

## **Lakeland Joint School District #272**

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Rathdrum, ID 83858  
208-687-0431



**LJSD Vision: A community committed to academic excellence ...  
dedicated to student success.**

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### **Board Agenda Item Request**

**AGENDA ITEM: Supplemental Curriculum**

**PURPOSE: Approve/Deny Request for Student Use**

**MEETING DATE: September 17, 2025**

**PREPARED BY: Jake Massey**

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### **INFORMATIONAL SUMMARY:**

There are multiple supplemental materials for approval this month:

1. [Cheaper by the Dozen](#)- Novel for High School
  - Committee recommends approval
2. [Belles on Their Toes](#)- Novel for High School
  - Committee recommends approval
3. [History of Rock Supplemental Materials](#)- High School Band
  - Committee recommends approval
4. [Various Videos](#)- High School Science
  - Committee recommends approval.
  - Some note that the video on STEM cells may be outdated, but can serve as a good foundational instructional tool.
5. [D.A.R.E. Program](#) (High School)- for use with High School Students
  - Committee recommends approval
  - Please see the description: "We used to have a program that was used for kids that received their first vape offense at school, but that program is no longer utilized. The kids would have the option to attend a 4 day (one hour per session) class after school in lieu of receiving a citation. DARE has a High School level curriculum that is a total of four sessions once a week for about an hour. This class not only covers the danger of drugs and alcohol, but gives the kids tools to make responsible and safe decisions."
6. Storm Runners Trilogy- Elementary School ([Book 1](#), [Book 2](#), [Book 3](#))
  - Committee recommends approval

The Supplemental Materials Committee feedback on all of these materials can be found here: [July 2025 Supplemental Materials Feedback](#)

Thank you,  
Jake

### **Superintendent Recommendation:**

I have reviewed all the requests submitted and recommend approving all the items requested.

**YouTube Channels for mass clearance (i.e. all videos from this content provider should be approved)**

Amoeba sisters, BioDaddy.com, Crash Course, Khan Academy, Tyler DeWitt

**Videos over 5 mins used in Science:**

**Biology**

Characteristics of Life | How do you know if something is alive?

5'53"

MAD GARDEN Science

<https://www.youtube.com/watch?v=T2eIbKWn-cQ>

Homeostasis and Negative/Positive Feedback

6'23"

Amoeba sisters

<https://www.youtube.com/watch?v=Iz0Q9nTZCw4>

Passive transport and selective permeability

6'59"

Khan Academy

<https://www.youtube.com/watch?v=jQN07Hvq6WI>

What is ATP?

5'51"

Amoeba sisters

<https://www.youtube.com/watch?v=23ZzI6WZS28>

A Stem Cell Story

15'52"

[EuroGCT and EuroStemCell](#)

[https://www.youtube.com/watch?v=2-3J6JGN-\\_Y](https://www.youtube.com/watch?v=2-3J6JGN-_Y)

Meiosis

6'46"

Nucleus Biology

<https://www.youtube.com/watch?v=kQu6Yfrr6j0>

Solving a Pedigree - the Fast Way (example 1)

6'42"

Andrew Douch

<https://www.youtube.com/watch?v=qolJlhVg6mw>

The Making of a Theory: Darwin, Wallace, and Natural Selection

31'02"

[Biointeractive](#)

<https://www.youtube.com/watch?v=XOiUZ3ycZwU>

What is Natural Selection?

9'18"

Stated Clearly

<https://www.youtube.com/watch?v=0SCjhI86grU>

Plant Anatomy and Structure

7'42"

Professor Dave Explains

[https://www.youtube.com/watch?v=JNdfoO\\_HBEc](https://www.youtube.com/watch?v=JNdfoO_HBEc)

Water Cycle | How the Hydrologic Cycle Works

6'47"

National Science Foundation News

<https://www.youtube.com/watch?v=al-do-HGulk>

## **Physical Science**

### **Converting Units with Conversion Factors**

12'45"

Tyler DeWitt

[https://www.youtube.com/watch?v=7N0lRJLwpPI&list=PL3hPm0ZdYhywMyYMt9shG\\_-M\\_pl4akJk8](https://www.youtube.com/watch?v=7N0lRJLwpPI&list=PL3hPm0ZdYhywMyYMt9shG_-M_pl4akJk8)

