

# Curriculum & Technology Meeting

April 15, 2024





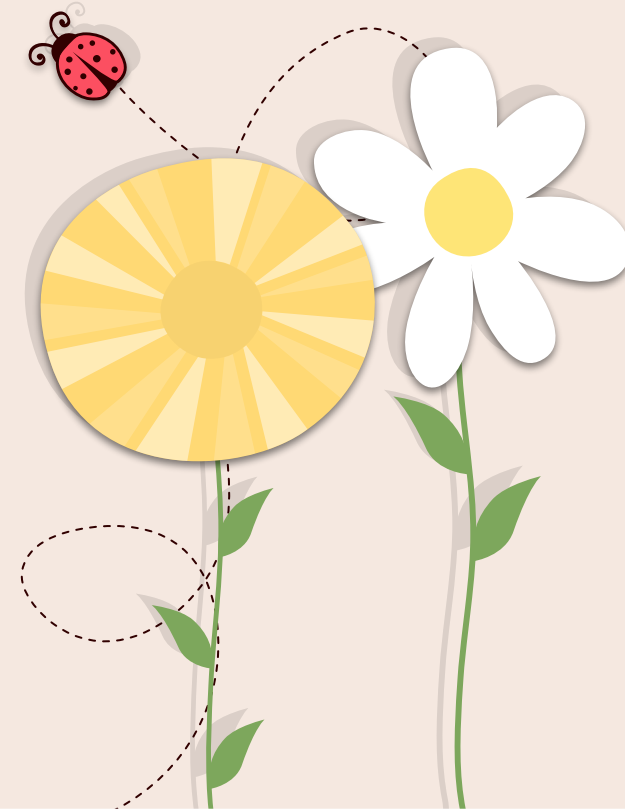
# Welcome!

Approval of January 22, 2024 Minutes

Jennifer Farthing

# Creativity & Advanced Creativity

Ryan Merriman, English Teacher



# The Power of Imagination!



Fig. 1

“Voice Of Dreamfinder, Chuck McCann, Dies At Age 83.” April 9, 2018. *WDW News Today*. <https://wdwnt.com/2018/04/voice-of-dreamfinder-chuck-mccann-dies-at-age-83/>“

## Instructor Background:

- MFA in Creative Writing from Cleveland State University, as part of the NEOMFA program.
- Thesis is a collection of short stories.
- Performed in productions throughout Northeast Ohio.
- Most recently performed in *All in the Timing* at Cuyahoga Community College.

## Course(s) Rationale

- Drama and Advanced Drama has faced decreasing enrollment in the past two years.
- Only one section of Drama/Advanced Drama, with only one student taking Advanced Drama.
- Twinsburg High School does not have a course in creative writing.
- Why not combine creative writing with drama?

# Positives for a Creative Writing/Drama Course

- Increased interest in both elective courses (these courses would replace Drama and Advanced Drama)
- The perfect course for Project-Based Learning.
- The perfect elective course for expression through the written word, spoken word, or performance.
- Great opportunity to provide feedback to peers.
- The courses would be fun!

# Course Requirements

Students would have the opportunity to provide project-based artifacts in the following areas:

- Drama
- Fiction
- Creative Nonfiction
- Poetry
- Playwriting



# Course of Study

## **Unit 1: Oldies, But Goodies** (A look at classical expression):

- Pantomime Performance (Drama)
- Origin Story or Myth (Fiction)
- Poetry in a Classical Form (Poetry)

## **Unit Two: The Mind of a Character**

- Monologue Performance (Drama)
- Story told in First-Person with limited characters (Fiction)
- Collection of Poems With Different Speakers (Poetry and Randy Newmanesque)

## Unit Three: Body and Combat

- Shakespeare Fight Scenes (Drama)
- A story or work of creative nonfiction that employs movement, action, body language, and instances of “show, don’t tell” (Fiction)
- A collection of poems that employ movement, action, body language and instances of “show, don’t tell” (Poetry)

## **Unit Four: Social Issues**

“Students from all genres will work together to create some creative work that deals with a social issue. Students may work together to write and perform a scene, they may work together to write a collection of poems that will be read aloud, or they may work together to create a story/nonfiction work that may be read aloud. Each group must have an artifact that includes some performance piece.”

## **Mini Unit Five: Flash Pieces**

“A short-short scene (only two pages or so), a short-short story or work of nonfiction (only two pages or so), or a short-short collection of poetry (each poem can be no longer than six lines). These are exercises not uncommon in the creative writing world, and such exercises can be both fun, yet challenging, and also publishable.”

## **Unit Six: *The Book of Qualities***

- Creative pieces based off of J. Ruth Gendler's *The Book of Qualities*.
- Depending on time and flexibility, this unit may or may not lead to the final presentation.

“Pleasure is wild and sweet. She likes purple flowers. She loves the sun and the wind and the night sky. She carries a silver bowl full of liquid moonlight. She has cat named Midnight with stars on his paws. Many people mistrust Pleasure and even more misunderstand her. For a long time I could hardly stand to be in the same room with her. I went to sleep early to avoid her. I thought she was a gossip and a flirt and she drank too much. In school we learned she was dangerous and I was sure that she would distract me from my work. I didn’t realize she could nurture me. As I have changed, Pleasure has changed. I have learned to value her friendship.”

**Gender, J. Ruth. *The Book of Qualities*. NY: Harper, 1988.**

- Work will also be collaborative.
- Students would *not* be confined to a respective genre.
- Additionally, students from different genres may work together for certain presentations/performances.



# Final Project Showcase

- PBL-inspired presentations to an audience
- Performance
- Reading a passage
- Reading a selection of poems

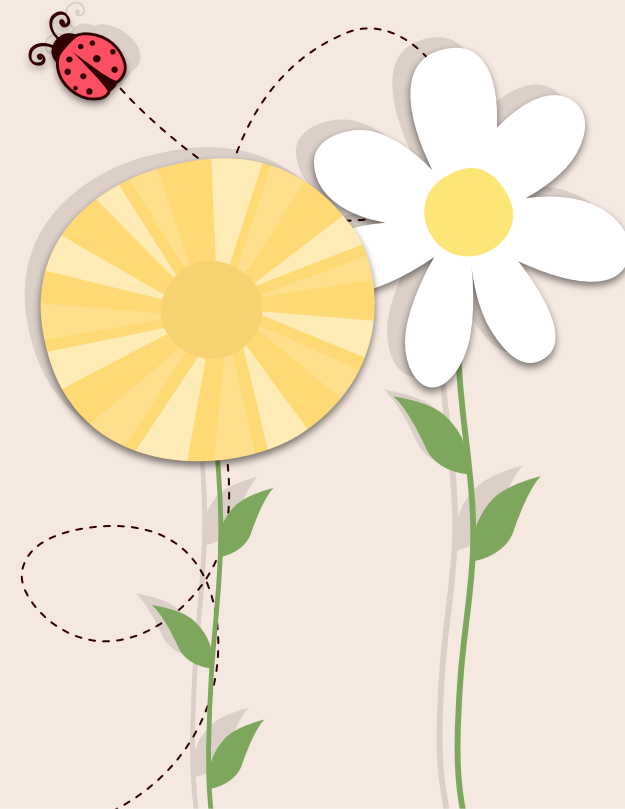
**Flexibility is key.**

# District Strategic Plan/Goals

- Implement authentic learning pathways, experiences, and assessments, aligned to equitable support around learners' needs, interests, aspirations and cultural backgrounds to prepare them for future success.
- Immerse learners in activities that challenge them to think critically, design solutions and make evidence-based explanations through real-world, authentic learning experiences. e.g. authentic and personalized learning, PBLs, STEAM activities, etc. (This type of learning creates meaningful pathways to postsecondary success for K-12 students.)

