

# Curriculum/Technology Committee

October 7, 2019



# Welcome

- ▶ Introductions
- ▶ Role of the Curriculum/Technology Committee
- ▶ Introduction of Norm Potter
  - Role of the Curriculum Supervisor



# Curriculum updates

- ▶ Strategic planning
- ▶ Summer Reading Camp
- ▶ Assessment
  - National Assessment Day 10/16/19
- ▶ KPP update
- ▶ Chromebook Initiative
- ▶ Gifted Professional Development
- ▶ Professional Development –10/9
- ▶ Project Lead the Way



# Continuous Improvement Plan (CIP)

## ▶ Jennifer Farthing

- Leadership Team: Lynn Villa, Misty Johnson, Reggie Holland, Jim Ries, Laura Hebert, and Denise Traphagen



# OUR COMPARISON DISTRICTS

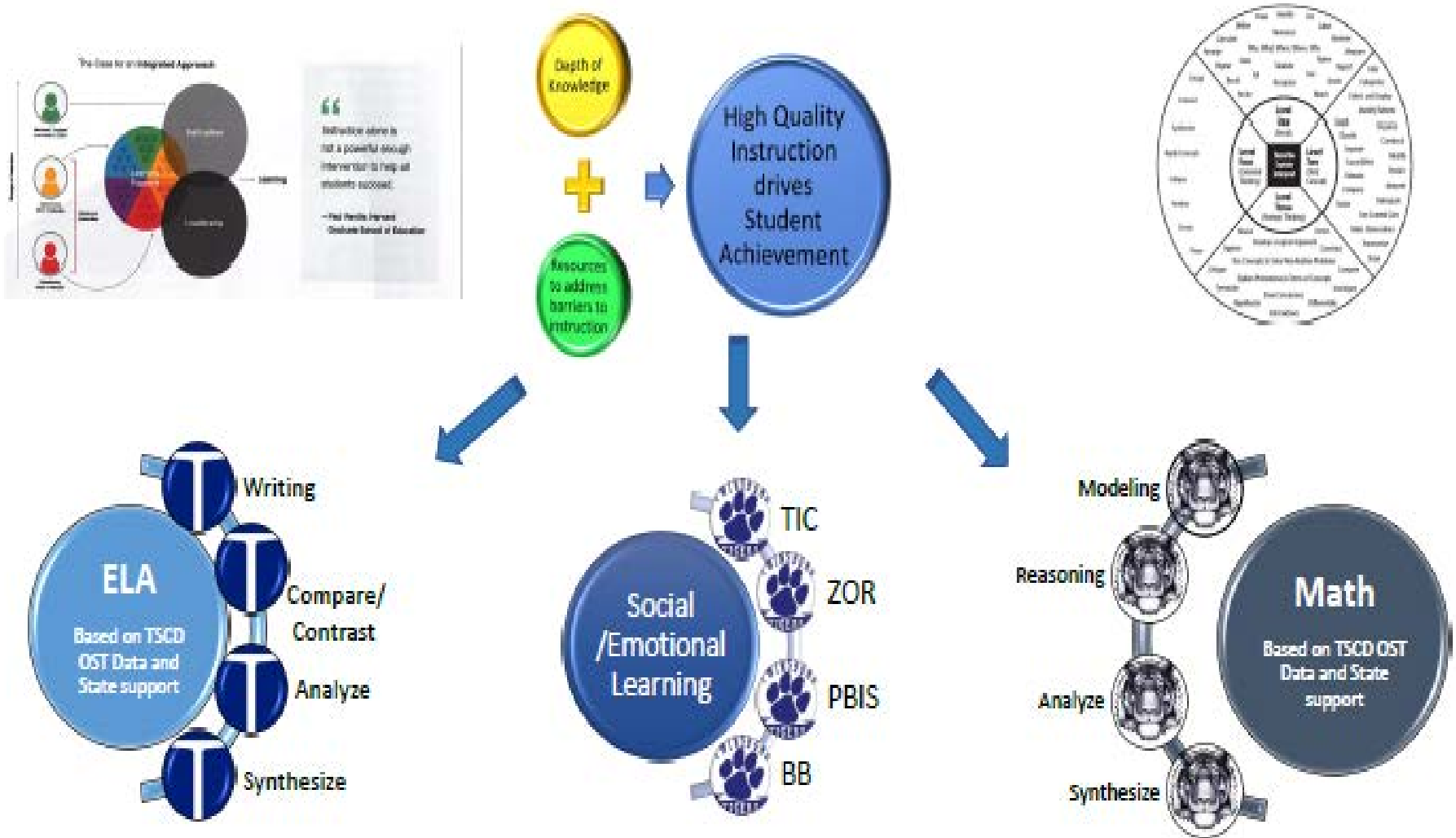
|                           | Grade | Achievement | Progress |
|---------------------------|-------|-------------|----------|
| Twinsburg                 | B     | B           | B        |
| Nordonia                  | B     | C           | B        |
| Mayfield City             | B     | C           | B        |
| Copley-Fairlawn           | B     | B           | B        |
| West Geauga               | B     | B           | A        |
| Woodridge                 | C     | D           | B        |
| Solon                     | A     | A           | A        |
| Brecksville-<br>Broadview | B     | A           | A        |

