

Curriculum/Technology Committee

December 9, 2019



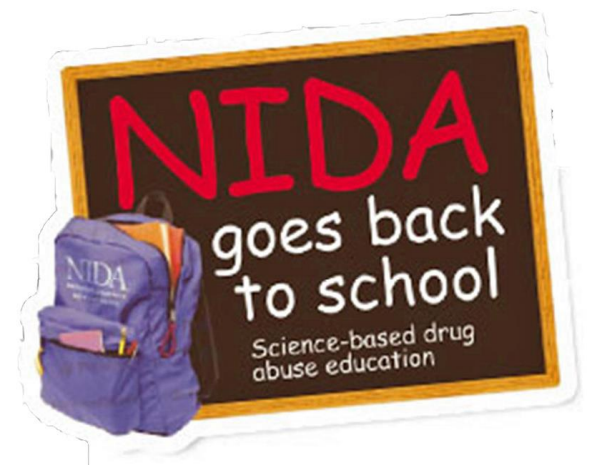
Welcome and updates

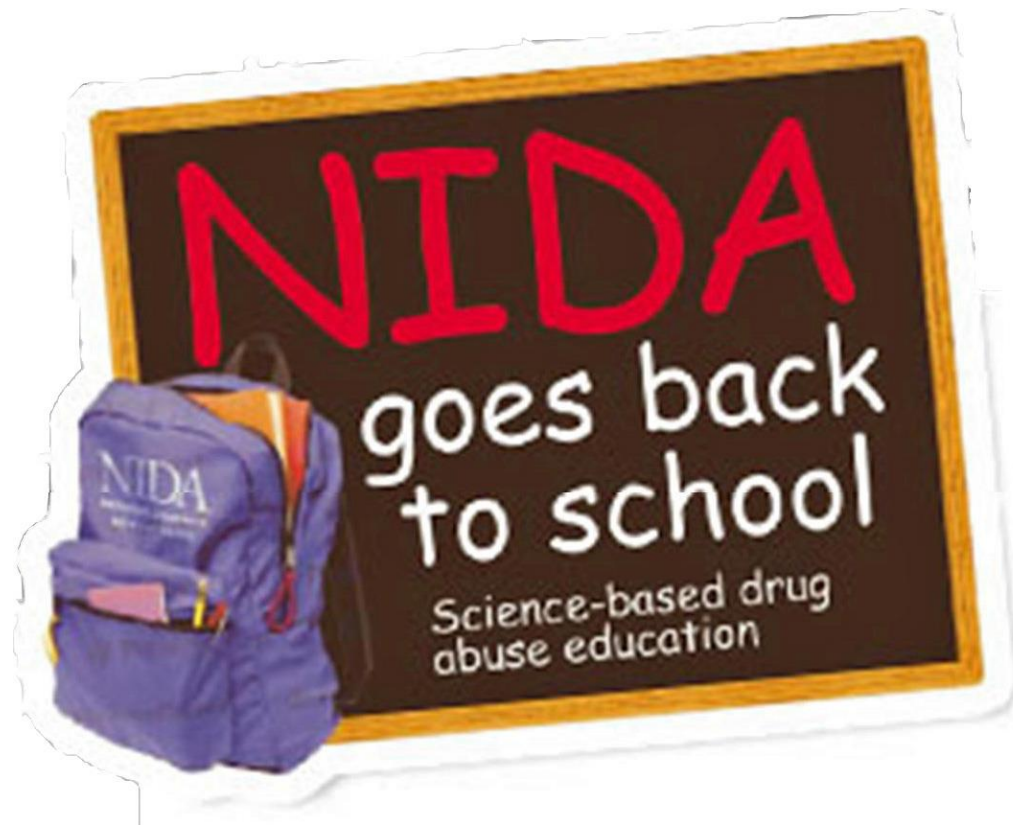
- ▶ Jennifer Farthing, Director of Curriculum



Brain Power!

- ▶ **Nancy Pommerening, Executive Director, Drug Awareness and Prevention, Inc.**





**Classroom-based Prevention Education
Universal Population K-12
Ohio Schools**

from Teacher ...



with a Student At-Risk...

Mrs P.

Oh well my step mom and my Dad were talking
to me and I told them everything about my mom
and how she is addicted to cocaine and introduced
me to ~~her~~ weed and how like she would always
have pills and people coming over to do drugs and how
she asked me to take this pill w/ her and my dad
was like well I kind of knew what was going on
So he is getting a restraint on his and

...to a Prevention
Specialist
with a Mission:

Lessen the demand for
illicit drugs through
education and prevention
strategies.





Who we are:

State Certified Prevention Agency

501 (C) (3) nonprofit

Ohio-Certified Prevention Specialist
(OCPS)

Drug and Alcohol Abuse in the United States

The United States contains only 5% of the world's population, but we account for about 60% of illegal drug consumption worldwide.



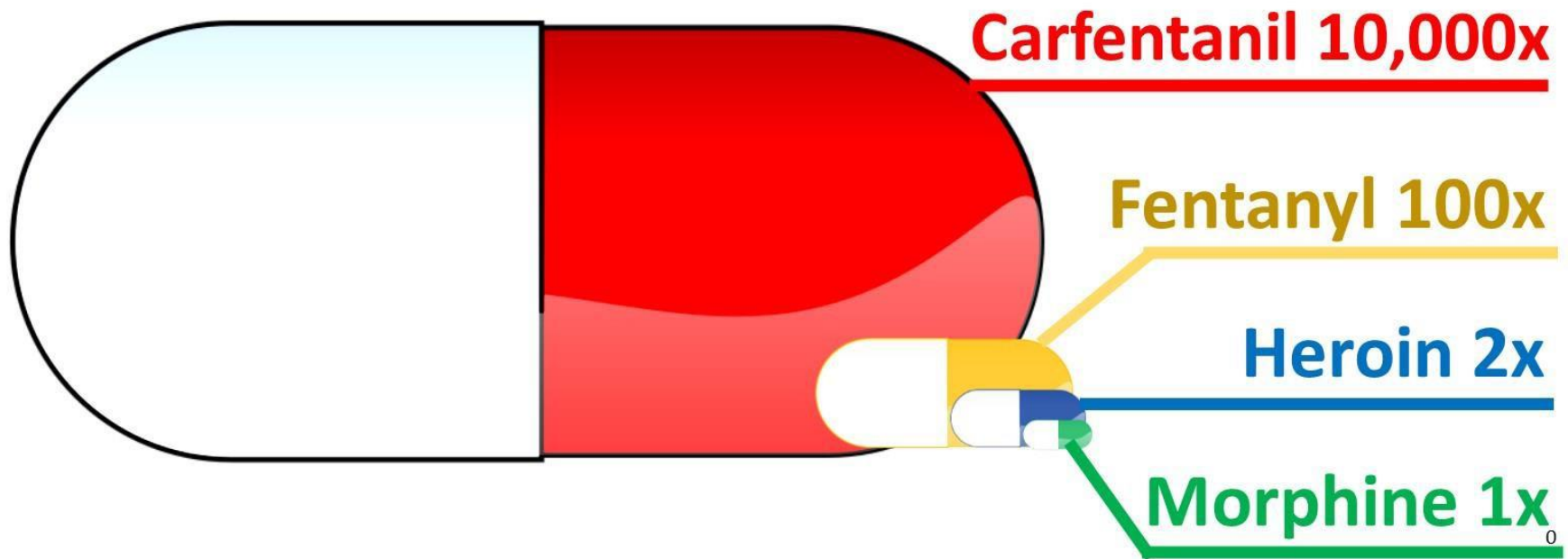
Opiate Crisis

Pill for Every Ill

1990s Pain as the 5th Vital Sign



Opioid Potency Comparison



Carfentanil in Cuyahoga County:

191 FATAL CASES in 2017, 24 confirmed cases in 2018

34 confirmed in 2019 as of 7/1/19

2017 Ohio Costs



Opioid problem
\$8.8 B*



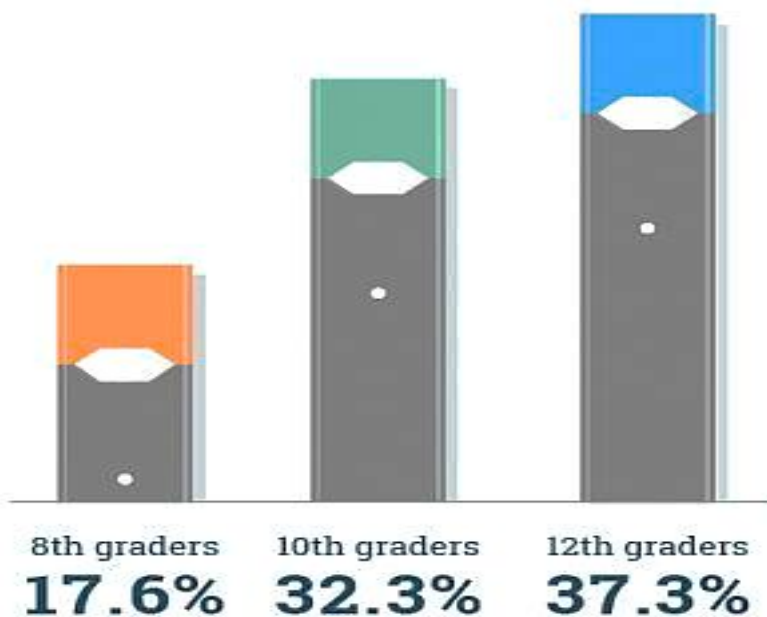
K-12 education
\$8.2 B

*Include treatment, prosecution, incarceration, lost productivity

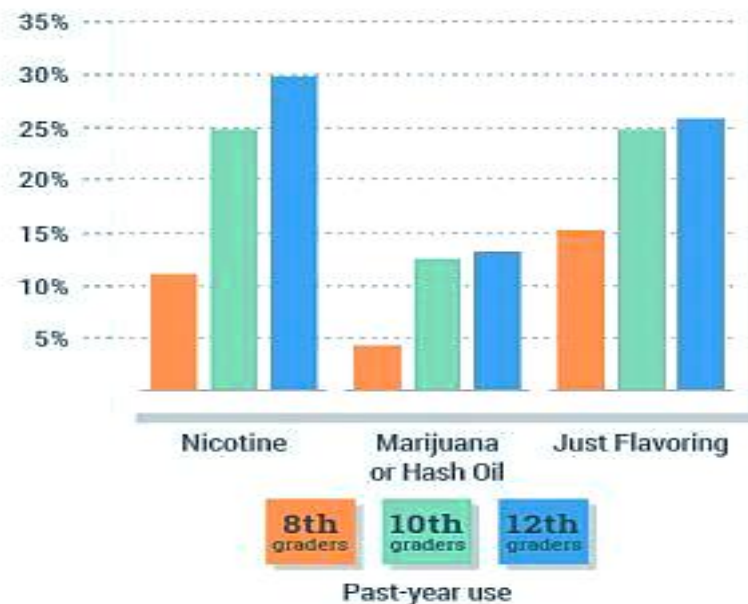
Source: Ohio State University 2018

TEENS USING VAPING DEVICES IN RECORD NUMBERS

2017 PAST-YEAR VAPING



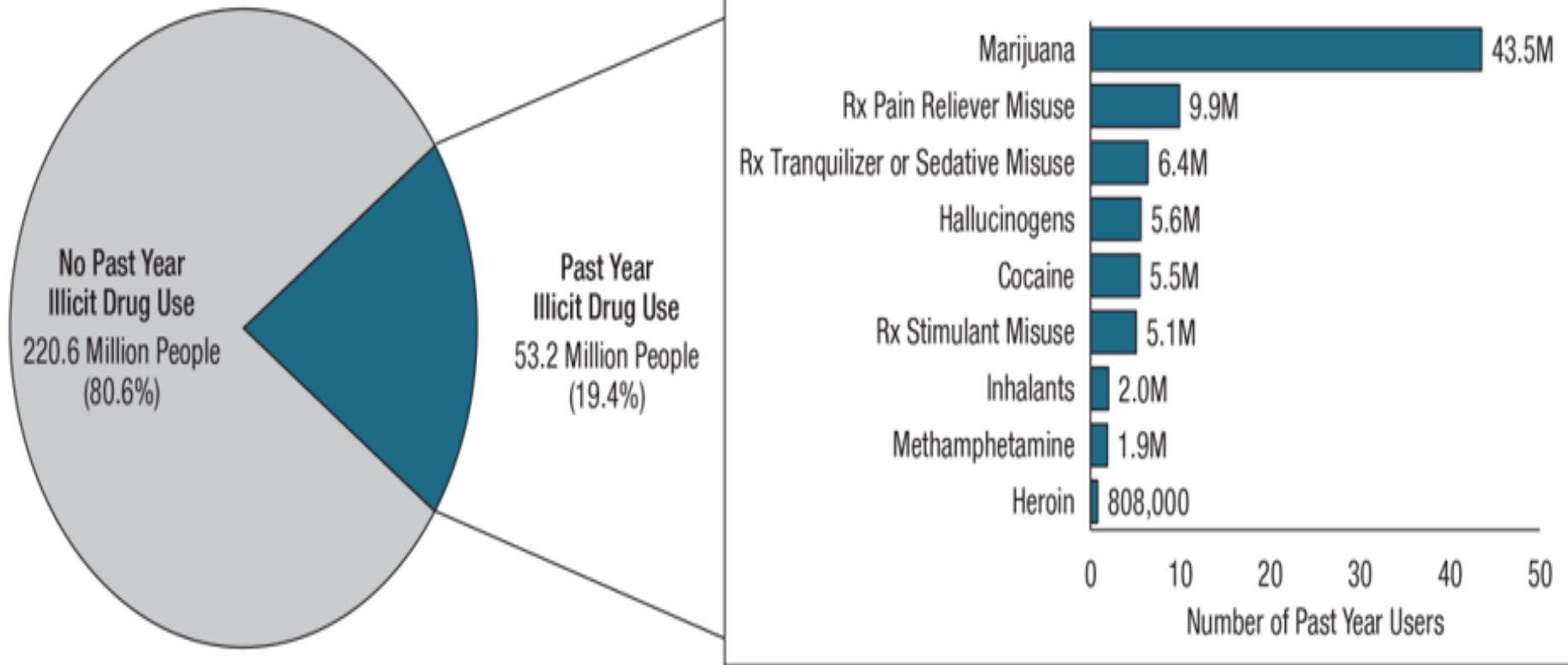
WHAT DO TEENS SAY THEY ARE VAPING?