# Financial Literacy

Jason Pietrasz and Tom Nalepa, Financial Literacy Teachers



# Financial Literacy



2024-2025

Twinsburg High School

# Essentials

- Course is now a high school graduation requirement
- 2024-2025 academic year, Financial Literacy will be primarily offered to Sophomores and Juniors
- Semester long course
- 0.5 Credits

# Course Curriculum

Financial Literacy classes at THS will be structured around the six standards set forth by the State of Ohio:

1. Financial Responsibility and Decision Making
2. Planning and Money Management
3. Informed Consumer
4. Investing
5. Credit and Debt
6. Risk Management and Insurance

# Course Curriculum - Application

Below is a sampling of specific content as it applies to the 6 standards:

1. Understanding how voluntary and involuntary deductions impact one's paycheck
2. Short-term and long-term savings, retirement, filling out tax forms, property taxes, sales taxes, income taxes
3. Consumer protection agencies, scams, fraud, identity theft
4. Stocks, ETFs, diversification of portfolio, risk tolerance, tax implications
5. Credit scores, credit cards, college loans, car loans, mortgages, compound interest
6. Health insurance plans, car insurance, warranties



# Goals for Students

Students who have completed Financial Literacy will have accomplished the following goals:

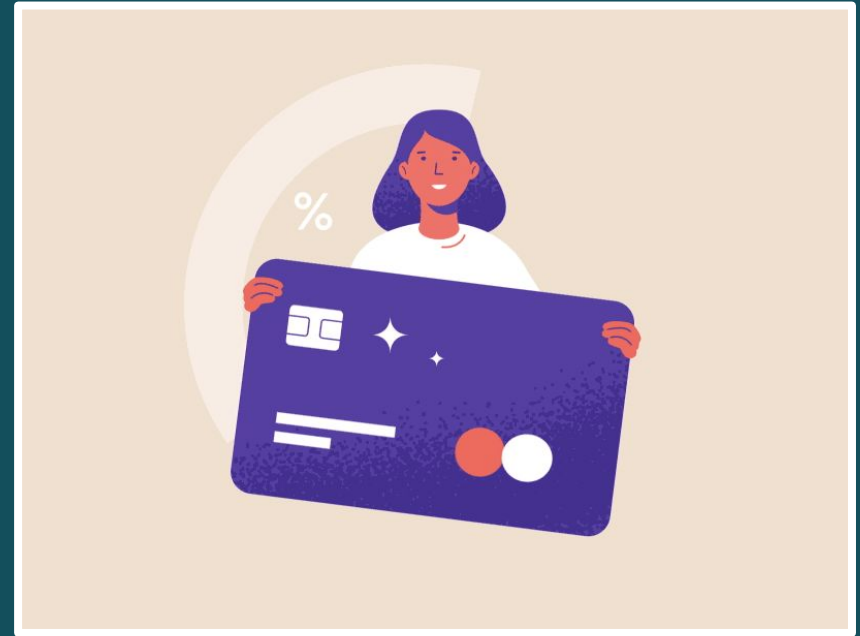
- Introduction to financial topics in which they have had little to no exposure
- Understanding of these topics, i.e. “how can we use this in real life?”
- Show the ability to carry out and apply these topics through assignments, assessments & projects which **focus on practical application**

# Goals for Teachers

- Create a positive and inquisitive learning environment which fosters an eagerness for students to prepare for life after high school (and during)
- Prepare assignments, projects, and assessments with real-world application in mind
- Share experiences with students to illustrate specific topics
- Capitalize on opportunities to invite community members to share their financial expertise with students

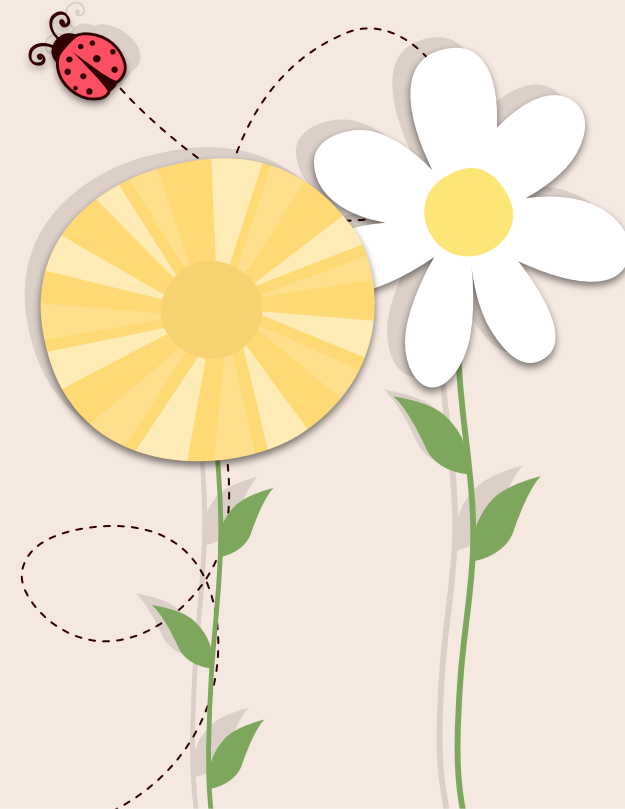
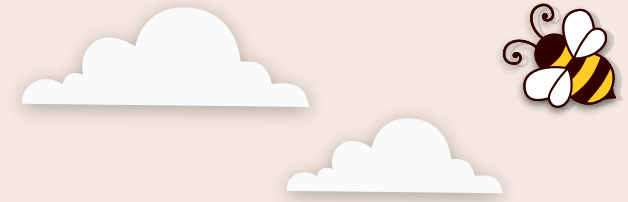
# Conclusion