[https://expo.cleveland.com/news/g661-2019/09/eafdac15366565/see-how-closely-ohio-school-report-card-grades-trend-with-district-income.html?fbclid=IwAR3UZaGvZvVsEP6DWSajMKb3U8c\\_QQ\\_-4rip9oUDwn00OitlFiulHhxyuCE](https://expo.cleveland.com/news/g661-2019/09/eafdac15366565/see-how-closely-ohio-school-report-card-grades-trend-with-district-income.html?fbclid=IwAR3UZaGvZvVsEP6DWSajMKb3U8c_QQ_-4rip9oUDwn00OitlFiulHhxyuCE)

Per ODE FY 2018 Similar District Groupings

# Twinsburg City School District

## Continuous Improvement Model(CIP) District/Building Model 2019 – 2020



# HOW TO IMPROVE THE REPORT CARD

- ←Align the curriculum to the standards
- ←Increase our depth of knowledge

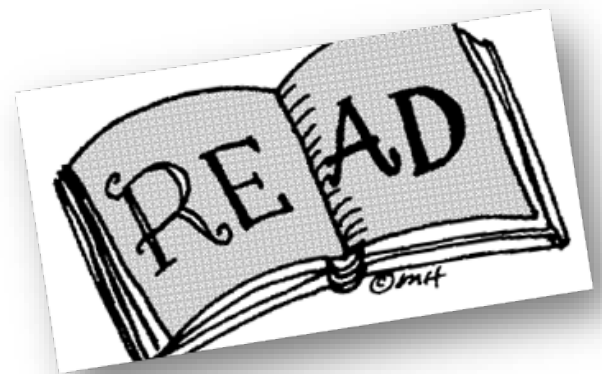
| <b>Level of Question</b> | <b>Weight of Question</b> |
|--------------------------|---------------------------|
| Advanced                 | 1.2                       |
| Accelerated              | 1.1                       |
| Proficient               | 1                         |
| Basic                    | .6                        |
| Limited/Below Basic      | .3                        |

By 2020, Twinsburg City School District will meet or exceed the Annual Measurable Objective (AMO) targets for all subgroups in **Math** with a Performance Index of 84.2.





By 2020, the Twinsburg City School District will meet or exceed the Annual Measurable Objective (AMO) targets for all subgroups in **Reading** with a Performance Index of 87.8.