### **Valence Electrons and the Periodic Table**

<https://www.youtube.com/watch?v=yADrWdNTWEc>

16'52"

Tyler DeWitt

### **Ionic Bonding Introduction**

<https://www.youtube.com/watch?v=Qf07-8Jhhpc>

7'19"

Tyler DeWitt

### **Ionic Bonding Part 2**

<https://www.youtube.com/watch?v=5EwmedLuRmw>

10'17"

Tyler DeWitt

### **Ionic Bonding Part 3**

<https://www.youtube.com/watch?v=RkZNYuSho0M>

7'56"

Tyler DeWitt

### **Balanced and unbalanced forces with Newton's 1<sup>st</sup> Law of motion**

<https://www.liveworksheets.com/w/en/physical-science/7401710>

7'45"

LiveWorksheets

### **Science Trek: Simple Machines**

[https://www.youtube.com/watch?v=Kg\\_vZ2pgQEs](https://www.youtube.com/watch?v=Kg_vZ2pgQEs)

28'47"

Idaho Public Television

### **NASA - Tour of the Electromagnetic Spectrum**

<https://www.youtube.com/watch?v=HPcAWNIVl-8>

32'06"

[SpaceScienceSarah](#)

### **Electric Charge: Crash Course Physics #25**

<https://www.youtube.com/watch?v=TFIVWf8JX4A>

9'41"

CrashCourse

### **The shocking truth about static electricity**

<https://www.liveworksheets.com/w/en/physical-science/2260399>

6'55"

Chivas & Jordan Spivey

### **Bill Nye The Science Guy - S01E18 - Electricity - 480p**

<https://www.youtube.com/watch?v=sPOlyY2akNk>

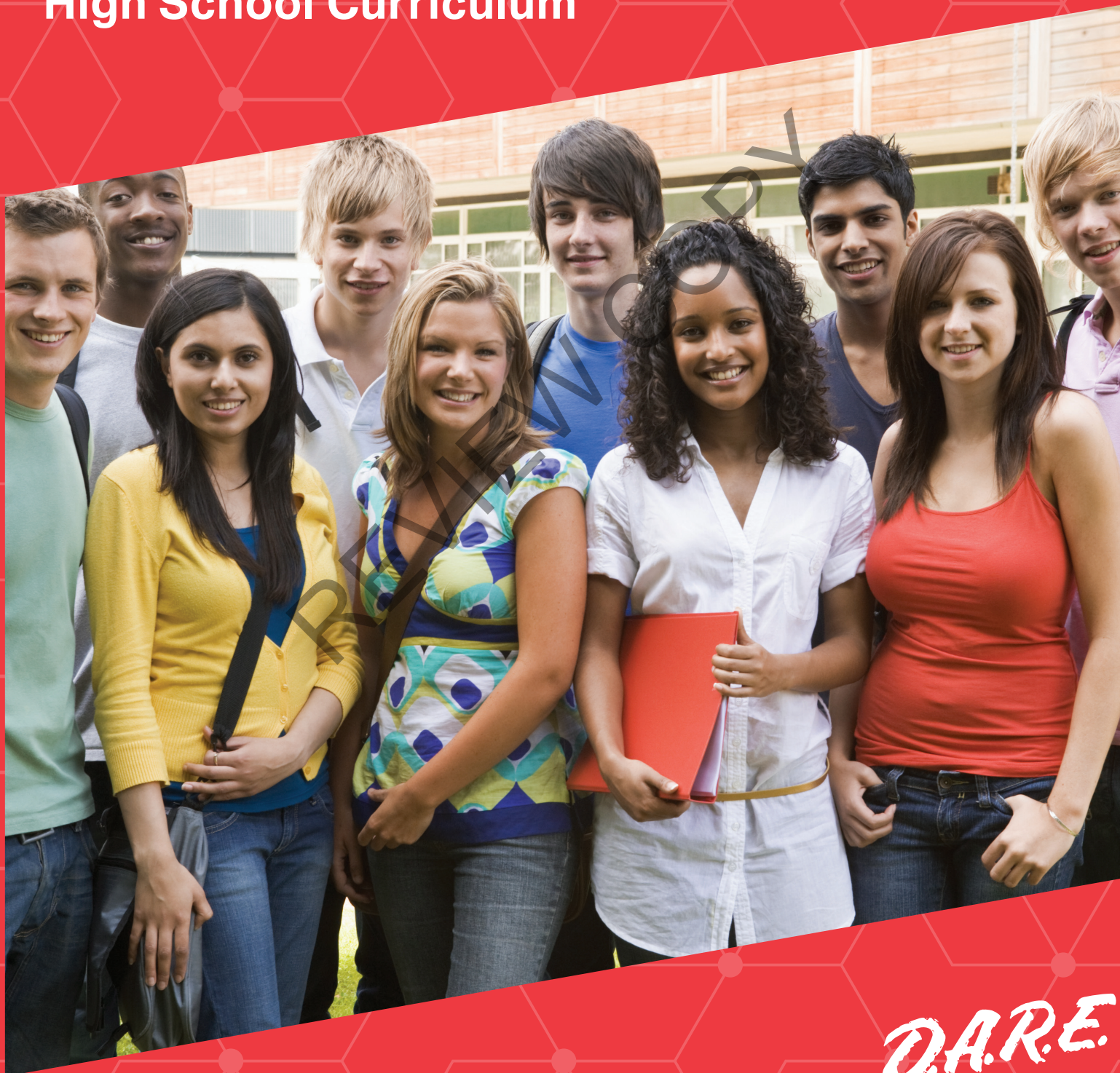
23'01"

