one vote. Each school district board member present shall be entitled to have a proportionate share of the school district's votes provided that the total votes per district shall be equally divided among said district's board members present and cast as each member present decides on any issue.~~

~~RSA 194-C:8 Weighted Voting. In all votes regarding school administrative unit affairs, including organizing of such unit school board and selection of officers, each district shall be entitled to one additional vote for each 16 pupils residing in that district and enrolled in schools under the administrative unit. A balance of 8 or more students shall entitle that district to an additional vote. Less than 8 students would have no net effect on a district's vote. Enrollments shall be based on the average daily membership in residence of each district for the school year which ended in the preceding June. Weighted votes shall only be used upon the demand of a majority of the members of any board present and voting in the school administrative unit. The school board members present at a school administrative unit school board meeting shall be entitled to cast the entire number of votes assigned to their school districts, provided that each representative present shall be entitled to a proportionate share of the total to be cast as provided in RSA194-C:7.~~

- ~~1. Elect, when necessary, a Superintendent.~~
- ~~2. Act upon the Superintendent's nomination for SAU professional staff.~~
- ~~3. Fix the salaries of all SAU personnel.~~
- ~~4. Adopt a budget for the expenses of the SAU.~~
- ~~5. Adopt policies affecting the SAU.~~

~~D. VACANCY ON THE BOARD: Any vacancy on the SAU Board shall be filled in accordance with the statute governing the Board of the school district of the resigned member.~~

<p>Timberlane Regional School District</p>	<p>Policy Code: BBBH</p>
<p>Approved: 12-04-91 Revised: 12-12-95 Revised: 11-12-97 Revised: 09-20-01 Revised: 02-24-05 Reaffirmed: 03-31-20</p>	<p>Page 2 of 3</p>

- ~~E. ELECTION OF SAU PROFESSIONAL STAFF: When a vacancy occurs in the SAU professional staff, the Chairman of The Board shall establish a screening committee consisting of one Board member from each of the school districts. The Chairman of the screening committee shall be appointed by the SAU Board Chairman and the Superintendent of Schools shall serve on the committee (except if the Superintendent's position is being vacated).~~
- ~~F. EMPLOYMENT OF OFFICE PERSONNEL: All other SAU personnel shall be recommended for employment by their immediate supervisor and approved by the Superintendent of Schools.~~
- ~~G. MEETINGS:~~
 - ~~1. Annual: The SAU Board shall meet annually between April 1 and June 1 in each year, at a time and place fixed by the Chairman. The Board shall organize by electing the following officers: The Board shall elect the professional staff members for the next fiscal year and fix the salaries of all SAU personnel.
 - ~~a. Chairman~~
 - ~~b. Vice Chairman~~
 - ~~c. Treasurer~~
 - ~~d. Assistant Treasurer~~~~
 - ~~2. Semi Annual: The SAU Board shall hold a meeting between October 15 and December 15 in each year for the purpose of preparing a recommended budget for the next fiscal year for the expenses of the SAU.~~
 - ~~3. Budget Hearing Public: There shall be held, within the SAU at a time and place specified by the SAU Board Chairman, a public hearing upon the recommended budget. The SAU Board shall adopt a budget, following the public hearing, for the next fiscal year.~~
 - ~~4. Special Meetings: The SAU Board may hold special meetings at the call of the Chairman or at the request of any one of the member school boards.~~
 - ~~5. Notification of Meetings and Procedure:~~
 - ~~a. Except in emergencies, written notice of each meeting is expected from the Superintendent's office well in advance of the appointed time and legally posted in accordance with RSA 91-A:2.~~
 - ~~b. The public budget hearing shall be held in an appropriate facility centrally located.~~

<p>Timberlane Regional School District</p>	<p>Policy Code: BBBH</p>
<p>Approved: 12-04-91 Revised: 12-12-95 Revised: 11-12-97 Revised: 09-20-01 Revised: 02-24-05 Reaffirmed: 03-31-20</p>	<p>Page 3 of 3</p>

- ~~c. An agenda shall be prepared by the Superintendent of Schools for each Board member prior to the meeting. Items will not be included for action of the SAU Board at a meeting unless submitted to the Superintendent of Schools four days prior to the day of the meeting.~~
- ~~d. The SAU Board may go into non-public session by a majority vote of the members, in accordance with RSA 91-A:3.~~
- ~~e. A caucus of reasonable duration may be called by any one of the member boards. The SAU School Board will recess while individual boards are holding a caucus.~~

~~I. ANNUAL AUDIT: The SAU Board shall authorize an audit of the SAU accounts annually.~~

~~J. NON-DISCRIMINATORY POLICY: The SAU Board does not discriminate on the basis of race, religion, color, gender, sexual orientation, age, marital status, disability, or nationality or ethnic origin, in the educational programs or activities which it operates and that are required by Titles VI and IX.~~

~~K. ADMINISTRATIVE AUTHORITY: The Superintendent of Schools is the chief executive officer of the school districts and, in his absence, the Assistant Superintendent will act as deputy chief administrative officer with the same power and responsibilities as vested in the Superintendent.~~

Legal References:

~~RSA 194-C:5~~

~~RSA 194-C:10~~

~~RSA 194-C:9~~

Repealed by the Timberlane Regional School Board on _____.

Timberlane Regional School Board	Policy Code: BEA
Adopted: 01-01-83 Revised: 11- 01-90 Revised: 09-11-02 Revised: 11-19-09 Revised: 06-29-17 Revised: 11-19-20 Revised:	Page 1 of 2

SCHOOL BOARD MEETINGS

Related Policies: BEAB, BEC, BEDB, BEDC, BEDD, BEDG, BEDH

- A. The School Board shall establish its meeting schedule at their annual organizational meeting after local elections. The Board will meet in the evening on the 1st and 3rd Thursdays of each month at the SAU ~~55-~~ 106 Administration Building. The Board may change the time, date, or the location of regular meetings, and may add or remove meetings as they deem necessary. Notice of all board meetings will be posted in accordance with the provisions of RSA 91-A. The Superintendent is authorized to post notice of the meeting on the District website.
- B. The order of business at a regular meeting shall be as follows:
1. Call to Order
 2. Roll Call
 3. Pledge of Allegiance
 4. Approval of Minutes
 5. Delegations and Individuals speakers will be afforded no more than 3 minutes per individual unless waived by the Board
 6. Current Business
 7. Administrative Report
 8. Personnel Report
 9. Committee Reports
 10. Reports of School Board
 11. Correspondence Folder
 12. Vendor and Payroll Registrars
 13. Other Business
 14. Non-public Session – if needed
 15. Future Dates
- C. A Special Meeting, defined as a non-scheduled regular meeting, shall be held at the call of the Chair or at the joint request of any three members. Notice shall be given of all matters that are to be considered at such special meetings. Matters other than those for which notice was given can be acted upon only if all members are present. Emergency meetings may be called in accordance with the provisions of RSA 91-A:2.

<p>Timberlane Regional School Board</p>	<p>Policy Code: BEA</p>
<p>Adopted: 01-01-83 Revised: 11- 01-90 Revised: 09-11-02 Revised: 11-19-09 Revised: 06-29-17 Revised: 11-19-20 Revised:</p>	<p>Page 2 of 2</p>

- D. All meetings shall be open to the public. Agendas will be established per Board Policy BEDH. The Board reserves the right to amend the agenda during the meeting, upon majority vote. Public comments will be allowed per Board Policy BEDH.
- E. A majority of the Board shall constitute a quorum. Provisions for meeting a quorum are established in Board Policy BEDC.

Meetings of the Board are conducted for the purpose of carrying on the business of the schools, and therefore are not public meetings but meetings held in public.

The Board welcomes participation of interested organizations and individuals. Advance announcement of all regular, scheduled, special and specially called meetings of the Board, together with a summary of the major topics to be discussed, will be posted publicly in compliance with RSA 91-A, on the district’s public website as well as distributed to the media.

Legal Reference
Right-To-Know Law, RSA 91-A

Timberlane Regional School District	Policy Code: DIH
Adopted: 03-04-10 Revised:	Page 1 of 3

FRAUD PREVENTION AND FISCAL MANAGEMENT

AUTHORITY

The Board expects all Board members, district employees, volunteers, consultants, vendors, contractors and other parties that maintain a relationship with the school district to act with integrity, due diligence, and in accordance with law in their duties involving the district's resources. The Board is entrusted with public funds, and no one connected with the district shall do anything to erode that trust.