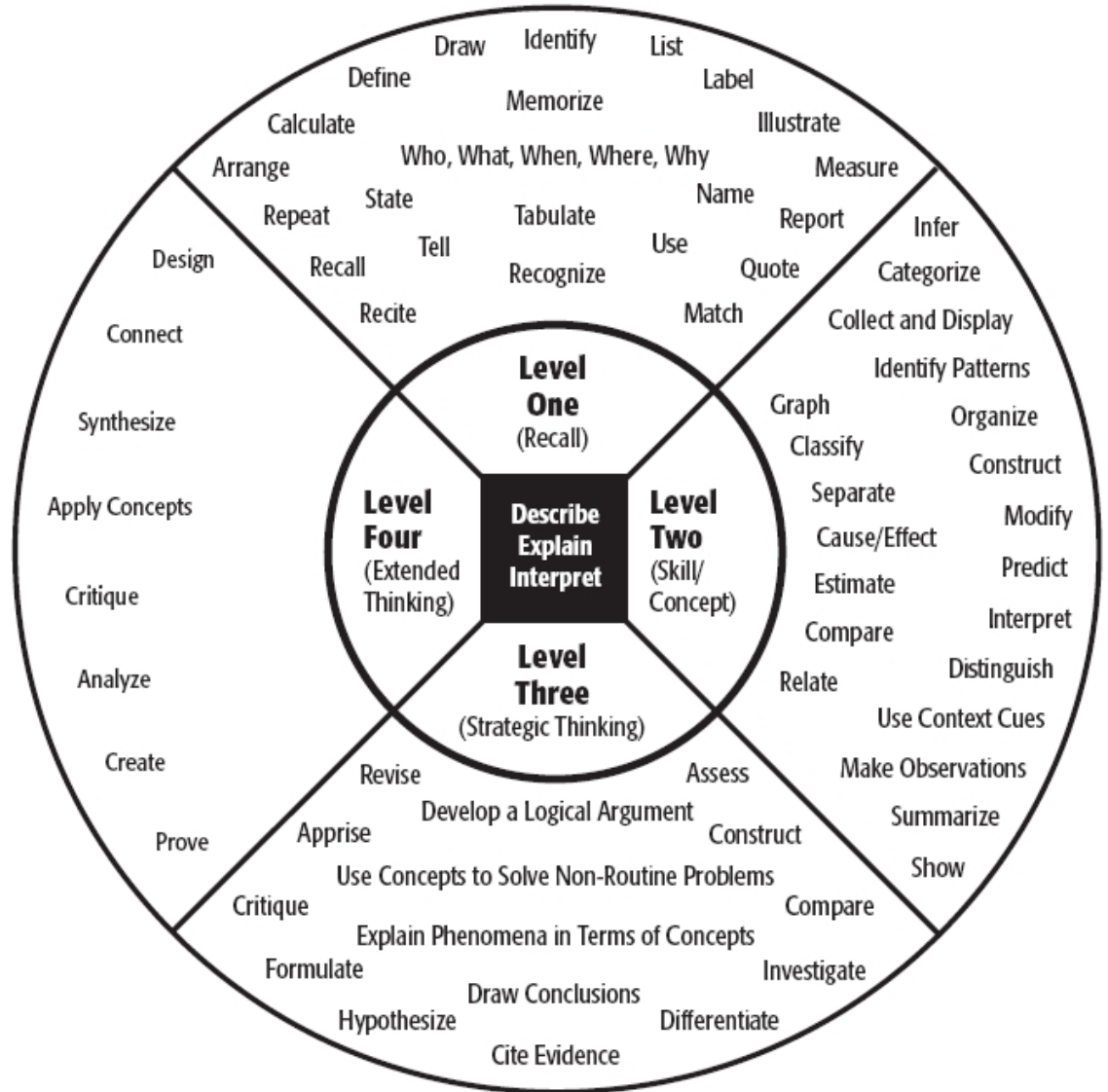
The Twinsburg City School District will continue to provide continuity of Positive Behavior Intervention Supports (PBIS) services for all students and expand and promote collaboration with families and communities regarding prevention practices and school based trauma within the PBIS framework.



# DOK Vertical Questions

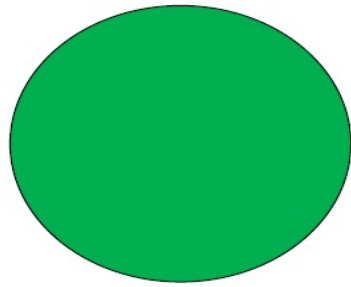
- ▶ **Norm Potter**

# Assessment Literacy/Depth of Knowledge



# Webb's Depth of Knowledge (DOK)

- Level I and Level II – Usually one right answer
- Level III – More than one correct answer or approach is possible
- Level IV – Real-world applications in new situations



### Green Questions

I can go directly to the text and find the answer to the questions. "Right there" answers!

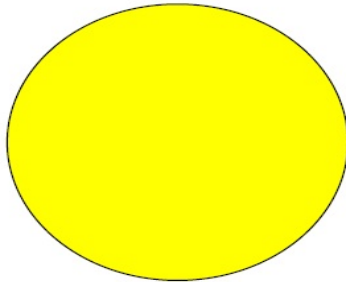
Who???