NEARLY 2 IN 5 STUDENTS IN 12TH GRADE REPORT PAST-YEAR VAPING, RAISING CONCERNS ABOUT THE IMPACT ON BRAIN HEALTH AND POTENTIAL FOR ADDICTION.



Past Year Illicit Drug Use among People Aged 12 or Older: 2018

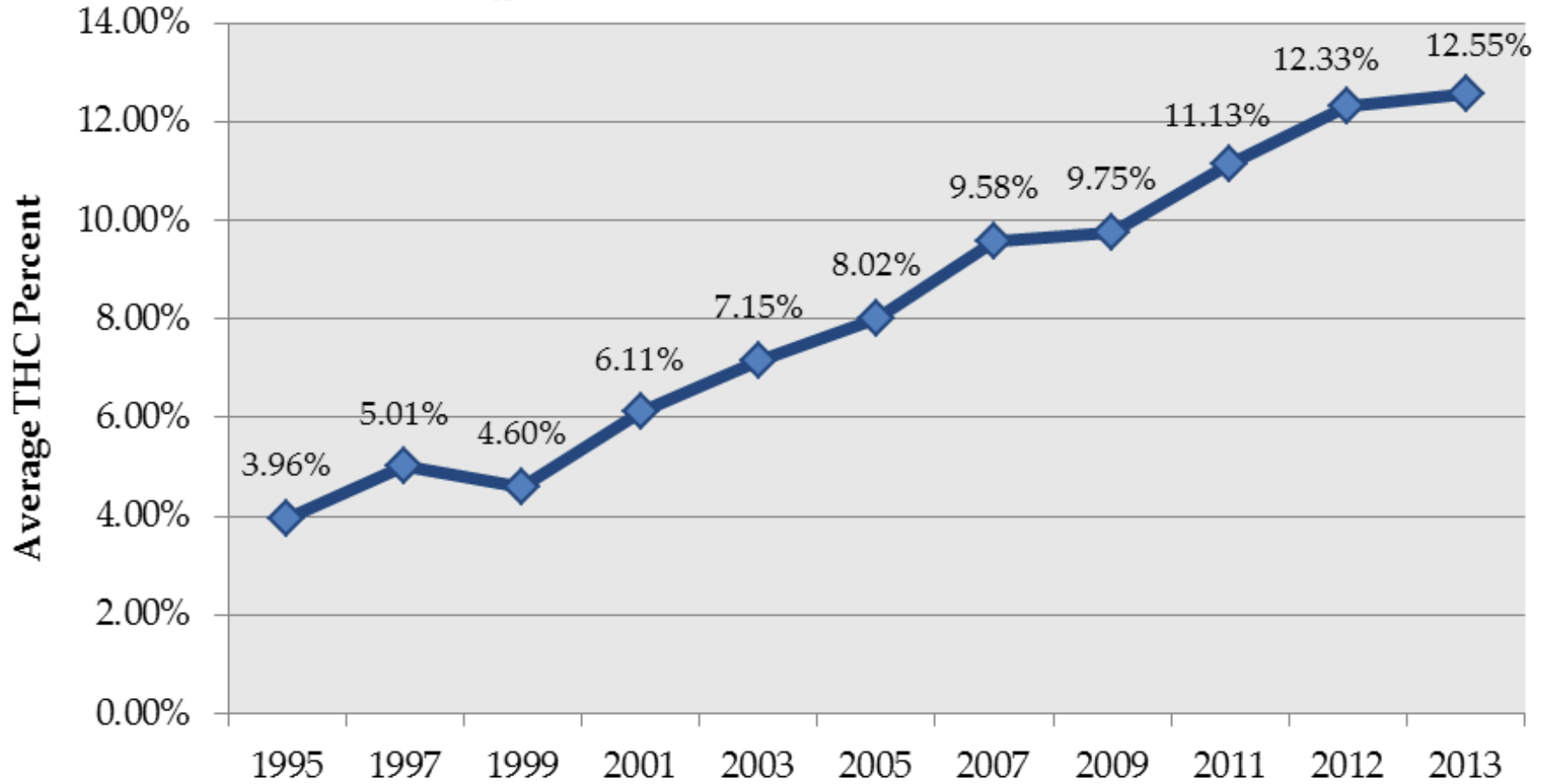


Rx = prescription.

Note: The estimated numbers of past year users of different illicit drugs are not mutually exclusive because people could have used more than one type of illicit drug in the past year.

SAMHSA
Substance Abuse and Mental Health
Services Administration

Potency Monitoring Program- Average THC Percent DEA-Submitted Cannabis Samples 1995 - 2013 (National)



SOURCE: Potency Monitoring Program, Quarterly Report Number 123, National Center for Natural Products Research (NCPNR) at the University of Mississippi, under contract with the National Institute on Drug Abuse.

The 2015 average THC percent for Colorado marijuana is 17.1 percent.

“But it’s just a plant...”

(80 to 90% THC) Concentrates



“Ear Wax”



“Green
Crack”
Wax



Butane Hash Oil
(BHO)



Hash Oil
Capsules



“Budder”



“Shatter”

What works in Prevention?



Key Strategies

1. Information Dissemination
2. Prevention Education
3. Alternative Strategies
4. Community-based Process
5. Problem I.D. and Referral
6. Environmental Strategies

PREVENTION EDUCATION

Preventing Drug Abuse
in
Adolescents and Young Adults



In School

If possible, school-based prevention programs **should be integrated into the school's academic program...***

*Preventing Drug Abuse among Children and Adolescents
U.S. Dept. of Health and Human Services,
National Institutes of Health

Brain Power

by the National Institute on Drug Abuse



Why Brain Power / The Brain?

1. Sustainability
2. Cost Effective
3. Created by NIDA
4. Suggested program in 2017 Ohio Joint Study Committee on Drug Use Prevention Education



Brain Power Curriculum

Brain Power by the National Institute on Drug Abuse

An interactive school program for Grades K-12



- Science-based drug abuse prevention education
- Lessons on addiction and how drugs affect the body
- Classroom instruction based on the Theory of Reasoned Action
- Incorporates “Media Literacy,” a promising practice for prevention

Aligns to National Science and Health Standards

Unifying Concepts and Processes

Levels K-4

How Mission Is Aligned

Systems, order, and organization

The mission explains the key concept that the brain is part of a larger system—the human body—and that both systems work together to make all human behavior possible.