Bill Nye The Science Guy HD



# D.A.R.E. myPlaybook: Core

High School Curriculum



*D.A.R.E.*

# Your Community and Perceptions of Alcohol and Other Drug Use

## OBJECTIVES:

### The student will:

- Identify themselves as important members of their school community,
- Understand the relationship between Alcohol and Other Drug (AOD) use and being a good community member,
- Understand the role social norms play in shaping their behavior,
- Understand that high school students who choose not to drink or do drugs are in the majority.

## Student Materials

- Workbook pg. 2: Community Membership Worksheet
- Workbook pg. 3: Social Norms Worksheet
- Workbook pg. 4: Lessons Learned Journal
- Officer Download pg. 2-3: Adult Interview: Lessons Learned and Shared (optional take-home activity)

## Officer Materials

- Officer Download pg. 1: Use current year Descriptive Norms data in lesson
- Lesson 1 Powerpoint (5 slides)



| Activity 1          | Activity 2                                      | Activity 3          | Activity 4                              | Activity 5                 |
|---------------------|-------------------------------------------------|---------------------|-----------------------------------------|----------------------------|
| <b>Introduction</b> | <b>Community Membership and Community Rules</b> | <b>Social Norms</b> | <b>Misperceptions of Informal Rules</b> | <b>Journal and Closing</b> |
| (5 minutes)         | (10 minutes)                                    | (15 minutes)        | (10 minutes)                            | (5 minutes)                |

## ACTIVITY 1 Introduction

NOTES  
(5 minutes)

**Introduce** yourself as the D.A.R.E. Officer.

- Name
- Number of years you have been a D.A.R.E. Officer
- Tell why you enjoy being an Officer
- Share other appropriate personal information

### Display Slide 1: Welcome



**Say:** You're in high school now, which makes you a part of a community that is new to you - this school community. Over the next few weeks we'll talk about your roles here, and the responsibilities and benefits that come with being an active community member. We'll also talk about how making good decisions about alcohol and other drugs fits in with being a good community member and friend.

**Facilitate** a brief discussion about the term "Alcohol and Other Drugs" – check if High School students think of alcohol as a drug, and make sure that they understand that it is, which is why in Prevention Science you will often hear the term AOD – Alcohol and OTHER Drugs.

# Consequences

## OBJECTIVES:

### The student will:

- Understand how alcohol and drugs affect the adolescent brain,
- Describe the negative consequences of alcohol and drug use,
- Accurately understand risk for experiencing consequences of alcohol and drug use.