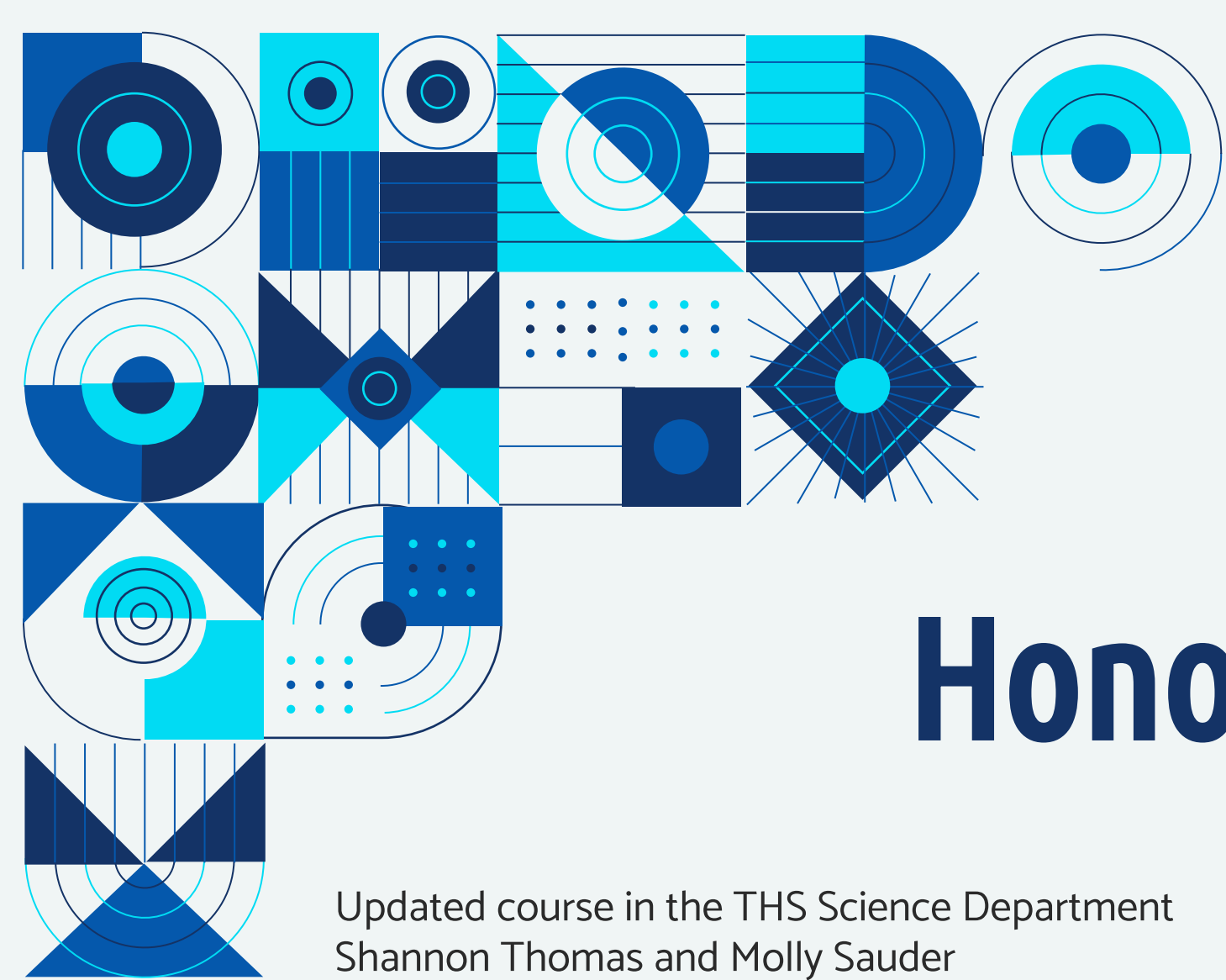
We look forward to a successful 2024-25 school year watching students gain academic and practical knowledge in the area of Financial Literacy!



# Honors Physics

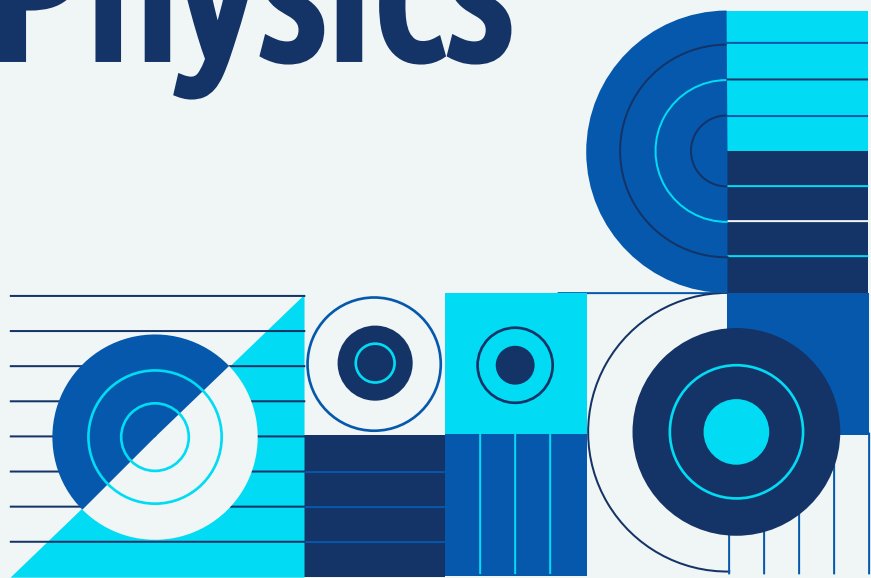
Shannon Thomas, Science Department Chair  
Molly Sauder, Physics Teacher