Standards for Science and Technology

Levels

How Mission is Aligned

Characteristics of organisms

This mission introduces students to the concept that all organisms have basic needs. One need of humans is to have a brain to perform many key functions of living.

Grades K–5 Program Concepts

K

–

1

NIDA's Brain Power - Grade Levels K-1	
Module	Concepts
1	Science as a human endeavor (Who scientists are, and what they do)
2	Meet the Scientists (Brain Scientists, and Introduction to Scientific Inquiry)
3	Your Amazing Brain (Parts of the brain, and Functions of each part)
4	Keeping Your Brain Healthy (Sleep, Physical Activity, and Eating)
5	Protecting Your Brain (Helpful medicines: antibiotics, aspirin –vs – Harmful Drugs: Alcohol, Nicotine)

2

–

3

NIDA's Brain Power - Grade Levels 2-3	
Module	Concepts
1	Ooey Gooney! (Scientific Inquiry- Observe, Hypothesize, Experiment, and Conclude)
2	Brain in a Box (Parts and Function of Brain: Cerebral Cortex, Cerebellum, Brain Stem, Limbic System)
3	Sending & Receiving Messages (Neurotransmission, How messages travel, Brain + Nervous System)
4	Medicines and Drugs (What's helpful: Aspirin, Tylenol, Antibiotics, Fluoride, Immunizations , and What's harmful : Alcohol, Nicotine, Caffeine, Marijuana, Cocaine)
5	The Science behind Smoking (Effects of tobacco on the body)
6	How Drugs Affect the Brain (Cocaine, Marijuana, Alcohol, Nicotine)

4

–

5

NIDA's Brain Power - Grade Levels 4-5	
Module	Concepts
1	Drugs in Society (Legal & illegal, drugs in the media, why drugs are such a problem for society)
2	Your Amazing Brain (Parts & Function of Brain, and their part in larger system-the human body)
3	Neurotransmission (Neurons, Receptors- difficult concept, looking for basic understanding)
4	Stimulants: Nicotine, Caffeine, Cocaine, Amphetamine (Effects on brain, nervous system and body)
5	Alcohol, Marijuana and Inhalants (Effects on the brain, nervous system and body)
6	What is addiction? Compulsive Use, Tolerance, Withdrawal (Addiction & drug abuse in U.S. society)

Grades 6–8 Program Concepts

NIDA's Brain Power - Grade Levels 6-9

Module	Concepts
1	The Brain & Nervous System (Brain parts & function, Neurotransmission)
2	Legal Doesn't Mean Harmless (Nicotine & Alcohol –Negative effects on human body, why it's illegal for children and teens)
3	Drugs in the Cupboard (Prescription Drugs, Inhalants- effects of abuse)
4	Weeding Out the Grass (Dispel the myth that marijuana is harmless, effects on young brains)
5	Drugs on the Street (Heroin and cocaine – short and long term effects, including addiction)
6	Drugs in the News (Steroids, Meth, GHB, Rohypnol, ketamine, MDMA- effects on the brain, body; effects on individuals and society)

6

7

8

Grades 9–12 Program Concepts

NIDA's The Brain - Grade Levels 9-12

Lesson	Concepts
1	What Does the Brain Do? (PET scans, Parts and Function, Drugs and the Brain's Reward System)
2	Neurons, Chemistry and Neurotransmission
3	Drugs Alter Neurotransmission (The way neurons communicate)
4	Drug Abuse and Addiction (Drug Abuse is voluntary. Addiction is Compulsive.)
5	Drug Addiction is a Disease (A chronic, treatable disease)

Drug Awareness and Prevention Inc. 2011

CLASSROOM-BASED PREVENTION EDUCATION

Effective programs are:

- ❑ Age appropriate
- ❑ Occur at every stage of development
- ❑ Continuous, K-12
- ❑ Science-based
- ❑ Theory of Reasoned Action




Grade 2 “Brains in a Box”

Grades 6-8


Key Features

- ▶ DVD Game “Room”
- ▶ Parent Newsletter
- ▶ “Student Magazine”

Come help Jordan find...

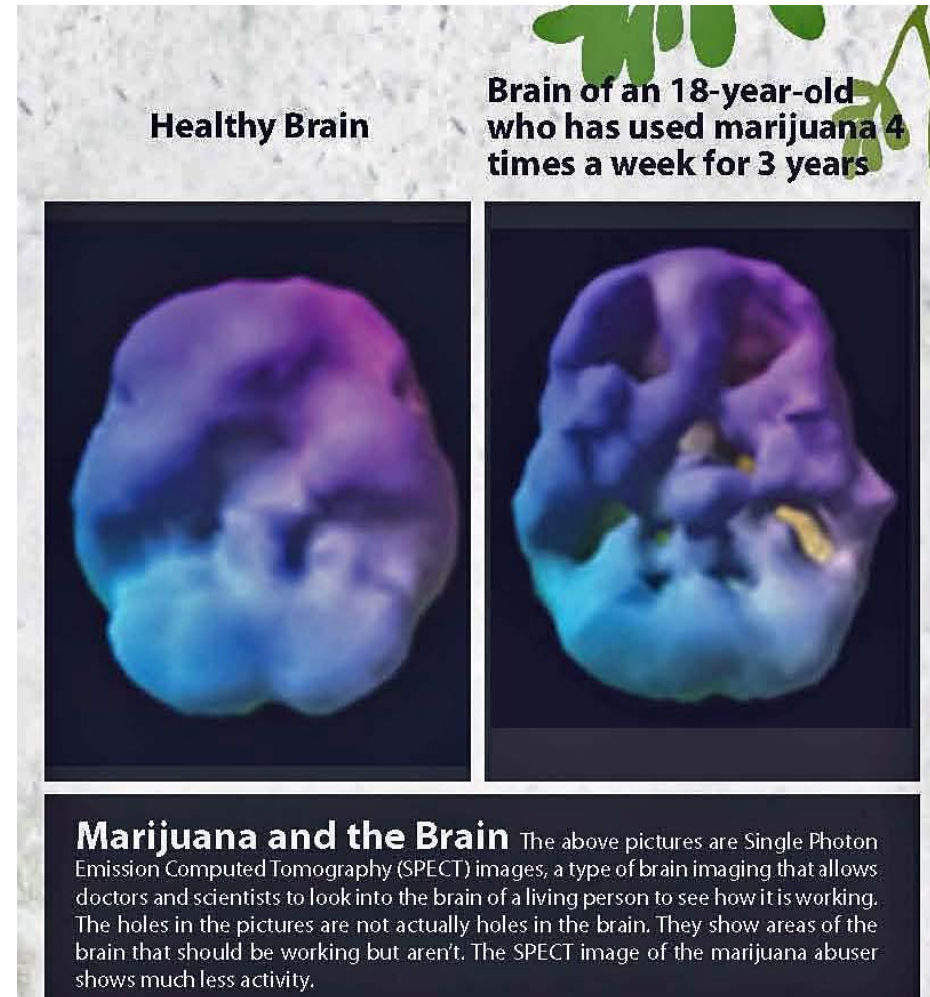


The Keys to Brain Power!