DEFINITIONS

Fraud, financial improprieties, or irregularities include but are not limited to:

1. Forgery or unauthorized alteration of any document or account belonging to the district.
2. Forgery or unauthorized alteration of a check, bank draft, or any other financial document.
3. Misappropriation of funds, securities, supplies, or other assets.
4. Impropriety in handling money or reporting financial transactions.
5. Profiteering because of insider information of district information or activities.
6. Disclosure of confidential and/or proprietary information to outside parties.
7. Acceptance or seeking of anything of material value, other than items used in the normal course of advertising, from contractors, vendors, or persons providing services to the district.
8. Destruction, removal, or inappropriate use of district records, furniture, fixtures, or equipment.
9. Failure to provide financial records to authorized state or local entities.
10. Failure to cooperate fully with any financial auditors, investigators or law enforcement.
11. Other dishonest or fraudulent acts involving district monies or resources.

DELEGATION OF RESPONSIBILITY

The Superintendent or designee shall be responsible to develop and implement internal controls designed to prevent and detect fraud, financial impropriety, or fiscal irregularities within the district, subject to review and approval by the Board.

The Superintendent or designee shall be responsible for maintaining a sound system of internal controls that is designed to identify potential risks, evaluate the nature and extent of those risks, and manage them effectively.

District administrators are responsible to be alert to an indication of fraud, financial impropriety, or irregularity within their areas of responsibility.

Timberlane Regional School District	Policy Code: DIH
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The Superintendent shall recommend to the Board for its approval completion of a forensic audit when it is deemed necessary and beneficial to the district.

The Superintendent shall ensure the appropriate authorities are notified, pursuant to state law, when cases of fraud, embezzlement or theft have been identified.

GUIDELINES

Reporting

An employee who suspects fraud, impropriety, or irregularity shall immediately report his/her suspicions to the Superintendent. If the report involves the Superintendent, the employee shall report his/her suspicions to the ~~(Board Chairperson)~~ **Board Chair**. Employees who bring forth a legitimate concern or suspicion about a potential impropriety shall not be retaliated against. Those who do retaliate against such an employee shall be subject to disciplinary action.

Investigation

The Superintendent shall have primary responsibility for conducting necessary investigations of reported fraudulent activity.

Based on his/her judgment, the Superintendent shall coordinate investigative efforts with the district auditor, insurance agent, external agencies, and law enforcement officials, if applicable.

If the Superintendent is involved in the complaint, the ~~(Board Chairperson)~~ **Board Chair** is authorized **to engage the District's local legal counsel or alternate legal counsel** to initiate investigation of the complaint and coordinate the investigative efforts with individuals and agencies s/he deems appropriate.

Records shall be maintained for use in an investigation.

Individuals found to have altered or destroyed records shall be subject to disciplinary action. If an investigation substantiates the occurrence of a fraudulent activity, the Superintendent shall present a report to the Board and appropriate personnel.

If the Superintendent has not previously notified law enforcement and/or a regulatory agency with jurisdiction, t~~The Board shall determine the final disposition of the matter, including whether if a criminal complaint will be filed, and if~~ the matter will be referred to the appropriate law enforcement and/or regulatory agency for **independent further investigation or action.**

Confidentiality

The Superintendent shall investigate reports of fraudulent activity in a manner that protects the confidentiality of the individuals and facts. All employees involved in the investigation are required to maintain confidentiality regarding all information about the matter during the investigation. Results of an investigation shall not be disclosed to or discussed with anyone other than those individuals with a legitimate right-to-know, until the results are made public.

Timberlane Regional School District	Policy Code: DIH
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Prevention

In order to prevent fraud, the Board directs that a system of internal controls be followed that include but are not limited to the following:

- Segregation of Duties - Where possible, more than one (1) person will be involved in pieces of financial transactions. No one (1) person shall be responsible for an entire financial transaction.
- Payments - Payments shall be made only by checks or approved electronic transfer. No cash transactions shall be permitted. Check signers shall be approved annually by the Board and will consist of persons not involved in the transaction.
- Bank Reconciliations - Bank statements and cancelled checks shall be reconciled by individuals who are not authorized to sign checks, nor involved in check processing.
- Access to Checks - Physical and electronic access to school district checks and accounts shall be limited to those employees with designated business functions.
- Capital Assets - The business office shall maintain updated lists of district capital assets.
- Training - Administrators shall be responsible for ensuring that employees under their supervision receive training regarding fraud prevention.



EXECUTIVE SUMMARY

November 3, 2022

In accordance to TRSB policy IGA, Curriculum Development/Adoption, I ask the board to adopt the full curriculum documents for the two TRHS courses: Studies in Women's Health and Wellness; and Probability, Statistics, and Trigonometry. Both of these courses were previously adopted by the school board in the fall of 2021 to be included in the 2022-2023 TRHS Program of Studies. At that time, the first unit of study, course description and course competencies were developed by teachers and brought through the Curriculum and Assessment committee to be adopted by the board. In keeping to the previously established process, the rest of the curriculum documents, which were developed by teachers in the interim, were brought through the Curriculum and Assessment committee prior to coming to the school board this evening.

Both these courses were developed to meet student interest and needs. Studies in Women's Health and Wellness meets a PE/Health graduation requirement, and sections are at maximum capacity this school year. Probability, Statistics and Trigonometry is in essence a consolidation and restructure of classes previously offered, but with more opportunities, added content and a better scheduling outcome, this course is an improvement over the previous math offerings. This course provides students with 4th year math content critical for College and Career readiness at both CCP and ACC level. The structure of this class as a full year class also allows a better optimization of scheduling for both staff and students.

Like with all TRSD curriculum, the competencies, skills, and content in both of these courses are based on state and national standards, and was written by TRHS faculty to ensure that they teachers who will be enacting the curriculum play a critical role in developing the curriculum.

Respectfully submitted,

Mark Pedersen
Director of Secondary Education
Timberlane Regional School District

Studies in Women's Health & Wellness: Self Empowerment & Communication Skills

Stage 1 Desired Results

<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Students will apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. (Health Comp 1) • Students will demonstrate the ability to use interpersonal communication and advocacy skills in order to promote personal and community health. (Health Comp 3) • Students will participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. (PE Comp 1) • Students will recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. (PE Comp 3) • 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. <p><u>NHES Content Standards:</u></p> <ul style="list-style-type: none"> • 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health. • 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. 	Transfer	
	<p><i>Students will be able to independently use their learning to communicate effectively in a variety of situations to promote their health and well being.</i></p>	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Effective communication enhances personal, family, and community health. • responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. • The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict. • strong communications skills allow us to advance in our careers 	<ul style="list-style-type: none"> • How does an individual's communication skills affect their leadership abilities? • How can a person develop self empowerment to improve their health & well being?
Acquisition		
<i>Students will know...</i>	<i>Students will be skilled at...</i>	
<ul style="list-style-type: none"> • common barriers for effective communication • the 5 key elements of active listening • how communication impacts leadership • the 5 conflict resolution strategies and when they may be best used. • the most important qualities of an effective leader 	<ul style="list-style-type: none"> • demonstrating effective speaking and listening skills while working with others. • using effective communication to work together with others, problem solve and think critically, display an openness for change, show empathy and respect for others during team based exercises 	

<ul style="list-style-type: none"> • 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. • 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others. • 7.12.1 Analyze the role of individual responsibility for enhancing health. • 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. • 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others. <p><u>NPE Content Standards:</u> S5. H1 Analyzes health benefits of self selected physical activity S5. H2 Chooses an appropriate level of challenge to experience success and desire to participate in selected physical activity. S1. H1 Demonstrates competency in 1 or more specialized skills in health related fitness activities.</p>	<ul style="list-style-type: none"> • <i>the most common leadership styles</i> • <i>the value of leadership and how it can affect success</i> • <i>personal assets and strengths of their own</i> • <i>characteristics of positive role models</i> • <i>strategies for expressing needs, wants and feelings appropriately</i> • <i>positive ways to handle emotions, e.g., mood swings, loneliness, hurt feelings, sadness</i> • <i>strategies for managing and reducing anger and conflict</i> • <i>ways of dealing with frustration</i> • <i>how the developmental process affects emotions and behaviors</i> • <i>strategies to prepare for adulthood</i> • <i>how to develop and demonstrate and sense of empowerment</i> • <i>community health careers</i> <p><u>vocabulary:</u> <i>active listening, conflict resolution, cooperation, competition, collaboration, avoidance, accommodate, compromise, leadership, leadership styles</i></p>	<ul style="list-style-type: none"> • <i>identifying personal leadership styles</i> • <i>Participating in physical activity in order to achieve and maintain an appropriate level of personal fitness.</i> • <i>Recognizing that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle.</i> • <i>demonstrate effective ways to communicate with trusted adults</i>
Content Area Literacy Standards		21st Century Skills
<ul style="list-style-type: none"> • RST.11-12.1 CITE SPECIFIC TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF SCIENCE AND TECHNICAL TEXTS, ATTENDING TO IMPORTANT DISTINCTIONS THE AUTHOR MAKES AND TO ANY GAPS OR INCONSISTENCIES IN THE ACCOUNT. • • RST.11-12.2 DETERMINE THE CENTRAL IDEAS OR CONCLUSIONS OF A TEXT; SUMMARIZE COMPLEX CONCEPTS, PROCESSES, OR INFORMATION PRESENTED IN A TEXT BY PARAPHRASING THEM IN SIMPLER BUT STILL ACCURATE TERMS. • • RST.11-12.3 FOLLOW PRECISELY A COMPLEX MULTISTEP PROCEDURE WHEN CARRYING OUT EXPERIMENTS, TAKING MEASUREMENTS, OR PERFORMING TECHNICAL TASKS; ANALYZE THE SPECIFIC RESULTS BASED ON EXPLANATIONS IN THE TEXT. • • RST.11-12.4 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 GRADES 11-12 TEXTS AND TOPICS. • • WHST.11-12.4 PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE. 		<ul style="list-style-type: none"> • <i>solve problems,</i> • <i>think creatively</i> • <i>communicate clearly</i> • <i>use and manage information</i> • <i>interact effectively with others.</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>
<ul style="list-style-type: none">• 1.OA.1 Use	<ul style="list-style-type: none">• 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
<ul style="list-style-type: none">• 1.OA.1 Use	