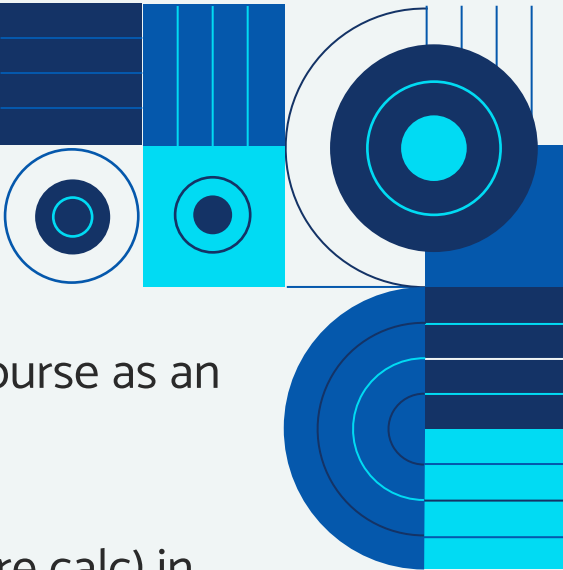
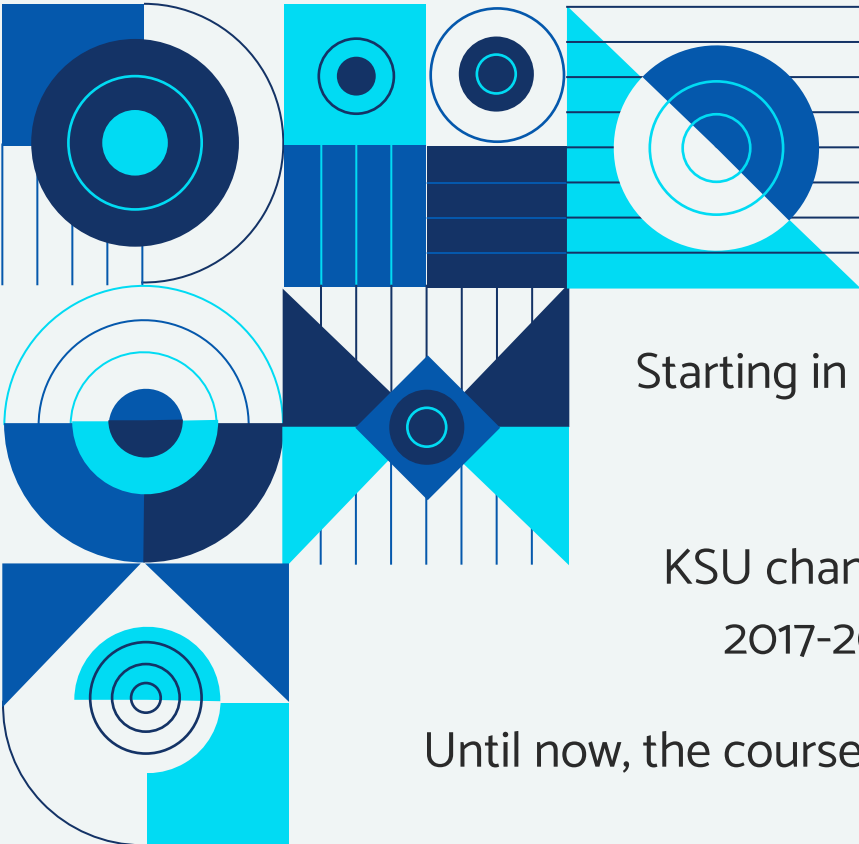




# Honors Physics

Updated course in the THS Science Department  
Shannon Thomas and Molly Sauder





Starting in the 2013-2014 school year we offered our Physics course as an option with KSU for Dual Credit (weighted grade).

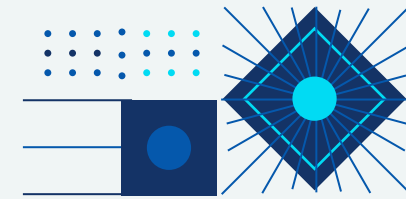
KSU changed the math requirements (needed college level pre calc) in 2017-2018 which meant we no longer could offer it as dual credit.

Until now, the course has been an elective advanced science (beyond the 3 requirement science courses for graduation).

We are seeing a trend where Physics competes with other electives that are weighted as honors classes. This has created confusion with students and parents about the course, the rigor associated with it, and GPA implications.

**The overall goal in revising the course is to have an elective that matches the rigor of the Physics course and give students an opportunity to access a class that will prepare them for future STEM studies.**

# Science Class Offerings



Requirements: Life Science, Physical Science, Advanced Science

Science Seal: Pass Biology OST (3) or a B or better in Advanced Science

STEM Honors Diploma: 5 Science Credits, 2 in the Advanced

9th Grade	10th Grade	11th/12th Grade
Biology	Physical Science	Environmental Science
Honors Biology	Chemistry	Chemistry/Honors Chemistry (if already took physical science)
	Honors Chemistry	<b>Honors Physics</b> Honors Anatomy Honors Microbiology
		AP Biology AP Chemistry AP Environmental Science AP Physics



**Goal: deepen the content coverage, increase the rigor of problem-solving, and foster critical thinking and inquiry skills**

Experimental Design and Analysis:

Example: Cart on a Ramp Model Development Lab

Critical Thinking Exercises:

Example: Lab: Constant Acceleration? Need to construct the procedure to meet a goal statement.

TIPERs Task Inspired By Physics Education Research

Independent Research Projects:

Create a lab, build a bridge, build a cardboard boat, use PASCO probeware, utilizing Problem Based Learning Professional Development.





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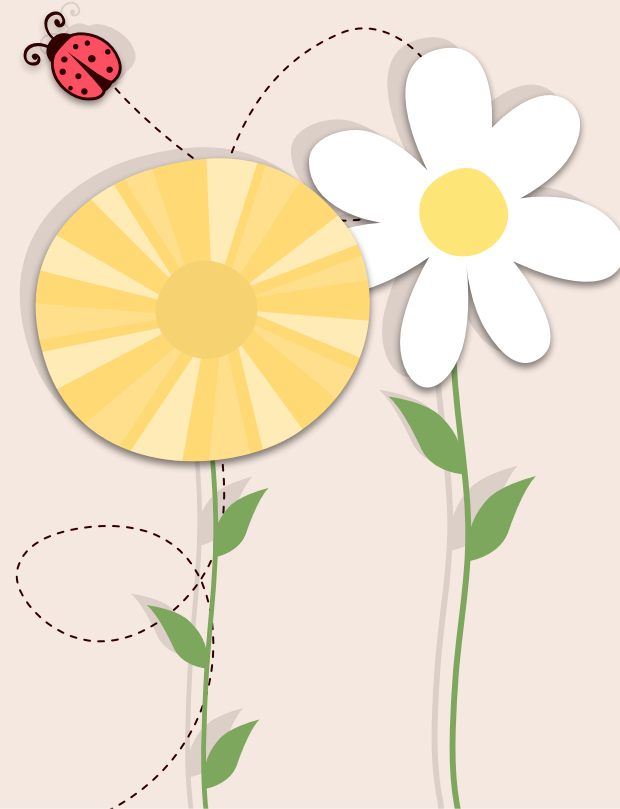
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# Drill Team

Jennifer Farthing on behalf of Ryan Bonitz



# Drill Team Course of Study

Standards based on Ohio's Academic Content Standards for Dance

Students try out and are selected

Three weeks of rehearsal in the summer

Performances during Marching Band season (including Band Shows)



# Drill Team Standards

**HSP.1CR** Create a dance that demonstrates variety of complex movement phrases and the ability to collaborate with an ensemble

**HSP.4CR** Demonstrate and integrate the use of current media and latest technologies to inspire, create or record dance

**HSAC.2PE** Perform dances that demonstrate a variety of complex movement sequences that also may be performed as an ensemble