When????

What????

Where???

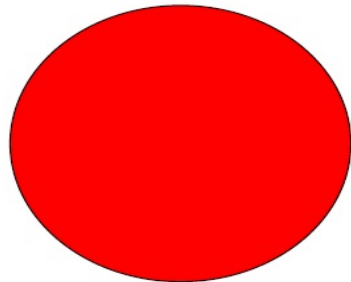
How????



### Yellow Questions

The answer can be found by looking in many different places in the text. I have to slow down and look carefully for the answer.

Compare: similarities  
Contrast: differences  
Cause & effect: Because \_\_\_\_\_ then \_\_\_\_\_.



### Red Questions

The answer **Can't** be found directly in the text. I have to stop and think about what I've read to help me answer the question.

I wonder why??

Why do you think?

Why would??

How could??

What if????

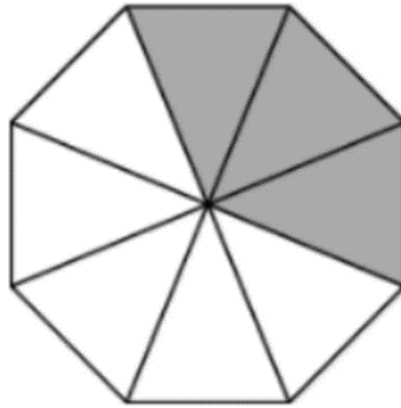
© Jan Richardson, Scholastic, Professional

# Wilcox Primary School

3.G.2

OH.2018.Q14

A shape is divided into equal parts as shown.

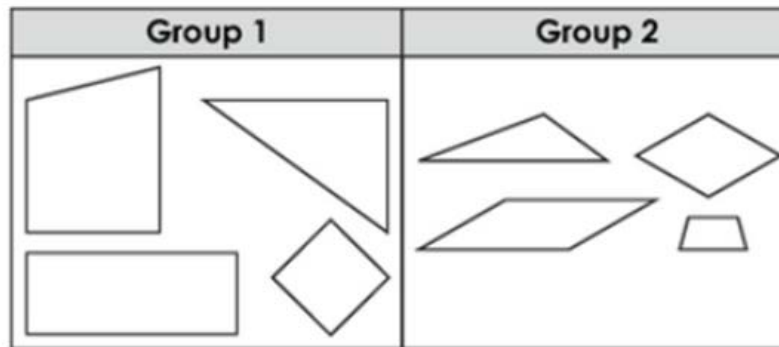


Enter a fraction that represents the shaded area of the shape.

4.G.2

OH.2018.Q31

Two groups of figures are shown.



Which property was used to sort the figures into the two groups?

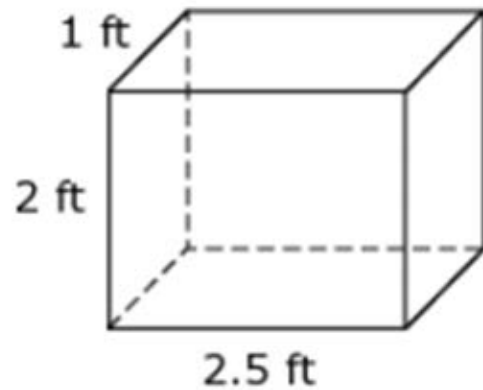
- Ⓐ acute angles
- Ⓑ obtuse angles
- Ⓒ parallel sides
- Ⓓ perpendicular sides



6.G.2

OH.2016.Q12

A storage container is shown, with measurements in feet (ft).