Studies in Women's Health & Wellness: Safety & Violence Prevention

Stage 1 Desired Results

ESTABLISHED GOALS:	<i>Transfer</i>	
<p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Students will apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. (Health Comp 1) • Students will demonstrate the ability to use interpersonal communication and advocacy skills in order to promote personal and community health. (Health Comp 3) • 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. • Participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. (PE Comp 1) • Develop and apply knowledge, skill and movement in a variety of physical activities in order to maintain appropriate level of personal fitness. (PE Comp 2) • Recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. (PE Comp 3) • Exhibit responsible personal and social behavior in order to respect self and others in physically active settings. (PE Comp 4) 	<p><i>Students will be able to independently use their learning to communicate and advocate for personal safety and injury prevention in a variety of situations.</i></p>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • proactive communication (verbal and non verbal) can create healthy relationships and solve differences with others peacefully • individuals can use a variety of strategies for preventing injuries and staying safe from accidents, manipulation, coercion, etc... • violence and injuries can have short term and long term effects to one's overall well being (in all dimensions) • prevention and building personal skills to increase safety and awareness can enhance a person's health • advocating for healthy communities increases the safety and well being of everyone. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How do an individual's communication skills affect their personal safety and well being?
<p><u>Content Standards:</u></p> <ul style="list-style-type: none"> • 1.12.1 Predict how healthy behaviors can affect health status. • 1.12.3 Analyze how environment and personal health are interrelated. 	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • ways to communicate respect for self and others • diversity of relationships, e.g., family, friends, dating, marriage, same sex relationships • situational awareness tactics, principles of protection (self defense) 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • demonstrating self defense tactics • demonstrate specific first-aid techniques • demonstrate personal responsibility to make health-enhancing choices • demonstrate interactions among individuals

- 1.12.5 Propose ways to reduce or prevent injuries and health problems.
- 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.
- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.
- 7.12.1 Analyze the role of individual responsibility for enhancing health.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.
- 8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.
- 8.12.2 Demonstrate how to influence and support others to make positive health choices.
- 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.
- 8.12.4 Adapt health messages and communication techniques to a specific target audience.

- *strategies for refusing unwanted or unprotected sex*
- *benefits of setting sexual limits, e.g., staying in school, reputation, achieving future goals*
- *importance of respecting sexual limits of others*
- *strategies for dealing with pressures to cross sexual limits*
- *effects of alcohol and other drug use on sexual behavior*
- *influences on sexual behavior, e.g., family, peers, religion, media, culture, internal*
- *influences of violence, e.g., date rape and other abuse*
- *human trafficking (e.g. influences, cycle, prevention*
- *valid sources of information and help for violence, abuse, sexual assault*
- *online dating safety strategies, (apps, websites)*
- *how to build and maintain relationships, including appropriate ways to end relationships*
- *ways to avoid threatening situations*
- *causes of conflict*
- *conflict resolution techniques*
- *how to avoid fighting/bullying*
- *the importance of not carrying a weapon*
- *how to prevent dating violence*
- *how to prevent sexual assault*
- *how to recognize sexual harassment*
- *influence of AOD in conflict situations*
- *nonviolent ways to calm charged situations*
- *appropriate ways to end relationships*
- *techniques for negotiation and compromise*
- *how to advocate for needs and rights of others*
- *how to advocate for healthy social environment*
- *how to advocate for fairness*
- *how to advocate for health services in the community*
- *universal precautions (infection control procedures)*
- *steps for CPR*
- *techniques to give care for someone choking*
- *first aid steps for severe injuries, e.g., bleeding, broken bones*

- *demonstrate message tactics and strategies*
- *demonstrate refusal skills*
- *Evaluate the potentially positive and negative roles of technology and social media in relationships*
- *advocate a health message and persuade others to make healthful choices using passion and conviction*
- *advocate for safe environments that encourage dignified and respectful treatment of everyone*

vocabulary: situational awareness, self defense principles, conflict resolution strategies, seual assault, healthy & unhealthy dating characteristics, sexual harrassment, human trafficking, sex trafficking cycle, types of human trafficking, grooming, coercion, advocacy,

Content Area Literacy Standards

21st Century Skills

- RST.11-12.1 CITE SPECIFIC TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF SCIENCE AND TECHNICAL TEXTS, ATTENDING TO IMPORTANT DISTINCTIONS THE AUTHOR MAKES AND TO ANY GAPS OR INCONSISTENCIES IN THE ACCOUNT.
- • RST.11-12.2 DETERMINE THE CENTRAL IDEAS OR CONCLUSIONS OF A TEXT; SUMMARIZE COMPLEX CONCEPTS, PROCESSES, OR INFORMATION PRESENTED IN A TEXT BY PARAPHRASING THEM IN SIMPLER BUT STILL ACCURATE TERMS.
- • RST.11-12.3 FOLLOW PRECISELY A COMPLEX MULTISTEP PROCEDURE WHEN CARRYING OUT EXPERIMENTS, TAKING MEASUREMENTS, OR PERFORMING TECHNICAL TASKS; ANALYZE THE SPECIFIC RESULTS BASED ON EXPLANATIONS IN THE TEXT.
- • RST.11-12.4 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 GRADES 11-12 TEXTS AND TOPICS.
- • WHST.11-12.4 PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE.

- Critical thinking
- Communication skills
- Creativity
- Problem solving
- Collaboration
- Information literacy
- Technology skills and digital literacy
- Media literacy
- Global awareness
- Self-direction
- Social skills
- Literacy skills
- Social responsibility
- Thinking skills

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>
<ul style="list-style-type: none">• 1.OA.1 Use	<ul style="list-style-type: none">• 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
<ul style="list-style-type: none">• 1.OA.1 Use	

Studies in Women's Health & Wellness: Goal Setting, Fitness & Body Image

Stage 1 Desired Results

<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> Students will apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. (Health Comp 1) Students will be able to analyze consequences of decisions, problem-solve, and set goals to enhance health or reduce health risks. (Health Comp 2) Students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (Health Comp 5) 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. Participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. (PE Comp 1) Develop and apply knowledge, skill and movement in a variety of physical activities in order to maintain appropriate level of personal fitness. (PE Comp 2) Recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. (PE Comp 3) Exhibit responsible personal and social behavior in order to respect self and others in physically active settings. (PE Comp 4) <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> 2.12.5 Evaluate the effect of media on personal and family health. 	Transfer	
	<p><i>Students will be able to independently use their learning to create a personal goal for self improvement in the area of health and wellness.</i></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> body image affects self esteem and ultimately overall wellness in all dimensions an individual can be proactive in building positive body image to then build self esteem, happiness, and healthy choices. media, technology, perceptions or norms can impact body image positively and negatively. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How does positive self image and self esteem affect personal health choices?
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> benefits and risks of physical activity exercise needs: frequency, intensity, duration and type types of exercise: cardiorespiratory, muscular strength and endurance, and flexibility physiological responses to physical activity (energy expenditure, heart rate, respiratory rate, resting heart rate) components of health-related fitness personal physical activity levels how to develop plans that include types and amounts of activity and focus on health related physical fitness 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> demonstrating personal introspection clarify personal expectations of self and others demonstrate personal responsibility to make health-enhancing choices identifying a realistic goal and writing a clear goal statement creating a plan for reaching a realistic goal identifying a reward for reaching a goal set examining the correlation between self empowerment and goal setting 	