**HSAC.2RE** Use a variety of assessment to assess and reflect on choices made in the dance-making process

**HSAC.4RE** Illustrate artistry and technical proficiency in dance performance and observed dance works

# Drill Team Assessment and Activities

- Whole group, small group, and individual formative assessment throughout each rehearsal
- Group Assessment of performances, for improvement
- Utilize Modern Dance Skills
- Utilize Color Guard Flag Skills
- Continue to add new choreography and routines for upcoming performances
- Continue to maintain, through practice, existing routines to preserve performance standard
- End of Season Performance Review, Reflection (Peer and Individual)

# Summer Reading



**TWINSBURG CITY SCHOOLS**  
**Summer Reading Requirements**  
**for students rising to Grades PS - 12**  
**Summer 2024**



**Summer Reading**

Time Requirement for Reading Log

[Gr. PS-6: Every effort should be made to divide reading time into 50% Fiction and 50% Non-Fiction]

IPP/KPP Gr. K	300 Minutes Total (Approx. 20 min/wk)	Listen to reading or read with an adult	Reading Log available on District website
Gr. 1	300 Minutes Total (Approx. 20 min/wk)	n/a	Reading Log available on District website
Gr. 2	300 Minutes Total (Approx. 20 min/wk)	n/a	Reading Log available on District website
Gr. 3	400 Minutes Total (Approx. 30 min/wk)	n/a	Reading Log available on District website
Gr. 4	<b>Individual Summer Reading Goal</b>	Refer to the Dodge website for information and requirements	Reading and Math Activities available on Dodge website - Forms & Documents
Gr. 5	<b>Individual Summer Reading Goal</b>	Refer to the Dodge website for information and requirements	Reading and Math Activities available on Dodge website - Forms & Documents
Gr. 6	<b>Individual Summer Reading Goal</b>	Refer to the Dodge website for information and requirements	Reading and Math Activities available on Dodge website - Forms & Documents

**\*\*Additional math assignments may also be assigned. Please see district website for specific tasks\*\***

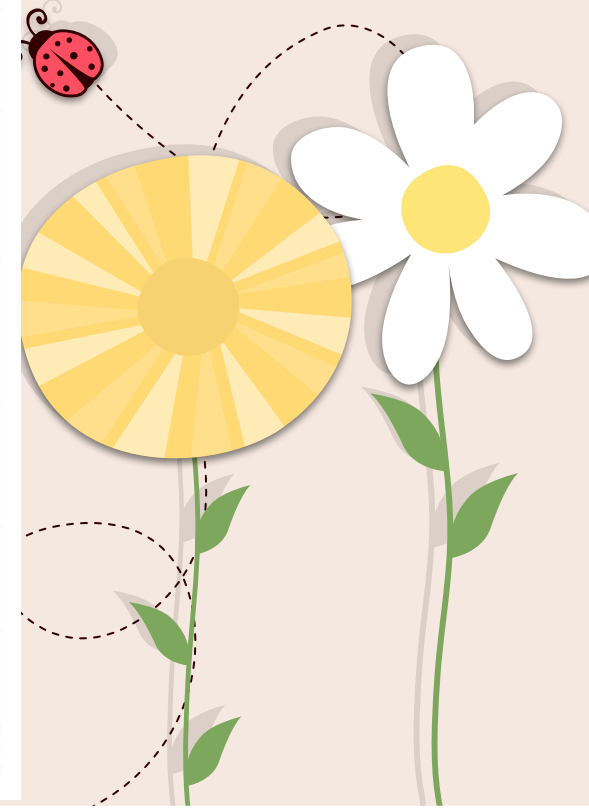
Course	Title	Honors Titles
RBC Gr. 7 Language Arts	Book of Choice AND Assignment about chosen reading can be found <a href="#">HERE</a> .	<i>I Will Always Write Back</i> by Caitlin Alifirenka and Martin Ganda (Students must purchase book; it will be used in class during the school year.) AND <b>Book of Choice</b> AND Assignment about chosen reading which can be found on the District website.
RBC Gr. 8 Language Arts	<i>New Kid</i> by Jerry Craft OR <i>Saving Red</i> by Sonya Sones	<i>The Outsiders</i> by S.E. Hinton AND <i>New Kid</i> by Jerry Craft OR <i>Saving Red</i> by Sonya Sones
RBC Honors Social Studies		Choose one title: <i>Elizabeth I, CEO</i> by Alan Axelrod <i>David and Goliath</i> by Malcolm Gladwell

4/12/2024

Course	Titles	Honors and AP Titles (Language Arts titles are NOT required reading for Honors & AP classes)
Gr. 9	<i>Speak</i> by Laurie Halse Anderson OR <i>Sleeping Freshmen Never Lie</i> by David Lubar	<i>A Long Way Home: A Memoir</i> by Saroo Brierley
Gr. 10	<i>A Walk Across America</i> by Peter Jenkins OR <i>Into the Wild</i> by Jon Krakauer	<i>The Great Gatsby</i> by F. Scott Fitzgerald
Gr. 10 Personalized Learning Pathway	<i>The 7 Habits of Highly Effective Teens</i> by Sean Covey	
Gr. 11	<i>Animal Farm</i> by George Orwell OR <i>Curious Incident of the Dog in the Night-time</i> by Mark Haddon	<u>For AP Language &amp; Composition:</u> <i>1984</i> by George Orwell (Book must be purchased as it will be used in class.) AND "Politics and the English Language" available on Google Classroom
Writing for Civic Engagement	TBD <i>Animal Farm</i> by George Orwell OR <i>Curious Incident of the Dog in the Night-time</i> by Mark Haddon	
Gr. 12 and Social Justice in Literature	<i>Kite Runner</i> by Khaled Hosseini OR <i>Educated</i> by Tara Westover	<u>For AP English Literature:</u> <i>Kite Runner</i> by Khaled Hosseini AND <i>Things Fall Apart</i> by Chinua Achebe
Exploration of Black Voices in Literature	<i>Things Fall Apart</i> by Chinua Achebe OR <i>Homegoing</i> by Yaa Gyasi	
College I Writing		<u>For College I Writing:</u> <i>Kite Runner</i> by Khaled Hosseini <i>Things Fall Apart</i> by Chinua Achebe