### Student Materials

- Workbook pg. 5-6: Brain Reward Fact Sheet
- Workbook pg. 7: Consequences and Identifying Risk worksheet
- Workbook pg. 8: Resisting Pressure Journal

### Officer Materials

- Lesson USB: Brain Reward video
- Lesson USB: Lesson 2 Powerpoint (5 slides)
- Equipment to play video, test to see that it works
- Officer Download pg. 4: Chris scenario



### Officer Preparation

- Review any local exceptions to national drinking age of 21
- Review local social hosting laws



|                                  |                                                 |                                                 |                       |                            |
|----------------------------------|-------------------------------------------------|-------------------------------------------------|-----------------------|----------------------------|
| Activity 1                       | Activity 2                                      | Activity 3                                      | Activity 4            | Activity 5                 |
| <b>Review &amp; Introduction</b> | <b>Effects on Brain and Brain Reward System</b> | <b>Other Consequences and Identifying Risks</b> | <b>AOD Facts Game</b> | <b>Journal and Closing</b> |
| (5 minutes)                      | (10 minutes)                                    | (15 minutes)                                    | (10 minutes)          | (5 minutes)                |

## ACTIVITY 1 Review & Introduction

NOTES  
(5 minutes)

### Display Slide 1: Lessons Learned and Shared in our Community

**Say:** In our last class, we talked about community values and expectations and how we sometimes misperceive our peers' attitudes and behaviors.

**Ask:** What is an example of an informal value or expectation in this school community that you've noticed (e.g., observation, stories, comments, jokes/humor, posters)?

**Note for officer:** If students do not bring it up themselves, make sure the summary prevention message from Lesson 1 is stated: Most high school students choose not to drink or use drugs.





# Reasons for Use and Resisting Pressure

## OBJECTIVES:

The student will:

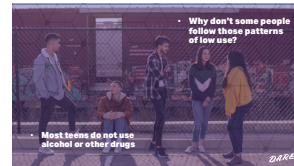
- Understand the reasons some people use AOD and alternatives to use,
- Understand why people might pressure others to use AOD,
- Have a personal plan for opting out of pressure or offers to use AOD.

## Student Materials

- Workbook pg. 9: Reasons for Drug Use and Alternatives Worksheet
- Workbook pg. 10-11: Opting Out Strategies
- Workbook pg. 11: Opting Out Journal

## Officer Materials

- Classroom signs: Thrill and adventure seeking, adventure; To feel different, better; To be seen as cool, grown-up, mature; Stress relief, relaxation; To fit in, to be accepted (found in Officer Download pg. 7-11)
- Lesson 3 Powerpoint (5 slides)



| Activity 1                       | Activity 2             | Activity 3                                   | Activity 4                | Activity 5                 |
|----------------------------------|------------------------|----------------------------------------------|---------------------------|----------------------------|
| <b>Review &amp; Introduction</b> | <b>Reasons for use</b> | <b>Why Do People Try to Pressure Others?</b> | <b>Resisting Pressure</b> | <b>Journal and Closing</b> |
| (5 minutes)                      | (10 minutes)           | (5 minutes)                                  | (20 minutes)              | (5 minutes)                |

## ACTIVITY 1

### Review & Introduction

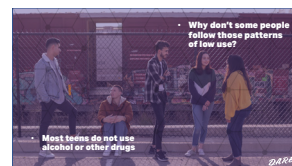
## NOTES

(5 minutes)

**Say:** Last class, we learned about the potential consequences of alcohol and drug use.

**Ask:** What consequences do you remember?

**Display Slide 1:** Why don't some people follow the patterns of low use of alcohol and other drugs?



**Say:** Although we learned that MOST young people don't use, some do choose to experiment with or regularly use alcohol or other drugs. Why?

**Note for Officer:** The target concept is that they are trying to meet certain needs. Ask a student to record needs on the board as students call them out. While they are doing that, post the following 5 signs around the room:

- Thrill and adventure seeking
- To feel different, better
- To be seen as cool, grown-up, mature
- Stress relief, relaxation
- To fit in, to be accepted

(Found in Officer Download pg. 7-11)

# Being an Upstander

## OBJECTIVES:

The student will:

- Understand themselves as important members of their high school community,
- Understand pressures that they and their peers may be facing,
- Feel confident stepping in to a scenario safely.