<ul style="list-style-type: none"> ● 2.12.6 Evaluate the impact of technology on personal, family, and community health. ● 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors. ● 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors. ● 7.12.1 Analyze the role of individual responsibility for enhancing health. ● 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. ● 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others. ● 6.12.1 Assess personal health practices and overall health status. ● 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. ● 6.12.3 Implement strategies and monitor progress in achieving a personal health goal. ● 6.12.4 Formulate an effective long-term personal health plan. 	<ul style="list-style-type: none"> ● <i>strategies for overcoming barriers to physical activity</i> ● <i>the importance of healthful eating and physical activity</i> ● <i>how to assess personal nutritional needs, preferences and practices</i> ● <i>strategies for overcoming barriers to healthful eating</i> ● <i>how mood and emotions affect food choices</i> ● <i>relationship between healthful physical activity and body composition</i> ● <i>healthful weight management practices</i> ● <i>how to develop and demonstrate and sense of empowerment</i> ● <i>how to develop and demonstrate a positive body image</i> ● <i>behaviors and symptoms of depression and other mental illness, e.g., obsessive compulsive disorder, impulse control disorders</i> ● <i>interaction of alcohol and other drugs with mental illness</i> ● <i>symptoms of eating disorders</i> ● <i>When, where, why and how to get help</i> ● <i>types of stressors, e.g., death, ending relationships, changing schools, rejection</i> ● <i>coping strategies to reduce stress, including exercise</i> ● <i>ways to avoid stress</i> ● <i>how the use of social media is connected to health risk and health promotion</i> <p><u>vocabulary:</u> <i>body image, body talk, self image, self esteem, LGBT, gender identity, gender expression, transgender, self empowerment, eating disorders, stress, coping strategies, barriers to exercise</i></p>	
Content Area Literacy Standards		21st Century Skills
<ul style="list-style-type: none"> ● RST.11-12.1 CITE SPECIFIC TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF SCIENCE AND TECHNICAL TEXTS, ATTENDING TO IMPORTANT DISTINCTIONS THE AUTHOR MAKES AND TO ANY GAPS OR INCONSISTENCIES IN THE ACCOUNT. ● RST.11-12.2 DETERMINE THE CENTRAL IDEAS OR CONCLUSIONS OF A TEXT; SUMMARIZE COMPLEX CONCEPTS, PROCESSES, OR INFORMATION PRESENTED IN A TEXT BY PARAPHRASING THEM IN SIMPLER BUT STILL ACCURATE TERMS. 		<ul style="list-style-type: none"> ● <i>Goal Setting, Problem Solving, Reflecting</i>

- • RST.11-12.3 FOLLOW PRECISELY A COMPLEX MULTISTEP PROCEDURE WHEN CARRYING OUT EXPERIMENTS, TAKING MEASUREMENTS, OR PERFORMING TECHNICAL TASKS; ANALYZE THE SPECIFIC RESULTS BASED ON EXPLANATIONS IN THE TEXT.
- • RST.11-12.4 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 GRADES 11-12 TEXTS AND TOPICS.
- • WHST.11-12.4 PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE.

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S): Goal Setting Experience?
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
<ul style="list-style-type: none">• 1.OA.1 Use	<ul style="list-style-type: none">• 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
<ul style="list-style-type: none">• 1.OA.1 Use	

Studies in Women's Health & Wellness: Accessing Information for Women's Health Promotion

Stage 1 Desired Results

<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> Students will apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. (Health Comp 1) Students will be able to access valid information and products and services to enhance health. (Health Comp 4) 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. Participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. (PE Comp 1) Recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. (PE Comp 3) <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> 3.12.1 Evaluate the validity of health information, products, and services. 3.12.2 Use resources from home, school, and community that provide valid health information. 3.12.3 Determine the accessibility of products and services that enhance health. 3.12.4 Determine when professional health services may be required. 3.12.5 Access valid and reliable health products and services. 5.12.4 Generate alternatives to health-related issues or problems. <ul style="list-style-type: none"> 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others. 	Transfer	
	<p><i>Students will be able to independently use their learning to identify and access valid health information and health-promoting products and services to achieve health literacy and enable prevention, early detection, and treatment of health problems.</i></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> not all health claims for information, products and services are valid and accurate using reliable accurate sources of information (apps, websites, etc) checking can help a person make informed decisions about products and services that can enhance health 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How can valid vs. invalid health information, products and services affect one's health?
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> common symptoms of and treatment for STI's, including HIV laws related to sexual health care services, including STD & HIV testing and treatment. signs of pregnancy, pregnancy options (i.e IVF) prenatal care services that contribute to or threaten healthy pregnancies. compare and contrast laws related to pregnancy, adoption, abortion and parenting. laws related to sexual and reproductive health care services (i.e. contraception, pregnancy options, safe surrender policies, prenatal care) how to evaluate claims of performance-enhancing drugs and nutritional supplements how to select products, services and facilities related to physical activity 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> access accurate and valid information and resources. knowing that there is local testing and treatment services available. identify or cite specific sources provide reason for needing to access information evaluate validity of source provide rationale for appropriateness of source demonstrate ability to access appropriate community resources to meet specific needs <ul style="list-style-type: none"> similarities and differences among a variety of health care products demonstrating a thoughtful decision making process: show what options were considered, evaluating pros and cons of options, a clear decision statement, and reflection of the decision 	

<ul style="list-style-type: none"> ● 5.12.6 Defend the healthy choice when making decisions. ● 5.12.7 Evaluate the effectiveness of health-related decisions. 	<ul style="list-style-type: none"> ● <i>how to validate fitness claims</i> ● <i>validity of claims of nutritional supplements and weight loss products</i> ● <i>prevention strategies associated with primary health care (i.e. BSE, pap smear, blood lipid panels)</i> ● <i>benefits/risks of vaccinations</i> ● <i>ways to promote skin health and factors that may affect skin health/aging</i> <p><u>vocabulary:</u> <i>common STIs, HIV, prenatal care, types of adoption, abortion, contraception, safe surrender, supplements, personal care products, carcinogens, “green washing”, product claims</i></p>	
Content Area Literacy Standards		21st Century Skills
<ul style="list-style-type: none"> ● RST.11-12.1 CITE SPECIFIC TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF SCIENCE AND TECHNICAL TEXTS, ATTENDING TO IMPORTANT DISTINCTIONS THE AUTHOR MAKES AND TO ANY GAPS OR INCONSISTENCIES IN THE ACCOUNT. ● • RST.11-12.2 DETERMINE THE CENTRAL IDEAS OR CONCLUSIONS OF A TEXT; SUMMARIZE COMPLEX CONCEPTS, PROCESSES, OR INFORMATION PRESENTED IN A TEXT BY PARAPHRASING THEM IN SIMPLER BUT STILL ACCURATE TERMS. ● • RST.11-12.3 FOLLOW PRECISELY A COMPLEX MULTISTEP PROCEDURE WHEN CARRYING OUT EXPERIMENTS, TAKING MEASUREMENTS, OR PERFORMING TECHNICAL TASKS; ANALYZE THE SPECIFIC RESULTS BASED ON EXPLANATIONS IN THE TEXT. ● • RST.11-12.4 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 GRADES 11-12 TEXTS AND TOPICS. ● • WHST.11-12.4 PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE. 		

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>
<ul style="list-style-type: none">• 1.OA.1 Use	<ul style="list-style-type: none">• 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
<ul style="list-style-type: none">• 1.OA.1 Use	

Studies in Women's Health & Wellness: Factors Influencing Women's Health

Stage 1 Desired Results

ESTABLISHED GOALS:	Transfer	
<u>Content Competencies:</u>	<i>Students will be able to independently use their learning to identify and analyze stereotypes of women, gender roles, sexual identity, race and social classes in the media.</i>	
<ul style="list-style-type: none"> ● <i>Students will apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. (Health Comp 1)</i> ● <i>Students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (Health Comp 5)</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> ● <i>Participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. (PE Comp 1)</i> ● <i>Recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. (PE Comp 3)</i> 	Meaning	
<u>Content Standards:</u>	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● women are portrayed in the media unrealistically and inaccurately. ● the portrayal of women in the media can desensitize our culture and affect health behaviors. ● Media uses sexuality, violence, gender roles to appeal to senses, to sell products, or promote media. ● the exploitation of women in the media creates negative attitudes toward women, limits career opportunities, creates an unrealistic expectation among men, leads to psychological disorders, increases likelihood and acceptance of sexual violence, and creates feelings of inadequacy for women. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What positive influences can teens surround themselves with and how can these influences positively impact their health behaviors?
<ul style="list-style-type: none"> ● 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health. ● 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors. ● 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors. ● 2.12.5 Evaluate the effect of media on personal and family health. ● 2.12.6 Evaluate the impact of technology on personal, family, and community health. ● 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors. 	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● <i>intrinsic, extrinsic, positive, and negative influences on a person's health and wellness</i> ● <i>the connection between positive influences and positive health behaviors</i> ● <i>ways to use social media safely, legally, and respectfully.</i> ● <i>the impact of social media on one's health</i> ● <i>the different ways sexuality is used in the media.</i> 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● <i>examining who/what influences positively promote healthy behaviors in various dimensions of health</i> ● <i>identifying positive influences to directly promote their own health and well being.</i> ● <i>analyzing the external influences and societal messages that impact attitudes about bullying, sexual harrassment, sexual abuse, sexual assault, incest, rape, and dating violence.</i>