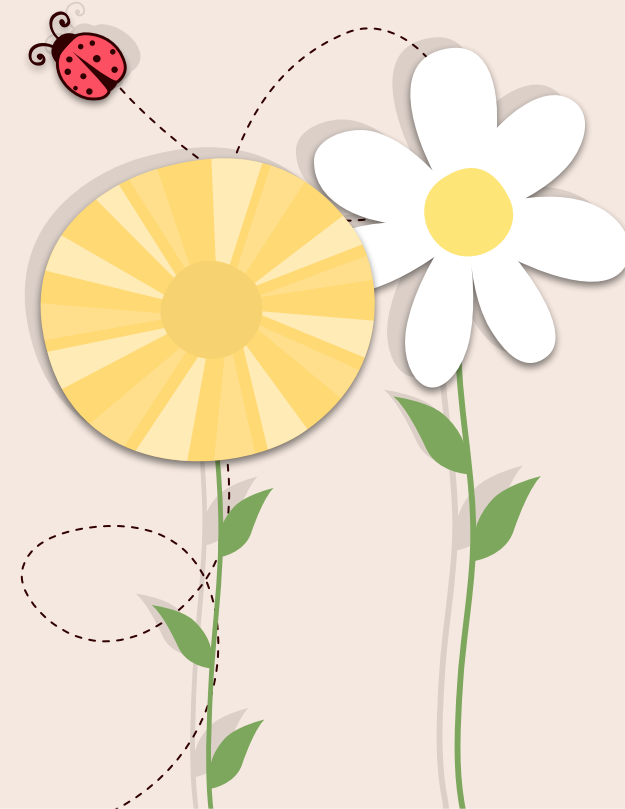
[www.twinsburg.k12.oh.us](http://www.twinsburg.k12.oh.us)

Note: If parents have a concern about a required reading title, they may contact the teacher for an alternative selection.



# Science of Reading Review

Jennifer Farthing



# Science of Reading

The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages.

The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.





# What is the science of reading?

“Science of reading” means an interdisciplinary body of scientific evidence that:

- a. Informs how students learn to read and write proficiently.
- b. Explains why some students have difficulty with reading and writing.
- c. Indicates that all students benefit from explicit and systematic instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing to become effective readers.
- d. Does not rely on any specific model of teaching students to read



# Science of Reading is NOT

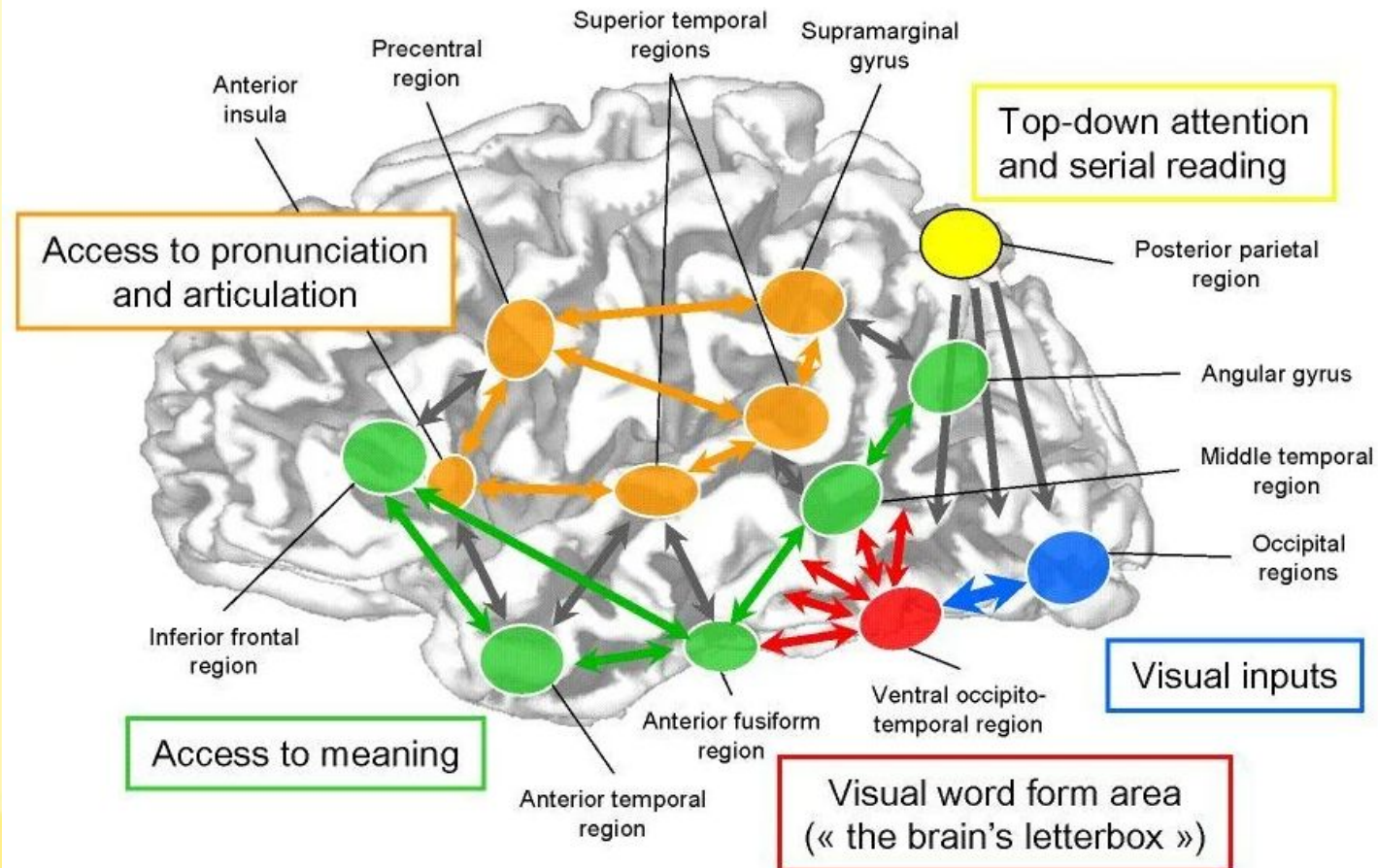
- an ideology
- a fad, trend, idea
- one-size-fits-all approach
- a program of instruction
- a single, specific component of instruction