## Student Materials

- Workbook pg. 12-13: Upstander Tip Sheet
- Workbook pg. 13: Community Member Journal
- Workbook pg. 14: A Culture of Kindness at Our School

## Officer Materials

- Officer Download pg. 12: Stepping in scenario strips (copy and cut)
- Lesson 4 Powerpoint (4 slides)



| Activity 1                       | Activity 2                                            | Activity 3                   | Activity 4                                  | Activity 5                 |
|----------------------------------|-------------------------------------------------------|------------------------------|---------------------------------------------|----------------------------|
| <b>Review &amp; Introduction</b> | <b>Being an Upstander and Active Community Member</b> | <b>Stepping In Scenarios</b> | <b>Being Part of an Upstander Community</b> | <b>Journal and Closing</b> |
| (5 minutes)                      | (10 minutes)                                          | (15 minutes)                 | (10 minutes)                                | (5 minutes)                |



**ACTIVITY 1**  
**Review & Introduction**

**NOTES**  
**(5 minutes)**

**Say:** We now know that most teens don't use alcohol and drugs, and although there are some who do, in our last class we learned that the people who use are doing so to try to meet certain needs.

**Ask:** Let's name some of those needs that people who use alcohol or drugs are trying to meet. (Call on 2-3 students for responses)

**Say:** We have talked about many of ways to meet those same needs without alcohol and drugs, and have practiced our own plans for resisting pressure and opting out of offers. We've also talked about your role as a community member in your high school. Making wise decisions about your own behavior is a huge part of having a positive role in your community. There are ways you can help make your community safe and healthy for others, too.

REVIEW COPY

**DARE®**



| Timestamp | History of Rock Supplemental Materials- High School Band | Various Videos- High School Science                                                                       | D.A.R.E. Program (High School)- for use with High School<br>"We used to have a program that was used for kids         | Storm Runners Trilogy- Elementary School (Book 1, Book 2, Book 3) | Cheaper by the Dozen- Novel                                                                                                                                                                                                                                                                                                                                                                                                                            | Belles on Their Toes- Novel                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | Looks good! No issues or concerns. Approve.              | Looks good! The videos are simple and really not much longer than 5 mins. No issues or concerns. Approve. | ABSOLUTELY APPROVE! Love the D.A.R.E. program and feel it should be used at every grade level. No issues or concerns. |                                                                   | Approve. No issues or concerns.                                                                                                                                                                                                                                                                                                                                                                                                                        | Approve. No issues or concerns.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|           | No concerns with this. It looks like a great resource.   | My only concern is with Crash Course. He will sometimes throw in an inappropriate comment randomly.       | No concern. I think this is a great idea.                                                                             |                                                                   | Cheaper by the Dozen is a funny and heartwarming story. It teaches lessons about hard work, learning, and working together, which are valuable for high school students. The humor and family moments make it enjoyable to read while still sharing important life lessons. It also gives students a look at what life was like in a different time period. Overall, it's a positive and appropriate book that can lead to good classroom discussions. | Belles on Their Toes is an inspiring story that continues the in the shoes on "Cheaper by the Dozen." It shows how the children and their mother face challenges with courage, teamwork, and humor. The book highlights themes of responsibility, determination, and family support, which are meaningful for high school students. It also gives readers a glimpse into life in the early 20th century, especially the role of women during that time. Overall, it's an uplifting and appropriate book that can encourage thoughtful discussion in the classroom. |
|           | Approve                                                  | Approve                                                                                                   | Approve                                                                                                               | Approve                                                           | have read no concerns                                                                                                                                                                                                                                                                                                                                                                                                                                  | no concerns                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|           | no concerns                                              | no concerns                                                                                               | no concerns                                                                                                           | no concerns                                                       | Approve                                                                                                                                                                                                                                                                                                                                                                                                                                                | Approve                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