<ul style="list-style-type: none"> ● 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors. ● 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. ● 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention. ● 7.12.1 Analyze the role of individual responsibility for enhancing health. ● 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. 	<ul style="list-style-type: none"> ● <i>how media can influence one's beliefs about what constitutes a healthy sexual relationship</i> ● <i>Sexuality in the media can lead to different types of violence</i> <ul style="list-style-type: none"> - Assault - Rape - Domestic violence - Emotional/verbal abuse - Physical Abuse ● <i>the variety of media forms that portray women in the media and their motivations.</i> ● <i>how cultural views of women have changed with the development of current media vs. historical media.</i> ● <i>how messages of gender roles and stereotypes can have an influence on attitudes, beliefs, and behaviors</i> ● <i>people can become more aware of gender role messages around us and make decisions about which ones to accept and to reject.</i> ● <i>how the feminism movement impacts women's health and role in society</i> <p><u>vocabulary:</u> <i>feminism, gender roles, racism, desensitization, sexualization, branding, connotation, consumers, demographics, critical viewing, media literacy, mass media, homophobia, sexist, slant, bias, stereotype, product placement, phallic symbolism, objectification of women, sexual orientation, sexism</i></p>	<ul style="list-style-type: none"> ● <i>Evaluating the impact of technology and the media on societal norms.</i> ● <i>Determining the consequences to health because of media in our culture</i> ● <i>Analyzing the effect of media on personal and family health practices.</i> ● <i>Analyzing how personal behaviors can lead to unhealthy risky behaviors due to media impact and values.</i> ● <i>Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</i>
<p>Content Area Literacy Standards</p>		<p>21st Century Skills</p>
<ul style="list-style-type: none"> ● RST.11-12.1 CITE SPECIFIC TEXTUAL EVIDENCE TO SUPPORT ANALYSIS OF SCIENCE AND TECHNICAL TEXTS, ATTENDING TO IMPORTANT DISTINCTIONS THE AUTHOR MAKES AND TO ANY GAPS OR INCONSISTENCIES IN THE ACCOUNT. ● RST.11-12.2 DETERMINE THE CENTRAL IDEAS OR CONCLUSIONS OF A TEXT; SUMMARIZE COMPLEX CONCEPTS, PROCESSES, OR INFORMATION PRESENTED IN A TEXT BY PARAPHRASING THEM IN SIMPLER BUT STILL ACCURATE TERMS. 		<ul style="list-style-type: none"> ● Life & Career Skills ● Learning & Innovation Skills ● Communication, collaboration, creativity, and critical thinking ● Information, Media & Technology Skills

- RST.11-12.3 FOLLOW PRECISELY A COMPLEX MULTISTEP PROCEDURE WHEN CARRYING OUT EXPERIMENTS, TAKING MEASUREMENTS, OR PERFORMING TECHNICAL TASKS; ANALYZE THE SPECIFIC RESULTS BASED ON EXPLANATIONS IN THE TEXT.
- RST.11-12.4 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 GRADES 11-12 TEXTS AND TOPICS.
- WHST.11-12.4 PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE.

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>Science Integration</i>	<i>College, Career, and Civic Life Integration</i>	<i>Technology Integration</i>
		Analyzing various forms of media—images and videos will be displayed using overhead projectors, laptops will be used to search for various media examples, and DVDs and other video resources will be shown for analysis.
<i>District Materials</i>	<i>Distance Learning/Field Trips</i>	<i>Technology Resources</i>
DVD: Killing Us Softly 4, Dreamworlds, Sext Up Kids documentary		<ul style="list-style-type: none"> - Laptop carts - Projection screen and laptop/projector cart - Internet

Probability, Statistics & Trigonometry: Trigonometry

Stage 1 Desired Results

ESTABLISHED GOALS:		Transfer		
<p><u>Competencies:</u></p> <ul style="list-style-type: none"> Students will demonstrate the ability to apply trigonometric functions to solve for unknown quantities. Students will demonstrate the ability to reason with the definitions, laws, and identities of trigonometry in order to create conjectures and prove statements. Students will demonstrate the ability to graph functions by using tables and analyzing equations. Students will demonstrate the ability to solve for missing quantities by applying the law of sines, law of cosines and vectors. 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. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> HSG.SRT.C.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. HSG.SRT.C.7 Explain and use the relationship between the sine and cosine of complementary angles. HSG.SRT.C.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. HSG.SRT.D.9 (+) Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite HSN.VM.A.1 (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., \mathbf{v}, \mathbf{v}, $\ \mathbf{v}\$, v). HSN.VM.A.2 (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point. 	<p>Students will be able to independently use their learning to understand and make predictions involving periodic phenomena.</p>			
	Meaning			
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> in order to solve problems involving physical phenomena which carry a direction, the mathematics must consider both the magnitude and the direction. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How can we use trigonometry to solve problems with real world applications? How can we use trigonometry as a tool to describe the world around us? 		
	Acquisition			
	<p>Students will know...</p> <ul style="list-style-type: none"> that trig definitions describe a specific ratio between two sides of a right triangle and are unitless. that right triangles can be used to solve problems that would be impossible to solve using direct measure. six trig definitions from two contexts <ul style="list-style-type: none"> coordinate standpoint x, y, r geometric standpoint opposite leg length, adjacent leg length, hypotenuse length exact and decimal values of trig ratios for the construction triangles: 45°-45°-90° and 30°-60°-90° the basic trig identities. the cofunction theorem. that 1 degree = 60 minutes and 1 minute = 60 seconds $r@\theta^\circ$ format for vector quantities that approximately 6 radians exist on the edge of a given circle relative to its size that radians are unitless but a more accurate measure than degrees. the difference between linear and angular velocities 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> calculating exact and decimal values of six trig functions given one. (x,y) point on the terminal side of theta ϑ in standard position. calculating exact and decimal values of six trig functions given one angle and one side of a right triangle. calculating exact and decimal values of six trig functions given only an angle that is an increment of 30° or 45°. calculating exact and decimal values of remaining trig functions given one trig ratio in any quadrant. calculating and interpreting a reference angle given a trig ratio. using trig identities to prove equivalencies. converting angle measure between decimal degrees and degrees, minutes, seconds formats. determining the measurements of missing sides and angles in a right triangle, including multiple right triangles in a single situation. calculating the height of an object indirectly representing vectors accurately using graph paper, ruler, protractor to scale as well as abstractly. drawing and labeling an accurate representation of 		

<ul style="list-style-type: none"> • CCSS.MATH.CONTENT.HSN.VM.A.3 (+) Solve problems involving velocity and other quantities that can be represented by vectors. • HSN.VM.B.4 (+) Add and subtract vectors. <ul style="list-style-type: none"> ◦ Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes. • HSN.VM.B.5 (+) Multiply a vector by a scalar. <ul style="list-style-type: none"> ◦ Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$. • 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. 	<ul style="list-style-type: none"> • <i>how unit analysis can assist to solve for missing information and to interpret given information.</i> • <i>how the graphs of sine, cosine and tangent connect</i> • <i>the criteria needed to determine which Law to apply when trying to find missing information given an oblique triangle.</i> • <i>Law of Sines and Law of Cosines</i> <p><i>Vocabulary: initial side or ray, terminal side or ray, standard position, positive angle, negative angle, rotation, coterminal angles, sine, cosine, tangent, cosecant, secant, cotangent, reference angle, reciprocal identities, ratio identities, Pythagorean identities, odd-even identities,, refined angular measurement: degrees, minutes, seconds, angle of elevation, angle of depression, bearing vs. course, vector, scalar, vector components, resultant vector</i></p>	<p><i>a vector equation(i.e. $\vec{r}=3\vec{u}+2\vec{v}$ if $\vec{u}=3\text{cm}@20^\circ$ and $\vec{v}=7\text{cm}@52^\circ$).</i></p> <ul style="list-style-type: none"> • <i>adding and subtracting vectors.</i> • <i>multiplying a scalar by a vector.</i> • <i>modeling navigation by using vectors.</i> • <i>sketching angles of rotation in standard position given a radian or degree measure.</i> • <i>converting angles between degree and radian measure.</i> • <i>determining the reference angle for a given theta of rotation (in degrees or radian form)</i> • <i>interpreting and using all values labeled on the unit circle.</i> • <i>calculating and interpreting arc length in context</i> • <i>calculating and interpreting area sector in context</i> • <i>calculating and interpreting linear and angular velocities given a real life context.</i> • <i>solving equations using inverse functions.</i> • <i>graphing sine, cosine and tangent functions.</i> • <i>applying Law of Cosines depending on the given information</i> • <i>calculating the area of an oblique triangle given only SAS or SSS information.</i>
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Content Area Literacy Standards	21st Century Skills
<ul style="list-style-type: none"> • RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. • RST.11-12.4 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 11-12 texts and topics</i>. • RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. • RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. • RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. • RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. 	<ul style="list-style-type: none"> • <i>reason effectively</i> • <i>use systems thinking</i> • <i>solve problems</i> • <i>be flexible</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