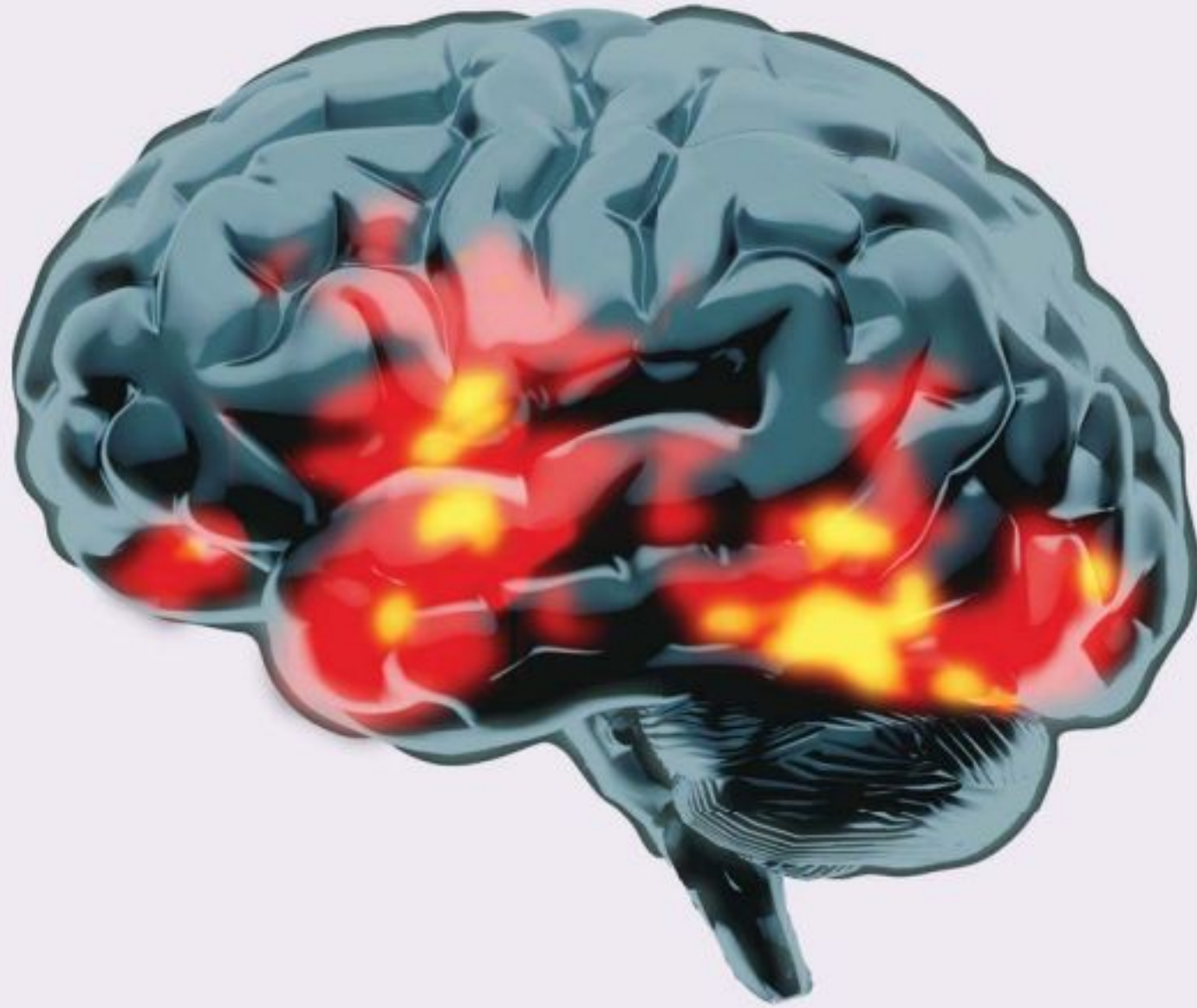


# ORTHOGRAPHIC MAPPING

Areas of the brain used for reading based on neuroimaging

## *A modern vision of the cortical networks for reading*





# The Simple View of Reading



(Gough & Tunmer, 1986; Hoover & Gough, 1990)





# SCARBOROUGH'S READING ROPE (2001)

## LANGUAGE COMPREHENSION

**BACKGROUND KNOWLEDGE**  
(facts, concepts, etc.)

**VOCABULARY**  
(breadth, precision, links, etc.)

**LANGUAGE STRUCTURE**  
(syntax, semantics, etc.)

**VERBAL REASONING**  
(inference, metaphor, etc.)

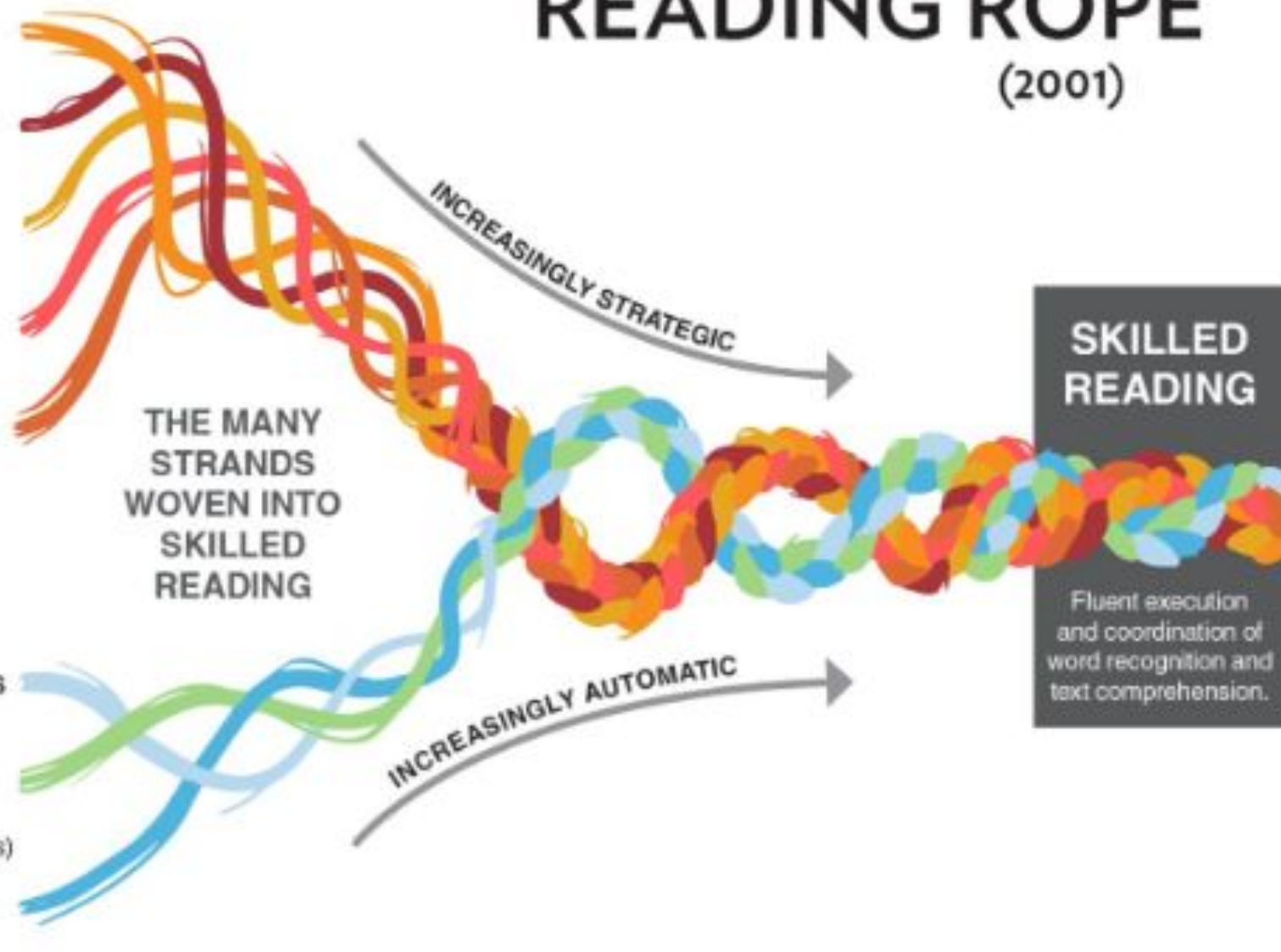
**LITERACY KNOWLEDGE**  
(print concepts, genres, etc.)