Teacher's Lockbox

PLAY INTRO NEW GAME CREDITS CLOSE

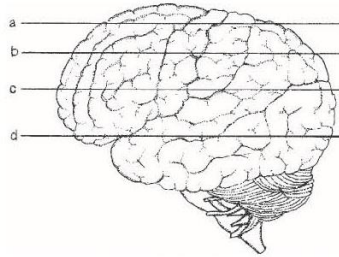
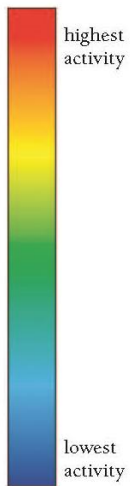


Grades 9–12

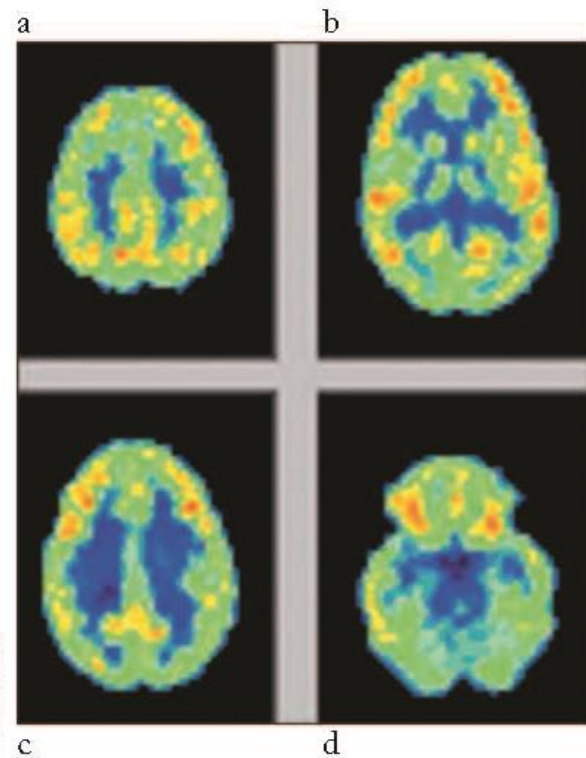
Master 1.1

Positron Emission Tomography (PET) Images

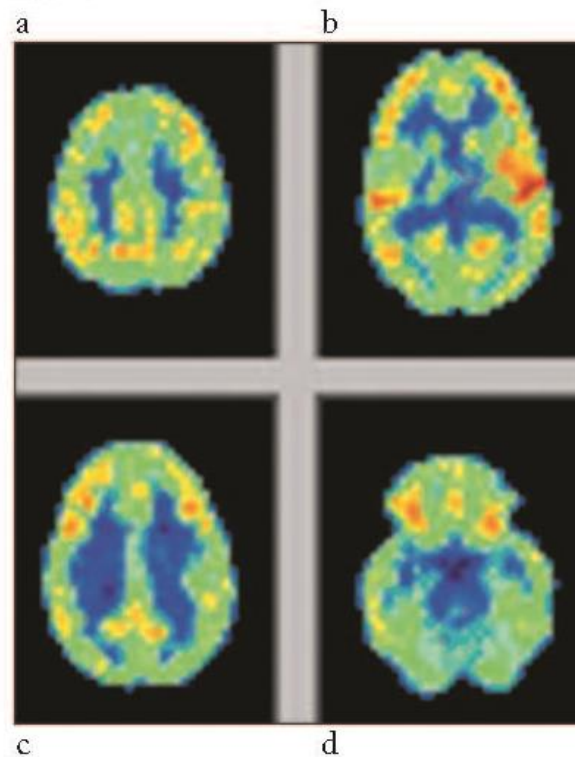
Each set of PET images below contains four images of a human brain. The four images show cross-sections taken at different levels of the brain.



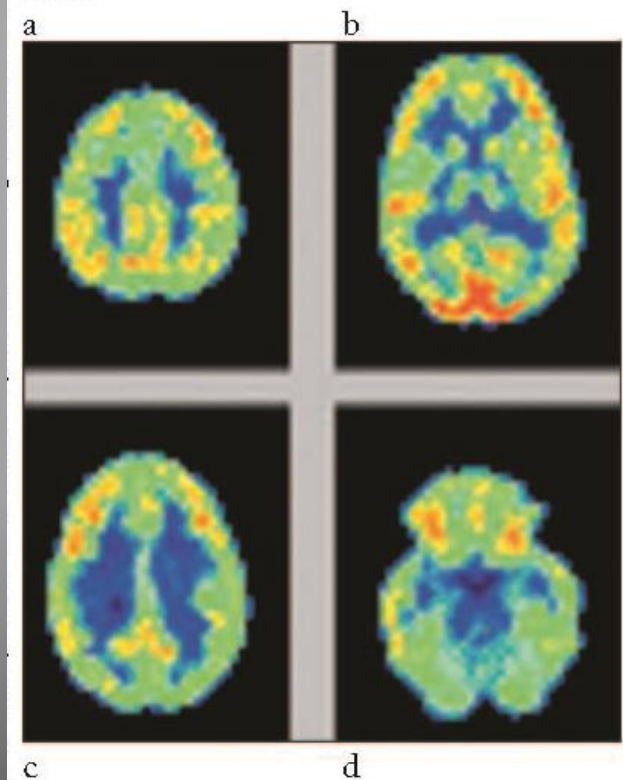
Set 1



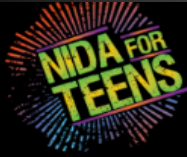
Set 2



Set 3



Lessons online



National Institute
on Drug Abuse for Teens
Advancing Addiction Science

[Teens](#)

[Teachers](#)

[Parents](#)

[Drugs & Health Blog](#)

[National Drug & Alcohol Facts Week®](#)



Have a drug problem—
need help?

[Teachers](#) / [Lesson Plans](#) / E-Cigarettes: A Dangerous Trend

Lesson Plans

E-Cigarettes: A Dangerous Trend

PRINT

Created by:

Scholastic and the National Institute on Drug Abuse

Teens now use e-cigarettes more than any other nicotine-containing product. In this lesson, students gain a scientific understanding of the known hazards and potential risks of electronic cigarettes, which contain the same addictive nicotine found in cigarettes. Includes an adapted version for grades 4-6 reading level.