- 1.OA.1 Use

Mathematics Integration

- 1.OA.1 Use

Technology Integration

- 1.OA.1 Use

District Materials

Probability, Statistics & Trigonometry: Statistics

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: <u>Competencies:</u></p> <ul style="list-style-type: none"> Students will demonstrate the ability to apply statistical methods in order to collect, organize, and interpret data. Students will demonstrate the ability to apply regression/correlation techniques in order to determine relationships that exist between two variables. 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. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> HSS.ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots). HSS.ID.A.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. HSS.ID.A.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). HSS.ID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. HSS.ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. HSS.IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population. HSS.IC.A.2 Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model? HSS.IC.B.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. HSS.IC.B.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. HSS.IC.B.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between 	Transfer	
	<p>Students will be able to independently use their learning to construct and defend a well thought out conclusion.</p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS Students will understand that...</p> <ul style="list-style-type: none"> statistical representations are beneficial for either studying certain characteristics or influencing certain interpretations of the data. just because there is a correlation between two things, that there is causation between them. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> Can you ever be sure that a conclusion is correct? How can we determine if our understandings of a relationship are correct?
Acquisition		
	<p>Students will know...</p> <ul style="list-style-type: none"> that a parameter describes the entire population, whereas a statistic describes only a sample of the population. that the sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a sample. that frequency distribution tables can be used for both categorical and numeric variables. a line of best fit can be used to determine the linear relationship between two quantities. a linear correlation does not mean that there is a causation between the two sets of data. <p><u>vocabulary:</u> statistics, population, census, sample, data, parameter, statistic, quantitative data, qualitative data, discrete data, continuous data, nominal level of measure, ordinal level of measure, interval level of measure, ratio level of measure, self-selected survey, loaded question, observational study, experiment, placebo effect, blinding, double blind, confounding, random sample, systematic sampling, convenience sampling, stratified sampling, cluster sampling, frequency table, lower class limits, upper class limits,</p>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> identifying a value as a statistic or parameter. identifying abuses of statistics. identifying observational study/experiment. identifying sampling method. identifying class width/midpoint/boundary. constructing a cumulative frequency table. constructing a frequency table given data. analyzing histograms. constructing histograms. constructing scatter diagrams. constructing pie charts. constructing dot plots. constructing Pareto charts. constructing stem and leaf plots. finding mean, median, mode, and midrange. finding mean of a frequency table. finding range, standard deviation, and variance. finding standard deviation of a frequency table. finding the value of a percentile/decile/quartile constructing a box plot. testing for linear correlation. constructing and interpreting a scatter diagram.

<ul style="list-style-type: none"> parameters are significant. HSS.IC.B.6 Evaluate reports based on data. HSS.CP.A.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not"). 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. 	<i>class boundaries, class midpoints, class width, relative frequency table, cumulative frequency table, histogram, relative frequency histogram, dotplot, stem and leaf plot, pareto chart, pie chart, scatter diagram, measure of center, mean, median, mode, bimodal, multimodal, midrange, range, standard deviation, variance, range rule of thumb, empirical rule, Chebyshev's theorem, z-score, quartiles, deciles, percentiles, exploratory data analysis, outlier, 5-number summary, boxplot, correlation, scatterplot, linear correlation, coefficient, regression equation/line</i>	<ul style="list-style-type: none"> finding the value of the linear correlation coefficient. identifying correlation errors. finding the equation of a regression line. finding the best predicted value.
Content Area Literacy Standards		21st Century Skills
<ul style="list-style-type: none"> RST.11-12.4 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 11-12 texts and topics</i>. RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. 		<ul style="list-style-type: none"> reason effectively use systems thinking make judgments and decisions solve problems implement innovations communicate clearly analyze media apply technology effectively

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>
<ul style="list-style-type: none">• 1.OA.1 Use	<ul style="list-style-type: none">• 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
<ul style="list-style-type: none">• 1.OA.1 Use	

Probability, Statistics & Trigonometry: Probability

Stage 1 Desired Results

<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> • <i>Students will demonstrate the ability to apply the principles of experimental and theoretical probability in order to determine the likelihood of a given outcome, make inferences, and justify or critique conclusions.</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> <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> • HSS.ID.A.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. • HSS.CP.A.2 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent. • HSS.CP.A.3 Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B. • HSS.CP.A.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results. • HSS.CP.A.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung 	Transfer	
	<p><i>Students will be able to independently use their learning to construct and defend a well thought out prediction.</i></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • the probability of an event's occurrence can be predicted with varying degrees of confidence. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How confident can you be that a given outcome will occur?
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • the formulas for mean, standard deviation and variance of a binomial distribution. • the formula for maximum and minimum usual values. <p><u>vocabulary:</u> event, sample space, classical approach to probability, relative frequency approximation of probability, subjective probability, complement, actual odds against, actual odds in favor, payoff odds, compound event, mutually exclusive, rule of complementary events, independent events, dependent events, fundamental counting rule, factorial, permutation, combination, random variable, probability distribution, discrete, continuous, binomial probability distribution, Poisson distribution, normal distribution, density curve, standard normal distribution, nonstandard normal distribution, central limit theorem</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • finding probability using the classical approach • determining if an event is unusual. • estimating probability using the relative frequency approach. • listing all possible outcomes. • determining if events are mutually exclusive. • finding the probability of the complement of an event. • using addition rule for mutually exclusive and non-mutually exclusive events. • classifying events as independent or dependent. • using multiplication rule for independent events. • using addition rule for mutually exclusive events. • describing the complement of a given event. • finding the probability of "at least one". • using contingency tables to find conditional probability. • evaluating factorials, permutations, and combinations. • finding and using a number of combinations and permutations. • classifying random variables as discrete or continuous. • determining whether a probability distribution is described. 	

<p>cancer.</p> <ul style="list-style-type: none"> • HSS.CP.B.6 Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model. • HSS.CP.B.7 Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model. • HSS.CP.B.8 (+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, and interpret the answer in terms of the model. • HSS.CP.B.9 (+) Use permutations and combinations to compute probabilities of compound events and solve 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. • MP7 Look for and make use of structure. • MP8 Look for and express regularity in repeated reasoning. 		<ul style="list-style-type: none"> • <i>finding the mean, standard deviation, and variance of a probability distribution.</i> • <i>finding expected value.</i> • <i>determining if a procedure results in a binomial distribution.</i> • <i>finding the probability of exactly x successes</i> • <i>finding the probability of at least/at most x successes.</i> • <i>finding the mean, standard deviation, and variance for a binomial distribution.</i> • <i>finding probability for continuous uniform distributions.</i> • <i>finding probability for standard normal distributions given z-score(s).</i> • <i>using z-score to compare relative position.</i> • <i>finding the percentile corresponding to a given value.</i> • <i>finding z-score for standard normal distributions given probability (area) and determine if it is unusual.</i> • <i>finding probability for nonstandard normal distributions.</i> • <i>finding the number of observations satisfying a given condition.</i> • <i>finding values for a normal distribution given probabilities or percentages.</i>
<p>Content Area Literacy Standards</p>		<p>21st Century Skills</p>
<ul style="list-style-type: none"> • RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. • RST.11-12.4 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 11-12 texts and topics</i>. • RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. • RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. • RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. • RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. 		<ul style="list-style-type: none"> • <i>reason effectively</i> • <i>use systems thinking</i> • <i>make judgments and decisions</i> • <i>solve problems</i> • <i>communicate clearly</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>
<ul style="list-style-type: none">• 1.OA.1 Use	<ul style="list-style-type: none">• 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
<ul style="list-style-type: none">• 1.OA.1 Use	

Probability, Statistics & Trigonometry: Matrices

ESTABLISHED GOALS:

Competencies:

- Students will demonstrate the ability to apply matrices to solve problems in a variety of contexts.
- Students will demonstrate the ability to use mathematics 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:

- HSN.VM.C.6 (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.
- HSN.VM.C.7 (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.
- HSN.VM.C.8 (+) Add, subtract, and multiply matrices of appropriate dimensions.
- HSN.VM.C.9 (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.
- HSN.VM.C.10 (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.
- MP4 Model with mathematics.
- MP5 Use appropriate tools strategically.
- MP7 Look for and make use of structure.
- MP8 Look for and express regularity in repeated reasoning.

Transfer

Students will be able to independently use their learning to **maximize or minimize a problem's solution given a set of restrictions.**

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- matrices allow them to find solutions to problems without using variables.