| Timestamp | History of Rock Supplemental Materials- High School Band | Various Videos- High School Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | D.A.R.E. Program (High School)- for use with High School<br>"We used to have a program that was used for kids | Storm Runners Trilogy- Elementary School (Book 1, Book 2, Book 3)                                                                                           | Cheaper by the Dozen- Novel<br>Belles on Their Toes- Novel |
|-----------|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
|           |                                                          | <p>No issues with the majority of videos or sources as they stick to the the scientific principals that haven't changed much if any since the video was produced. The one video I believe is worth some discussion is "A Stem Cell Story" video. While the video provides a clear and accessible overview of the foundational concepts of stem cells and their role in medicine, it was produced over 14 years ago. Given the extraordinary pace of discovery in cell biology and regenerative medicine, there are important areas where the material is now outdated or incomplete.</p> <p>Strengths of the Video:</p> <p>Provides students with a strong introduction to what stem cells are, where they are found in the body, and how they differ from specialized cells.</p> <p>Clearly explains medical applications such as bone marrow transplants and skin regeneration for burn patients.</p> <p>Highlights the importance of embryonic stem cells in early research and frames the ethical debates without sensationalism.</p> <p>Limitations and Updates Needed:</p> <p>Types of Stem Cells</p> <p>The video emphasizes embryonic stem cells and adult tissue-specific stem cells but does not cover induced pluripotent stem cells (iPSCs), which were first developed in 2006–2007 and are now a cornerstone of modern stem cell research. iPSCs allow scientists to reprogram adult cells back into a pluripotent state, reducing reliance on embryonic cells and opening doors to personalized regenerative medicine.</p> <p>Regenerative Medicine Advances</p> <p>Since the video's release, researchers have made progress in generating functional organoids (miniature 3D tissues such as "mini-brains," "mini-guts," and pancreatic islets), which serve as powerful models for studying disease and testing treatments.</p> <p>Clinical trials now explore stem-cell–based therapies for conditions such as spinal cord injury, age-related macular degeneration, type 1 diabetes, and heart failure.</p> <p>Ethics and Accessibility</p> <p>The discussion of ethical concerns around embryonic stem cells should be balanced with mention of iPSCs, which have shifted much of the debate and are widely used due to fewer ethical barriers.</p> <p>The field has also grown to emphasize equity and access, as high-cost therapies raise new ethical questions about who benefits from scientific progress.</p> <p>Current Scientific Challenges</p> <p>The video correctly notes that many hurdles remain. Today, those include ensuring long-term</p> |                                                                                                               | <p>No issues, lacks some substance. The writing is simplistic and predictable but for the age group if it gets more of the kids reading it is worth it.</p> |                                                            |
|           | No issues at all from what could be viewed.              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | No issues. Looks like a better option that just a citation, even if only marginally effective.                | Approve                                                                                                                                                     | Approve - great novel                                      |

| Timestamp | History of Rock Supplemental Materials- High School Band | Various Videos- High School Science | D.A.R.E. Program (High School)- for use with High School<br>"We used to have a program that was used for kids | Storm Runners Trilogy- Elementary School (Book 1, Book 2, Book 3) | Cheaper by the Dozen- Novel<br>Belles on Their Toes- Novel                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------|----------------------------------------------------------|-------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           |                                                          |                                     |                                                                                                               |                                                                   | Looks like a family friendly pick; approve                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|           |                                                          |                                     |                                                                                                               |                                                                   | Approved                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|           |                                                          |                                     |                                                                                                               |                                                                   | No issues                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|           |                                                          |                                     |                                                                                                               |                                                                   | No issues                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|           |                                                          |                                     |                                                                                                               |                                                                   | No concerns                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|           |                                                          |                                     |                                                                                                               |                                                                   | No concerns                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|           |                                                          |                                     |                                                                                                               |                                                                   | The primary concern with Cheaper by the Dozen is the presence of outdated cultural and gender stereotypes that reflect the social norms of the early 20th century. While these may appear insensitive by modern standards, they are a product of the book's historical context rather than intentional malice. Aside from this, there are no significant issues of concern. Overall, the book remains suitable, with value as both an engaging narrative and a window into its era. |
|           |                                                          |                                     |                                                                                                               |                                                                   | Similar to its predecessor, Belles on Their Toes includes outdated social views and gender roles that may not align with contemporary perspectives. These elements could be perceived as stereotypical or limiting, but they reflect the time in which the memoir was written. Beyond this, there are no notable concerns that would prevent its inclusion. The book provides a continuation of the family's story in a manner both accessible and historically informative.        |