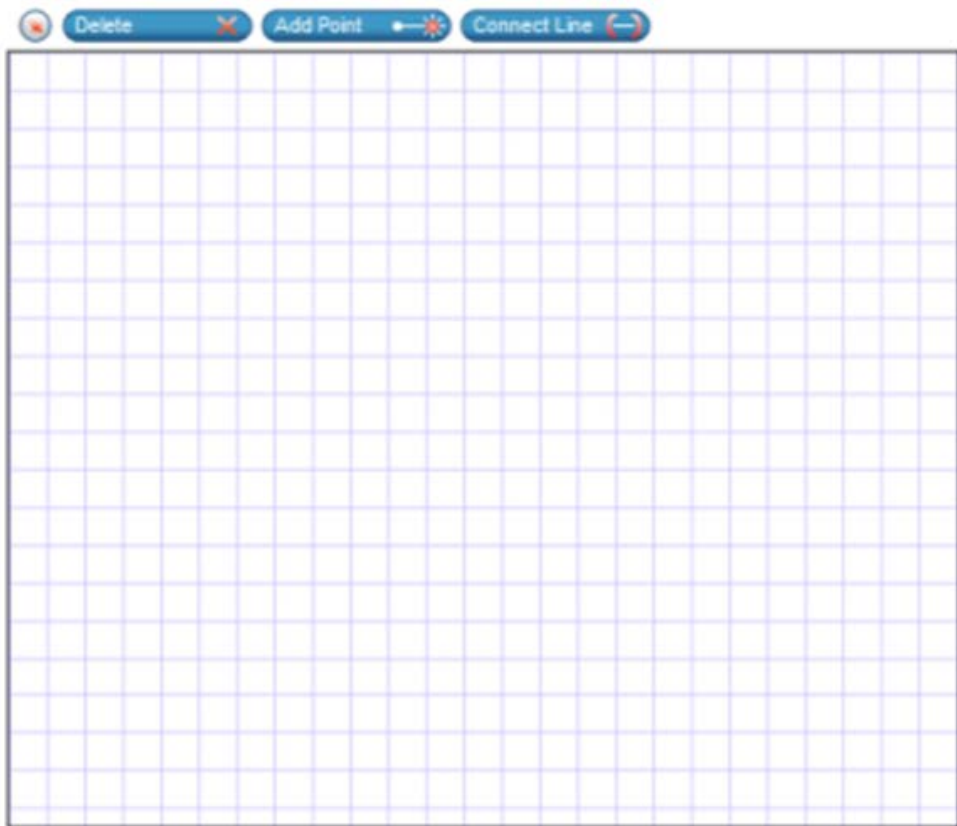
What is the volume, in cubic feet, of the storage container?

7.G.2

OH.2019.Q9

A triangle has two equal side lengths and a third side that is shorter than the other two lengths.

Use the Connect Line tool to create a possible triangle.



8.G.2

OH.PT.Q25

A sequence of transformations is applied to  $\triangle CDE$  to create  $\triangle C'D'E'$ .

Select all the sequences of transformations that could be applied to  $\triangle CDE$  so that  $\triangle CDE \cong \triangle C'D'E'$ .

- a clockwise rotation of 90 degrees and then a dilation by a scale factor of 2
- a dilation by a scale factor of 2 and then a reflection across the  $y$ -axis
- a clockwise rotation of 90 degrees and then a reflection across the  $y$ -axis
- a translation 5 units down and then a dilation by a scale factor of 2
- a translation 5 units down and then a clockwise rotation of 90 degrees
- a reflection across the  $y$ -axis and then a translation 5 units down

Trisha wants to create the perpendicular bisector of line segment AB.

She places her compass on point A and opens it with the width equal to the length of the line segment AB. She makes arcs above and below the line segment.

What could be Trisha's next step to create the perpendicular bisector of line segment AB?

- Ⓐ connect the two arcs using a straightedge
- Ⓑ connect each arc with point B using a straightedge
- Ⓒ place the compass on the approximate midpoint and draw intersecting arcs
- Ⓓ place the compass on point B and complete the same steps that she did for point A

In triangle ABC,  $\angle A$  and  $\angle B$  are complementary, where  $\cos A = 0.5$ .

What is the measure, in degrees, of  $\angle B$ ?

*degrees*



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A company wants to design a cylindrical object that has a height of 10 centimeters and a volume of at least 2,000 cubic centimeters, but not more than 2,500 cubic centimeters.

What is a possible radius, in centimeters, of the cylinder? Round your answer to the nearest hundredth.