ESSENTIAL QUESTIONS

- How can we make the best decisions given a restrictive situation?

Acquisition

Students will know...

- systems with no solution can always be detected by the presence of a matrix row of the form $[0 \ 0 \dots | a]$, where a is a nonzero number
- in order to add or subtract matrices, they must have the same dimensions
- in order to multiply matrices, the columns of the first must be the same as the rows of the second
- multiplication of matrices is not commutative
- not all square matrices have inverses
- an input-output matrix is summarized the interdependence among the industries of the economy

vocabulary: elementary row operations, matrix, pivoting; row, column, & square matrices; entries, coefficient matrix, scalar product, identity matrix, inverse of a matrix, final demand, production amounts, linear programming, optimal point, transpose

Students will be skilled at...

- solve systems of equations using the Gauss-Jordan elimination method.
- using a graphing calculator to solve systems using matrices.
- pivoting a matrix around a given nonzero entry.
- adding, multiplying, and subtracting matrices by hand and with a graphing calculator.
- performing scalar multiplication.
- finding the inverse of a matrix using Gauss-Jordan and with a calculator.
- solving a matrix equation.
- using a matrix inverse to solve a system of equations.
- performing input-output analysis using matrix.

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- RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- RST.9-10.4 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 *grades 9-10 texts and topics*.
- RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

- *reason effectively*
- *use systems thinking*
- *solve problems*
- *access and evaluate information*
- *use and manage information*
- *be self-directed learners*

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

Summary of Key Learning Events and Instruction		
<i>Summary of Key Learning Events and Instruction</i>		
<i>Science Integration</i>	<i>College, Career, and Civic Life Integration</i>	<i>Technology Integration</i>
<i>District Materials</i>	<i>Distance Learning/Field Trips</i>	<i>Technology Resources</i>

Probability, Statistics & Trigonometry: Sequences and Series

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> Students will demonstrate the ability to simplify algebraic expressions and equations by applying the properties of operations and arithmetic of complex numbers. Students will demonstrate the ability to apply functions to solve problems in a variety of contexts by interpreting and analyzing multiple representations of functions. 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. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> A.SSE.A.1.A Interpret parts of an expression, such as terms, factors, and coefficients. F.IF.C.8.B Use the properties of exponents to interpret expressions for exponential functions. F.BF.A.1.A Determine an explicit expression, a recursive process, or steps for calculation from a context. F.BF.A.1.B Combine standard function types using arithmetic operations. A.SSE.B.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. MP2 Reason abstractly and quantitatively. MP4 Model with mathematics. MP7 Look for and make use of structure. MP8 Look for and express regularity in repeated reasoning. 	Transfer	
	<p><i>Students will be able to independently use their learning to make informed decisions based upon their understanding of the patterns of numbers.</i></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> a constant increase or decrease applied at regular intervals always results in a linear relationship between two quantities. a constant percent increase or decrease applied at regular intervals always results in an exponential relationship between two quantities. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How do different factors alter an outcome?
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> the recursive rule for an arithmetic sequence. the recursive rule for geometric sequence. $a_n = a_1 + (n - 1)d$. $a_n = a_1 r^{n-1}$. the formula for geometric mean. summation notation. <p><i>vocabulary: arithmetic sequence, arithmetic series, geometric sequence, geometric series, geometric mean</i></p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> writing recursive and explicit formulas for arithmetic sequences. calculating the sum of the first n terms of an arithmetic series. writing recursive and explicit formulas for geometric sequences. calculating the sum of the first n terms of a geometric series. calculating the sum of an infinite geometric series using induction to prove statements. 	

Content Area Literacy Standards		21st Century Skills
<ul style="list-style-type: none"> • RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. • RST.11-12.4 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 11-12 texts and topics</i>. 		<ul style="list-style-type: none"> • <i>reason effectively</i> • <i>use systems thinking</i> • <i>apply technology effectively</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

- 1.OA.1 Use

Mathematics Integration

- 1.OA.1 Use

Technology Integration

- 1.OA.1 Use

District Materials

Probability, Statistics & Trigonometry: Logic

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> Students will demonstrate the ability to use mathematical reasoning in order to comprehend and construct mathematical arguments. Students will demonstrate the ability to analyze and summarize text and integrate knowledge to 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. meaning of discipline-specific materials. Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> A.SSE.A.1.A Interpret parts of an expression, such as terms, factors, and coefficients. F.IF.C.8.B Use the properties of exponents to interpret expressions for exponential functions. F.BF.A.1.A Determine an explicit expression, a recursive process, or steps for calculation from a context. U h U MP2 Reason abstractly and quantitatively. U h # MP4 Model with mathematics. U h y U h " MP7 Look for and make use of structure. MP8 Look for and express regularity in repeated reasoning. 	Transfer	
	<p><i>Students will be able to independently use their learning to make informed decisions based upon their understanding of the rules of Logic.</i></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> The study of logic forms the underlying basis for many things we use every day, including our smartphones, computers, cars and all other technology involving programming. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How can the study of Logics be used to assess if someone is making a valid or invalid argument? Why is the language of Logic so important when making a valid argument?
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <i>The rules of logic give precise meaning to mathematical statements and are used to distinguish between valid and invalid arguments.</i> <i>Predicate logic can be used to express the meaning of a wide range of statements in mathematics and computer science in ways that permit us to reason and explore relationships between objects.</i> <i>Existential, universal, and nested quantifiers can be used to represent mathematical statements and can be used to translate English sentences into mathematical statements.</i> <p><i>vocabulary: logic statements, connectives, truth tables, logical equivalence, contradictions, conditional statements, converse, inverse, contrapositive, arguments, logic circuits, DeMorgan's Law</i></p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <i>creating and understanding logic statements and connectives.</i> <i>translating to and from symbolic notation.</i> <i>reading and writing truth tables.</i> <i>understanding logical equivalence.</i> <i>constructing tautologies and contradictions.</i> <i>writing and interpreting conditional statements and their negations.</i> <i>understanding and writing biconditionals.</i> <i>distinguishing between valid and invalid arguments.</i> <i>understanding logic circuits.</i> <i>understanding and interpreting quantifiers and their negations.</i> <i>analyzing mathematical statements using propositional and predicate logic.</i> <i>applying propositional logic to translations of English sentences and to Boolean searches, logic puzzles, and logic circuits.</i> <i>analyzing and constructing tautologies and contradictions.</i> <i>applying the rules of inferences in propositional logic and for quantified statements in order to produce valid argument.</i> 	

Content Area Literacy Standards		21st Century Skills
<ul style="list-style-type: none"> • RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. • RST.11-12.4 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 11-12 texts and topics</i>. 		<ul style="list-style-type: none"> • <i>reason effectively</i> • <i>use systems thinking</i> • <i>apply technology effectively</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

- 1.OA.1 Use

Mathematics Integration

- 1.OA.1 Use

Technology Integration

- 1.OA.1 Use

District Materials



EXECUTIVE SUMMARY

November 3, 2022

The following executive summary highlights four school sponsored student trips to take place over the next 2 years. The organizers are looking to ensure support of the superintendent and board per TRSB policy IJOA before they advertise these opportunities to students and families as well as continue to plan for the logistics of the trips.

Harvard Model Congress Trip February 2023

Background: This annual trip to Harvard Model Congress, allows TRHS student to participate in the prestigious model congress simulation. TRHS students will work with students from the region and beyond, to foster leadership skills in the school and local community.

Dates: February 23, 2023- Feb 26, 2023

Transportation: school bus

Lodging: Hotel in the Cambridge MA area

Cities/ Sites/ Activities: Cambridge / Boston MA area

Organized and lead by: TRHS teacher Ryan Richman, Harvard Model Congress organization

Cost per student: TBD

London Theater Trip Summer 2023

Background: TRHS theater teacher Eric Constantineau has brought students to London UK numerous times over the years to experience London history, culture, and theater. Although the focus of many of the tours and activities are theater based, this trip is not exclusive to theater students.

Dates: July 2, 2023 - July 9, 2023

Transportation/ Airline: Delta Airlines, motor coach, public transportation

Lodging: St. Giles Hotel, London;

Cities/ Sites/ Activities: London UK; London Eye, Shakespeare Globe Theater, Stratford Upon Avon, Oxford, Warner Bros Studio, British Museum, West End Theater, Christ Church College,

Organized and lead by: TRHS teacher Eric Constantineau; Fourwinds Travel and Tour Company.

Cost per student: \$3,079-\$3,479 based on number of paying students.

German Cultural Exchange Trip Summer 2024

Background: Since 2001, Timberlane Regional High School and Die Christophorus Schule in Droyssig,



Germany have had a cultural exchange program through the German-American Partnership Program (GAPP). In alternating years, German students visit TRHS in the fall, attend school and stay with host families in the district, while in the spring, students from TRHS visit Germany, attend their school and stay with host families there. Both groups of students also spend time traveling and visiting significant historical and cultural sites as part of their exchange program. As part of the GAPP agreement for TRHS students to travel to Germany in the spring of 2024, German students would need to be hosted by Timberlane families in the fall of 2023.