What's In the Lesson Plan:

- Student article
- Student work sheet
- Vocabulary lists
- Writing prompts
- Reading suggestions

Grade Level(s):

6-12

Time / Duration:

- 1 class period

Materials:

- Printer/copier for student handouts

Alignment with National Standards:

- Common Core State Standards
- Next Generation Science Standards Practices
- National Science Education Standards

[See All Lessons](#)



Teacher's Guide and Student Worksheet

[View](#) | [Download](#)

Student Article






[View](#) | [Download](#)

and Extras

National Institutes of Health Researchers | Medical & Health Professionals | Patients & Families | Parents & Teachers | Students & Young Adults

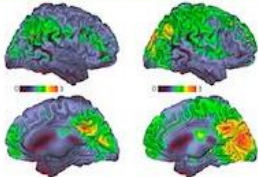
NIDA NATIONAL INSTITUTE ON DRUG ABUSE
The Science of Drug Abuse & Addiction

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News

NIDA announces 2012



NIH Analysis of Reorg Responses

Former NIDA grantee wins Nobel Prize

NIDA Launches Online Family Checkup

New Opioids and Pain Management CMEs

ONDCP & NIDA partner to develop innovative interactive CMEs [More](#)

Latest Science

Potential Pain Medication Targets Peripheral Nerves


Animal Research Advances Effort to Develop Vaccines Against Cocaine, Heroin Abuse

Prenatal Cocaine Exposure Increases Monkeys' Impulsivity Into Adulthood

[View More](#)

Data and Statistics

One baby per hour is born suffering from opiate withdrawal in the U.S.




Every hour, **1 BABY** is born suffering from opiate withdrawal.

[See the infographic](#)

[Get More Stats](#)

NIDA Director



[Biography](#)

[Messages from the Director](#)

[Reports](#)

[View Director's Page](#)

[NIDA AIDS Research Program](#)

[National Drug Abuse Treatment Clinical Trials Network](#)

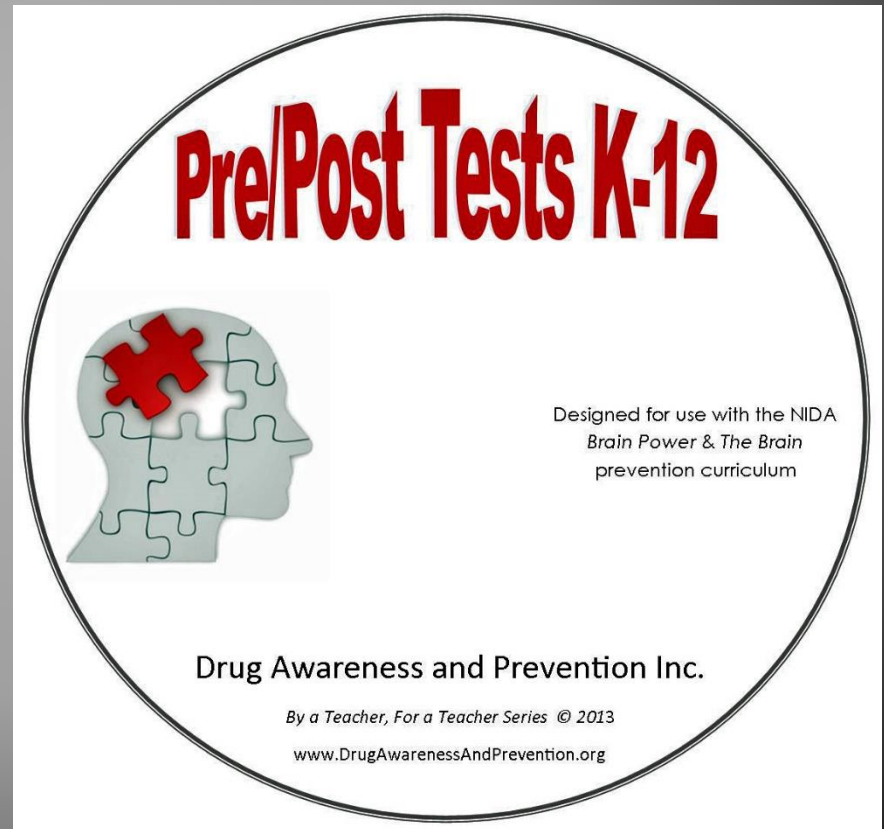
[Intramural Research Program](#)

[International](#)