*centimeters*

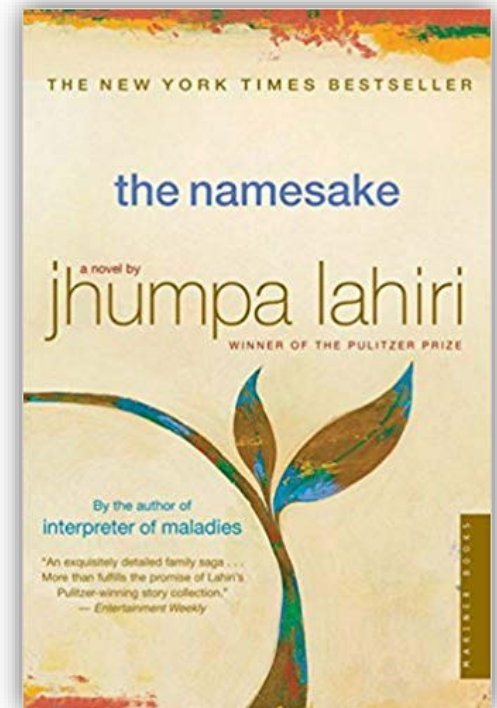
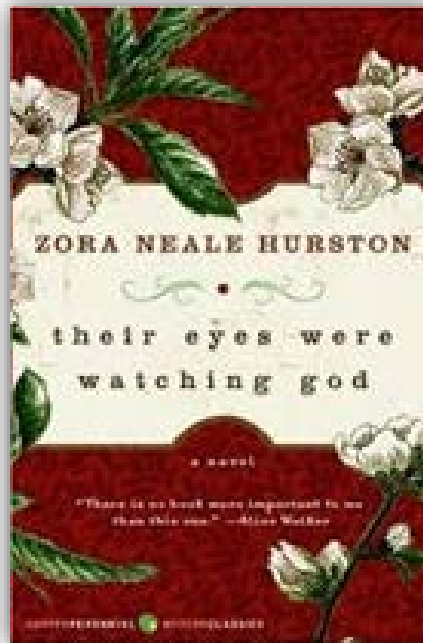
# Developing Clarity and Student's Depth of Knowledge workshop

- ↪ Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- ↪ Where am I going?
- ↪ How am I doing?
- ↪ Where to next?



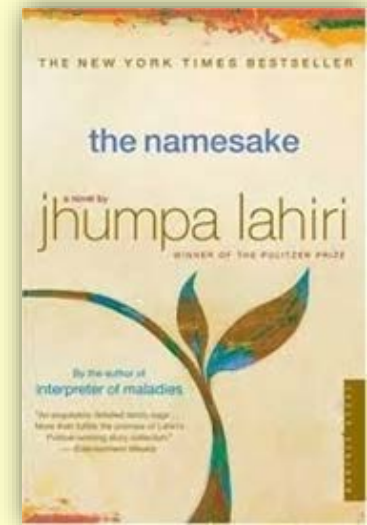
# English 10

- ▶ **Liz Teeter, English Teacher at Twinsburg High School**





# *The Namesake* by Jhumpa Lahiri



## Essential questions:

- Is it possible to reconcile or assimilate two cultures without conflict?
- How does a name define a person?
- How is one's identity formed and maintained?
- How do traditions, the past and history inform or change the present?

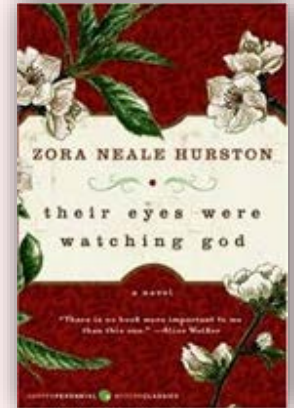
Historical Context: Jhumpa Lahiri's novel *The Namesake* deftly demonstrates how the familiar struggles between new and old, assimilation and cultural preservation, striving toward the future and longing for the past, play out in one particular set of foreign-born parents and their American-born children. The book focuses on a Bengali couple who emigrate from Calcutta to the East Coast of the United States and their struggles as they raise a son in a culture very different from their own, starting with birth practices and naming through adulthood.

## Merit and Goals:

- Students will gain exposure to issues concerning class, gender, race, ethnicity, etc., which will heighten their understanding of diversity.
- Students will learn about the many factors that influence identity, including race/ethnicity, traditions, personal values, friends/family, socio-economic background, etc.
- Students will be able to explore their own identities as well as gain tremendous insight on the diverse backgrounds of those around them.
- The incorporation of *The Namesake* by Jhumpa Lahiri as the primary text (supplement with *The Adventures of Huckleberry Finn*) will enable students to discuss concepts of identity through various classroom activities, group discussions, reflective writing prompts, and PBL.