Dates: June 8, 2024- July 8, 2024

Travel/ Airline: Lufthansa/ United Airlines, public transportation (busses and trains).

Lodging: Staying with host families while in Droyssig, youth hostels while traveling around the region.

Cities/ Sites/ Activities: Droyssig, Leipzig, Berlin, Moedlareuth, Dresden, Krakow Poland, Auschwitz, Nuremberg, Rothenburg, Munich, Salzburg, Berchtesgaden.

Organized and lead by: TRHS teacher Steve Rugoletti, GAPP, and staff from German School

Cost per student: TBD based on flights and other costs.

Great Eclipse Exchange Trip

Background: On April 8, 2024, there will be a total solar eclipse visible in parts of the United States. Unfortunately, April is the cloudiest month in New England and only allows for a 30% chance of locally viewing this phenomenon. Science teacher Steve Rugoletti, is proposing this trip to the San Antonio, Texas area to provide students the maximum chance to view the eclipse, as well as provide a student exchange for cultural, historical, and science experiences. Hotels in the area are already sold out due to its predictable good weather and being in the middle of the 'path of totality', therefore, Steve is proposing arranging an exchange opportunity for TRHS students to stay with families of students from the local high school, then host those Texas students in the fall to experience a New England Autumn.

Dates: April 4 2024- April 10, 2024

Transportation/ Airline: American Airlines; rental minivan

Lodging: Staying with host families while in Kerrville, Texas.

Cities/ Sites/ Activities: Kerrville TX, San Antonio, Natural Bridge Cavern, The Alamo,

Organized and lead by: TRHS teacher Steve Rugoletti

Cost per student: Estimated \$1030 (which includes Solar viewing binoculars for the students to keep)

Respectfully submitted,

Mark Pedersen

Director of Secondary Education

Timberlane Regional School District

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STUDENT TRIPS

Field trips designed to stimulate student interest and inquiry and provide opportunities for social growth and development are considered appropriate extensions of the classroom. To the extent that they provide the most effective means for accomplishing general curriculum objectives of the school, the building Principal may authorize field trips.

To be educationally beneficial, a field trip requires thoughtful selection, careful advance preparation of the class, and opportunities for pupils to assimilate the experience during and at the conclusion of the trip. To this end, teachers and principals will be expected to consider the following factors in selection of field trips:

- (a) value of the activity to the particular class group or class groups;
- (b) relationship of the field trip activity to a particular aspect of classroom instruction;
- (c) suitability of the activity and distance traveled to the age level;
- (d) mode and availability of transportation; and
- (e) cost.

Chaperons for field trips will be assigned at the discretion of the Principal according to the type of trip involved.

Sanctioning Student Trips

- A. School-sponsored trips are defined as student trips that have been organized, scheduled or otherwise promoted by the School Board, Superintendent of Schools, or building Principal. Examples would be athletic trips, band trips, class trips, etc. Only those trips that are deemed to have significant educational value and that are directly related to existing educational programs shall be sponsored. Any trip involving travel of over 300 miles, overnight travel, or a overnight trip requiring a student's absence from the school building during normal school hours shall require the prior approval of the School Board. Overnight trips and/or trips over 300 miles that are held annually shall require the approval of the Superintendent rather than the school board.
- B. School related trips are defined as student trips organized; scheduled, or sponsored by a school club or other organization connected with the school whose advisor is salaried by the District or whose advisor has been appointed by the school administration. Only those trips directly related to existing educational programs shall be sponsored. Any trip involving fund-raising and/or a student's absence from

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the school building during normal school hours shall require the prior approval of the School Board. The building Principal or Superintendent of Schools, who may consult the Board or request general Board approval for a series of field trips or general type of field trip, may approve other school-sponsored trips.

- C. Any other trips, including those that may involve participation of students from the Timberlane Regional School District or employees of the Timberlane Regional School District that are not explicitly approved by the School Board, the Superintendent of Schools, or the building Principal in accordance with the above procedures, are not school-sponsored or school-related trips and shall not be represented as such. Planning for, recruitment of participants for, or any other activity related to such trips shall not take place within the schools of the District or utilize District facilities unless approved by the Principal. It is the obligation of the planners of such trips to ensure that any literature about such trips, announcements of such trips, or recruiting materials for participants in such trips shall make it clear to parents and guardians, and students that the trip is being organized and sponsored by a private individual or group and not by the Timberlane Regional School District. Parents, guardians, and students must be told explicitly that the District accepts no responsibility, financial or otherwise, for the trip.

Financing Student Trips

- A. The cost of school-sponsored trips shall be the responsibility of the School District and will be provided for in the regular annual budgetary process. In cases where funds are limited, the school administration may assess a fee to participating students in order to recover costs or may permit fund-raising by the student organization involved.
- B. The cost of school-related trips shall be the responsibility of the sponsoring club and/or organization. The process by which funds are raised and expended must be approved in advance by the building Principal and/or Superintendent of Schools.
- C. Solicitation is prohibited within the Timberlane Regional School District facilities or during regular school hours by Timberlane employees or students for funds for any but school-sponsored or school-related trips for which fund-raising is explicitly approved in accordance with this policy.

TRSD 2023 ANNUAL MEETING AND ELECTION CALENDAR

DEADLINE/ DATE	ACTION	REFERENCE
By Wednesday, January 4, 2023	Post Public Notice of School Board Budget Hearing (By the 2 nd Tuesday in January)(must be 7 days in advance)	RSA 40:13, II-a (a)
By Friday, January 6, 2023	Citizens Petition <u>Bond Articles Only</u> Must be Submitted (Friday preceding the 2 nd Tuesday in January – 5pm)	RSA 40:13, II-a (b)
By Tuesday, January 10, 2023	All Other Citizens Petition Articles Must be Submitted (By the 2 nd Tuesday in January – 5pm)	RSA 40:13 II-a (b) RSA 197:6
By Tuesday, January 10, 2023	Deadline for finalization of cost items CBA's to be presented at annual meeting (By the 2 nd Tuesday in January)	RSA 32:5-a
Tuesday, January 10, 2023	Supervisor of Checklist Posts Checklist (On the 4 th Tuesday before Deliberative)	RSA 671:15 RSA 654:26 & 27
Thursday, January 12, 2023	Public Hearing on Proposed Budget/Bond TRHS PAC – 7:00 PM (snow date: January 13, 2023) (On or before the 3 rd Tuesday in January)	RSA 40:13, II-a (c) RSA 33:8-a
Tuesday, January 24, 2023	Supervisor of Checklist Correction Session (On day immediately prior to first day of filing)	RSA 671:15 – 669:5
Wednesday, January 25, 2023	First Day of Filing Period For Candidates. File at SAU Office, 30 Greenough Road, Plaistow, NH 8:30am-4pm (Begins on the 7 th Wednesday before election)	RSA 671:19 RSA 669:19
By Thursday, January 26, 2023	Last Day for Budget Committee to Deliver Budget and Warrant Article Recommendations for Posting (Thursday before last Monday in January)	RSA 40:13, II-a (c)
Saturday, January 28, 2023	Supervisor of Checklist Holds A Checklist Correction Session (On Saturday 6-13 days before Deliberative)	RSA 671:15 – 669:5 RSA 654:27)
By Monday, January 30, 2023	Post Warrants and Budget For Session I and II At Place of Meeting And One Other Location (On or before last Monday in January)	RSA 40:13, II-a (d) RSA 197:5-A, 197:7
Friday, February 3, 2023	Last Day of Filing Period For Candidates (Second Friday after first day of filing period)	RSA 671:19 RSA 669:19
Thursday, February 9, 2023	Deliberative Session I TRHS PAC – 7:00 PM (snow date: February 10, 2023) (Between the 1 st and 2 nd Saturdays following the last Monday in January)	RSA 40:13 III, IV
Tuesday, February 14, 2023	Supervisors of Checklist re-post Checklist (On the 4 th Tuesday before voting)	RSA 671:15 RSA 654:26 + 27
Saturday, March 4, 2023	Supervisor of Checklist Holds A Checklist Correction Session (Two Saturdays before voting)	RSA 671:15 – 669:5 RSA 654:27
Tuesday, March 14, 2023	District Voting (Session II) Budget/Bond Voting and Election Absentee Ballots Collected <u>Residents may register at the polls.</u> Atkinson – Atkinson Community Center, Rte 121 – 7am-8pm Danville – Community Center, Rte 111 – 8am-7pm Plaistow – Public Works Garage, 144F Main Street – 7am-8pm Sandown – Sandown Town Hall, Main Street – 8am-8pm	RSA 40:13 VIII