<http://www.drugabuse.gov>

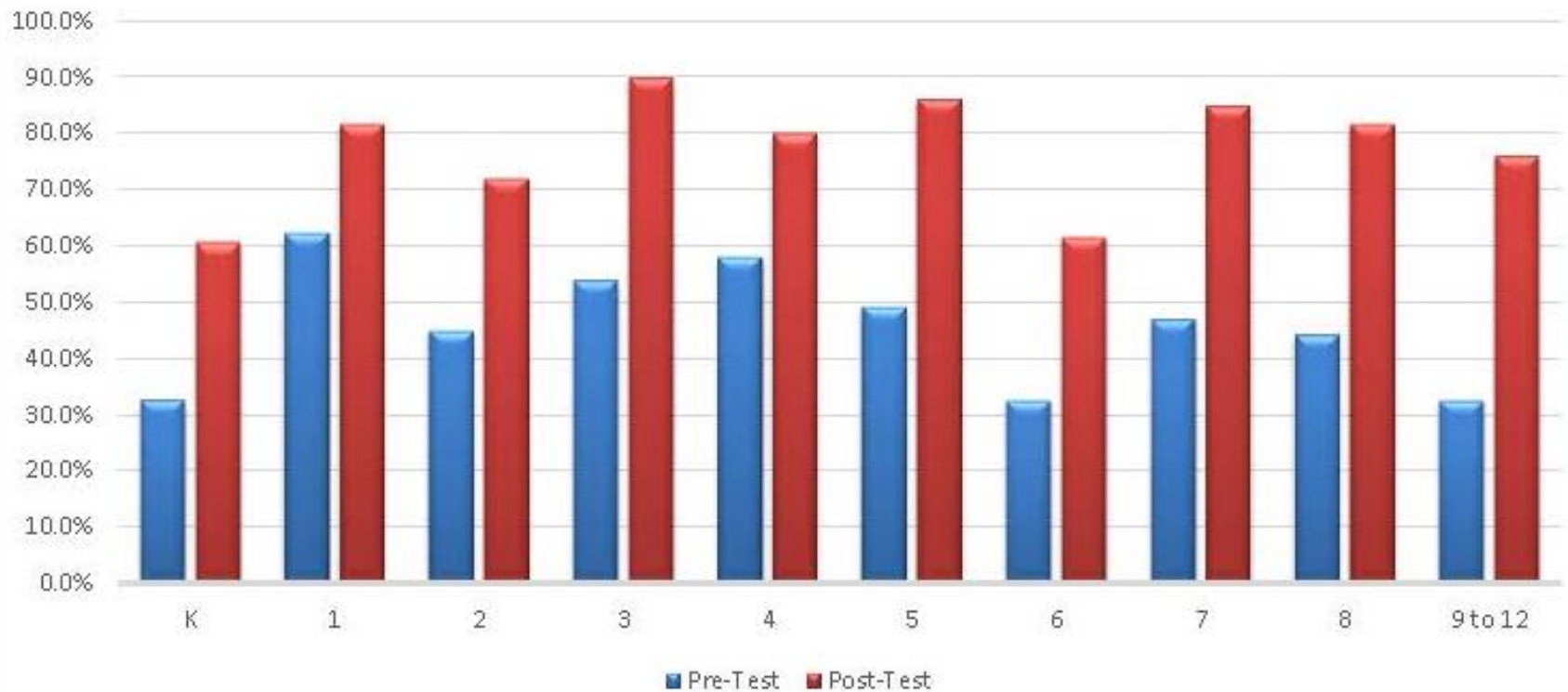
PROGRAM TIME NEEDS & EVALUATION

- 5–8 class periods per year
- Pre Test
- Post Test

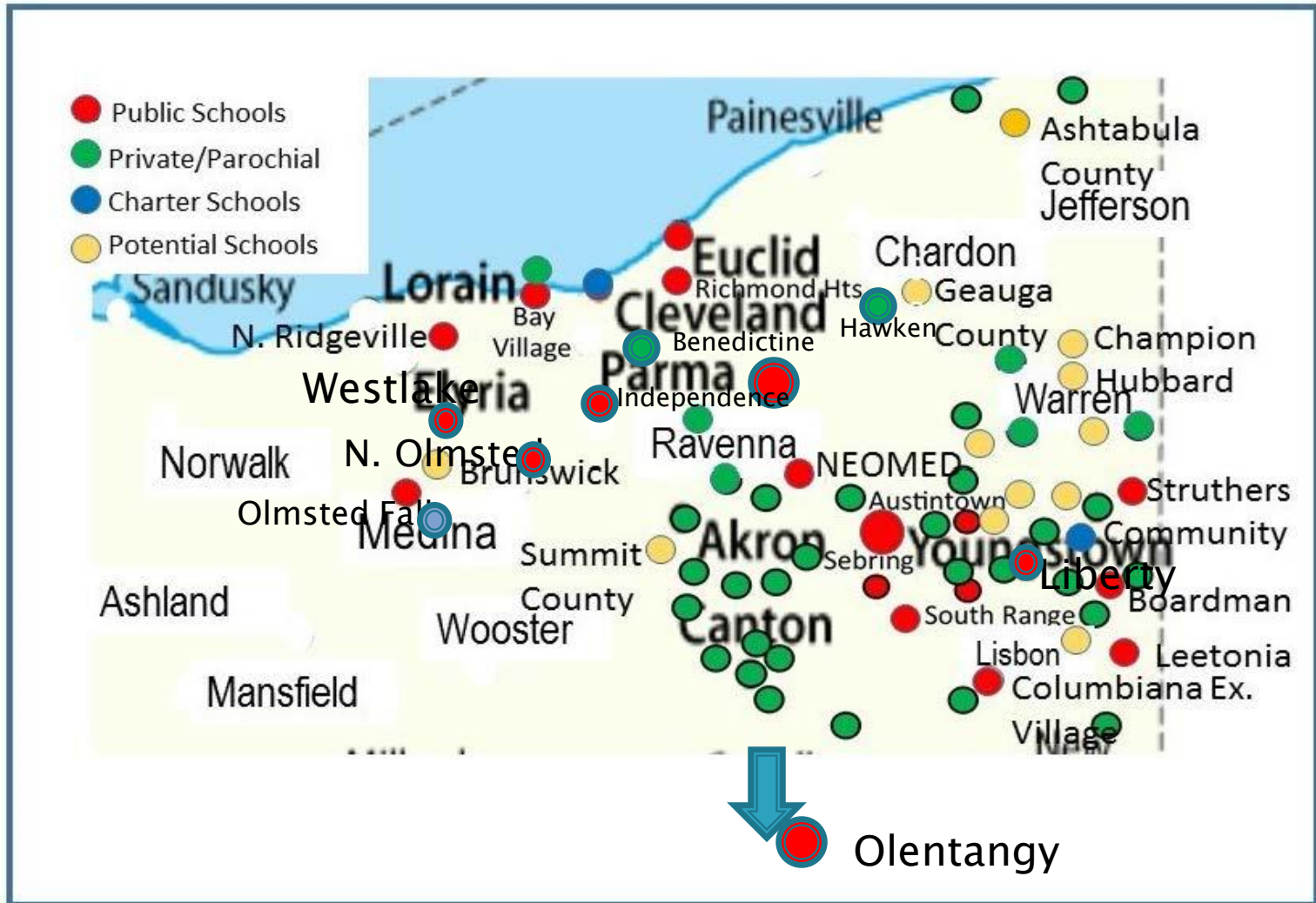


Pre/Post-Test Results - Average Growth 34%

Boardman City Schools 2015-2016 NIDA Brain Power Results



Northeast Ohio "NIDA" Schools



“Brain Power Prevention” Education

I think the winning strategy hasn't changed. It hasn't changed for 15 years. We never have adopted it. **You give every kid in the United States meaningful, mandatory substance abuse education, starting in kindergarten.** And by the time they reach the tenth grade, there are studies that show that 15 percent less of them will experiment with drugs.

Now, that doesn't win the ballgame, because you'll never stop everybody. But it makes a far greater dent in the ballgame than what we have done now.

The RAND Corporation has done two or three studies showing that dollars we spend on treatment and prevention give us a far greater return than dollars we spend on enforcement. The general point is that we have never adopted the strategy that a lot of people think is truly a winning strategy.



Bob Stutman is a retired special agent for the DEA.

He became Special Agent in Charge for the New York City office.

<http://www.pbs.org/wgbh/pages/frontline/shows/drugs/interviews/stutman.html>

QUESTIONS?

COMMENTS?



Music Production and Design

- ▶ **Dr. Laura, Hebert, Principal and Randall Lanoue, Music Teacher, at Twinsburg High School**
- ▶ **Addition of a capstone project**
 - Participation in a culminating capstone project, specifically the spring musical. This participation may take the form of performance, staging, costume design, sound design, lighting, marketing, stage crew, etc.