\*\*Listed on College Board approved list and on the Common Core Exemplary Lit. list

# *Their Eyes Were Watching God* by Zora Neale Hurston



## Essential Questions:

- How does literature lead us to understanding of ourselves and other people?
- How does literature reflect the views, background, and historical background in which it was written?
- How does characterization evolve through an author's establishment of "community" in a work?
- How do racism, sexism, and a lack of education create problems for society?
- How does literature communicate universal themes?

Historical Context: This would be taught as a choice novel with *The Great Gatsby*. Both novels display characters in search of their identity. They both want to achieve their post-war American Dream (built on the fantasy of "true love"), but life's obstacles get in the way. Gatsby's obstacle is his need for wealth; Janie's is her desire for independence in a male dominated society. *Their Eyes Were Watching God* paints an accurate picture of what life was like in the early 20th century. This is a modern American novel set during the 1930s in Florida. Hurston was a Harlem Renaissance writer, and her novel focuses on the hopes and dreams of African-Americans during an era in which social inequality was often the way of life. Provides a unique female perspective in a time when this is rare. Hurston uses a blend of folklore and idiom to illustrate a culture that is unique. Studying Hurston's life and writing provides students with a model of how one author explored her identity and expressed ideas that others may learn from and enjoy.

## Merit and Goals:

- Hurston addresses multiple issues in a way that helps students relate to modern societal and personal problems.
- Novel enables students to gain a wider understanding of how identities are formed and nurtured and how they mature and change over time.
- Students will learn about the many factors that influence identity, including race/ethnicity, traditions, personal values, friends/family, socio-economic background, etc.
- They will learn the importance of a novel's themes in determining its relevance over time and place.
- Finally, students will synthesize their reading and research to show their understanding of Hurston and her writing.

\*\*Listed on College Board approved list and on the Common Core Exemplary Lit. list

# English 10

- ▶ **Megan Holzheimer, English Teacher at Twinsburg High School**



"Absolutely riveting!"  
JASON REYNOLDS

"Stunning!"  
JOHN GREEN



ANGIE THOMAS

## The Hate U Give by Angie Thomas (2017) Book Proposal

**Overview:** “Starr Carter is constantly switching between two worlds -- the poor, mostly black neighborhood where she lives and the wealthy, mostly white prep school that she attends. The uneasy balance between these worlds is soon shattered when she witnesses the fatal shooting of her childhood best friend at the hands of a police officer. Facing pressure from all sides of the community, Starr must find her voice and decide to stand up for what's right.” Source: Goodreads.com

**Scholastic Grade Level Recommendation:**  
Grades 9-12

**Common Sense Media Recommendation:**  
Grades 10-12

### Merit and Unit Goals:

- Contemporary bildungsroman (coming of age story)
- Engaging text with real world connections through current issues
- YA literature has become one of the most progressive genres
- Replacing *The Adventures of Huckleberry Finn* (1884); some excerpts will be used for comparison purposes (DOK)
- Building critical consciousness through a complex story; important for students to learn how to navigate these topics and make sense of challenging literature
- Diverse student population at THS
- Unit will culminate with Project Based Learning: #activism



## Serial Podcast: Season 1 (2014) Unit Proposal

**Overview:** “A high-school senior named Hae Min Lee disappeared one day after school in 1999, in Baltimore County, Maryland. A month later, her body was found in a city park. Her 17-year-old ex-boyfriend, Adnan Syed, was arrested for the crime, and within a year, he was sentenced to life in prison. The case against him was largely based on the story of one witness, Adnan’s friend Jay. But Adnan has always maintained he had nothing to do with Hae’s death. Some people believe he’s telling the truth. Many others don’t.”

Source: [serialpodcast.org](http://serialpodcast.org)

### Merit and Unit Goals:

- Top rated podcast and fastest growing of all time
- Hosted by NPR’s Sarah Koenig of “This American Life”
- Used during rhetoric unit in addition to persuasive texts, speeches, and historical documents
- Focus on speaking and listening skills; supports ELL students
- Podcast hits many common core state standards
- School appropriate version will be used
- Unit will culminate with an argument essay based on evidence found during trial interviews, testimony, and transcripts

# Academy update

- ▶ Norm Potter



# Adjourn

- “Save the Date” – potential meeting on December 9, 2019 at 6pm
- See you at our next regularly scheduled meeting on February 10, 2020