Advanced Vocal Performance Techniques


- ▶ **Dr. Laura Hebert and Randall Lanoue**



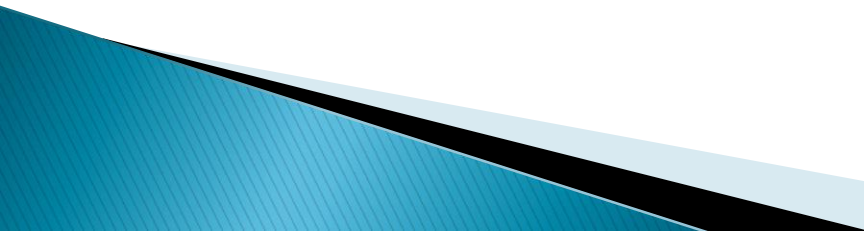
Advanced Vocal Performance Techniques, Fall and Spring Semester

Curriculum Committee Presentation,
December 2019

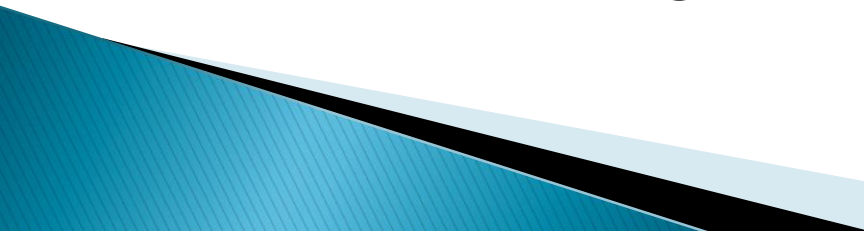
Class Description

- ▶ Advanced Vocal Performance Techniques is not only a class, but a performing ensemble that will participate in local, regional, and national competitions and concerts. High-level performance techniques will be emphasized through a wide range of repertoire and genres.
 - ▶ After school participation in performances and additional rehearsals are required. This course will encourage student growth in show design, stage presence, high-level vocal technique, microphone technique, and integrating all aspects of a modern staged vocal concert including technology.
- 

Requirements

- ▶ Students are required to complete an audition and have instructor approval to enroll in this class. Outside of the school day rehearsals and performances will be scheduled and are expected.
 - ▶ Students would have the option to take the class for honors credit with the Honors Advanced Vocal Performance class.
 - ▶ Students would take Advanced Vocal Performance Techniques as an elective, for a fall and spring credit.
- 

Strengths of Adding Fall and Spring Semesters

- ▶ Provides advanced students an accelerated curriculum that will result in a measurable student growth
 - ▶ Provides opportunities for expert adjudication and industry connections to students pursuing a music career that is unavailable in other vocal performance outlets
 - ▶ Allows students to explore the creative aspects of the vocal performance realm, a standard that is not currently met by our course offerings
 - ▶ Aligns a vocal music offering to match our current offering in the instrumental classes
- 

Social Emotional Standards

- ▶ **Dr. Andrea Walker, Director of Student Wellness**

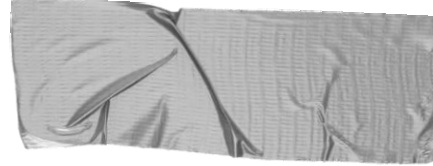


Social Emotional Learning

Andrea C. Walker, Ed.D.
Director of Student Wellness

Objectives of Today's Meeting

- **What is Social Emotional Learning?**
 - **Why are we investing in Social Emotional Learning?**
- 



Essential Questions

Please answer the following questions:

- **Forward Thinking - Our Future**
What qualities or characteristics do we want young people to possess by the time they graduate from high school?
- **Present Day - Connect the Dots**
How can the entire school community be organized to ensure that all students reach the stated goals and visions we aspire they meet?

What are our Students' Lambs?

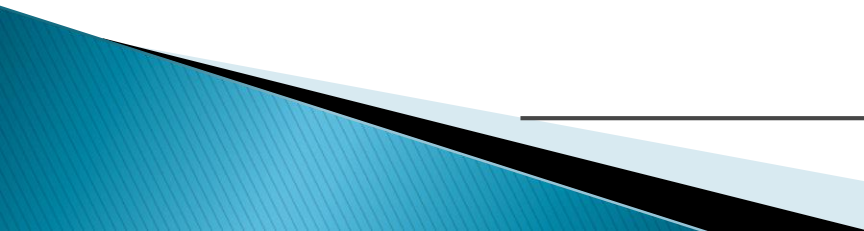
Our Why...

In this segment, we will explore what Social Emotional Learning is and reasons why addressing the whole child is important.

Mary Had A Little Lamb.....

Mary had a little lamb,
Its fleece was white as snow,
And every where that Mary went
The lamb was sure to go ;
He followed her to school one day—
That was against the rule,
It made the children laugh and play,
To see a lamb at school.

And so the Teacher turned him
out,
But still he lingered near,
And waited patiently about,
Till Mary did appear ;



Background for the Poem

In 1830, a teacher was surprised one morning to see one of her students, a girl named Mary, enter the classroom followed by her pet lamb. The lamb was far too distracting to be permitted to remain in the building and so the teacher put the lamb outside. The lamb stayed nearby till school was dismissed and then ran up to Mary looking for attention and protection.

Mary Had A “Private Issue”.....

Mary had a private issue,

Its fleece was white as snow,

And every where that Mary went

The private issue was sure to go ;

The private issue followed her to school one day—

That was against the rule,

It made the children laugh and play,

To see a private issue at school.

—

How many languages do you need to know to communicate with the rest of the world?



Tip

Think of the many ways in which Mary communicated with the world around her. How did the Lamb communicate?

—

Two!

Verbal and Nonverbal Language.



**Review the text
again....**

**Mary had a
Private Issue**

How this is relatable
today.

Mary Had A “Private Issue”.....

Mary had a private issue,

Its fleece was white as snow, (plain sight or present as behavioral)

And every where that Mary went

The private issue was sure to go ; (the issue can be persistent)

The private issue followed her to school one day— (geography did not change the issue)

That was against the rule,

It made the children laugh and play,

To see a private issue at school. (known or unknown to outsiders)

Mary Had A “Private Issue”.....

And so the Teacher put the private issue out, (the issue may distract from learning)

But still the private issue lingered near, (again, geography did not change the issue)

And waited patiently about,

Till Mary did appear ;

Social and emotional learning, often abbreviated as SEL, is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



Five (5) Core Competencies exist:

Self-awareness: Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

Self-management: Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.

Social awareness: Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.

Relationship skills: Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

Responsible decision-making: Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.



Social Emotional Learning is the Coordination of:

- Categorical programs
- Instructional programs and mental health services
- School and family/community interventions
- Classroom and Out of school
- Common language that bridges programs with similar goals and addresses common risk and protective factors



SEL as a coordinating framework is a lens to focus on students' social and emotional development (SED); a way to examine everything that is going on in a school; it provides a framework to: coordinate across programs, reduce duplication, improve outcomes, etc. promotion, etc.

It also means coordinating all the various prevention programs a school may already be offering. SEL can be a lens for evaluating and deciding about these various programs to eliminate duplication and more effectively provide universal programming for all students, and enhance outcomes

SE competencies can be the lens to assess and coordinate all the schools activities focused on prevention, positive youth development, health



The standards aim to develop the “whole child” by helping students build self-awareness, social awareness, self-management, and relationship and responsible decision-making skills. Use of these standards is not mandatory but will serve as a voluntary resource for Ohio schools. The Ohio Department of Education will not develop or require assessments to measure students’ progress in learning skills outlined in the standards. Instead, schools and districts will have flexibility in using the standards and deciding whether and how to gauge the extent to which students are demonstrating progress. The Social and Emotional Learning Standards will *not* be used for district and school accountability purposes.



Adjourn



- See you at our next regularly scheduled meeting on February 10, 2020