## WORD RECOGNITION

**PHONOLOGICAL AWARENESS**  
(syllables, phonemes, etc.)

**DECODING**  
(alphabetic principle,  
spelling-sound correspondences)

**SIGHT RECOGNITION**  
(of familiar words)



THE MANY  
STRANDS  
WOVEN INTO  
SKILLED  
READING

**SKILLED  
READING**

Fluent execution  
and coordination of  
word recognition and  
text comprehension.

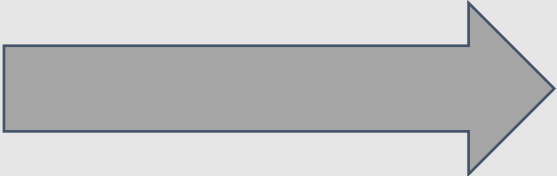
INCREASINGLY STRATEGIC

INCREASINGLY AUTOMATIC

# Putting it together -

**The Science of  
Reading**

**Structured Literacy**



**Evidence**

**Application**



# Structured Literacy

- **Explicit instruction** - clear, direct teaching
- **Systematic** - follows a plan, methodical, routine
- **Cumulative** - each skill is built upon the previous skill
- **Sequential instruction** - begins with basic concepts and progresses to more difficult concepts and elements, scope and sequence





# Elements of Structured Literacy

- Phonology
- Sound-Symbol Association
- Syllable Instruction
- Morphology
- Syntax
- Semantics



# Structured literacy

Explicit teaching of systematic word identification and decoding strategies



Evidence-based elements

+



Evidence-based teaching principles

=



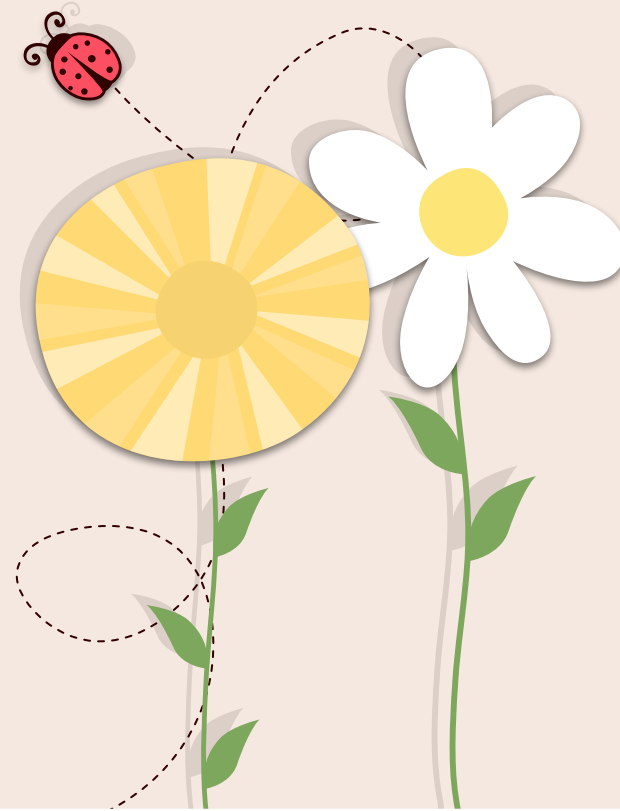
Effective reading instruction

**Table 1.** Changing Emphasis of the Subskills of the Five Components of Reading (adapted from Michigan's Integrated Behavior and Learning Support Initiative, 2017):

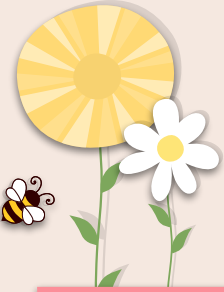
Component	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup> and Beyond
Phonemic Awareness	Blend & Segment	Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation				
Phonics	Sounds/Basic Phonics	Advanced Phonics & Multisyllabic			Multisyllabic & Word Study	
Fluency	Sounds and Words	Words & Connected Text			Connected Text	
Vocabulary	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	
Comprehension	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	

# Ohio Department of Education and Workforce Mandates




Jennifer Farthing



# Ohio DEW Mandates



## Dyslexia Support Laws

-  Professional Development on identify characteristics of dyslexia and understand pedagogy for instruction of students with dyslexia.
-  18 hours K-3 by 9/15/2024
-  18 hours Intervention Specialists grades 4-12 by 9/15/2025

High Quality Instructional  
Materials PK-5  
HOLD - April 29, 2024

Approved Reading  
Intervention Materials K-12  
Section 3313.6028 | Literacy curriculum

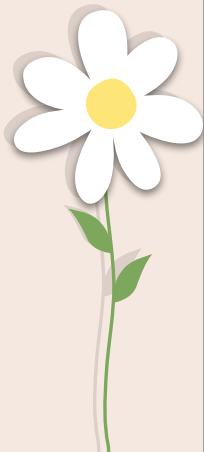




# Science of Reading Modules



Pathway	Course Name	Target Audience(s)	Hours
Pathway A	Ohio's Introduction to the Science of Reading Course, Kindergarten-Grade 5	<ul style="list-style-type: none"><li>Teachers of kindergarten-grade 5.</li><li>Intervention specialists, English learner teachers, reading specialists, or instructional coaches in grades K-5.</li></ul>	22 hours
Pathway B	Ohio's Introduction to the Science of Reading Course, Kindergarten-Grade 5 (Abbreviated)	<ul style="list-style-type: none"><li>Teachers of kindergarten-grade 5 who completed required 18 hours of dyslexia professional development.</li><li>Intervention specialists, English learner teachers, reading specialists, or instructional coaches in grades K-5 who completed required 18 hours of dyslexia professional development.</li></ul>	8.5 hours
Pathway C	Ohio's Introduction to the Science of Reading Course, Grades 6-12 English Language Arts	<ul style="list-style-type: none"><li>English language arts teachers in grades 6-12.</li><li>Intervention specialists, English learner teachers, reading specialists, or instructional coaches in grades 6-12.</li></ul>	21 hours
Pathway D	Ohio's Introduction to the Science of Reading Course, Grades 6-12 (Abbreviated)	<ul style="list-style-type: none"><li>Intervention specialists, English learner teachers, reading specialists, or instructional coaches in grades 6-12 who completed required 18 hours of dyslexia professional development.</li></ul>	9 hours



Section 265.330(A)(2) of House Bill 33 of the 135th General Assembly

# Science of Reading Modules



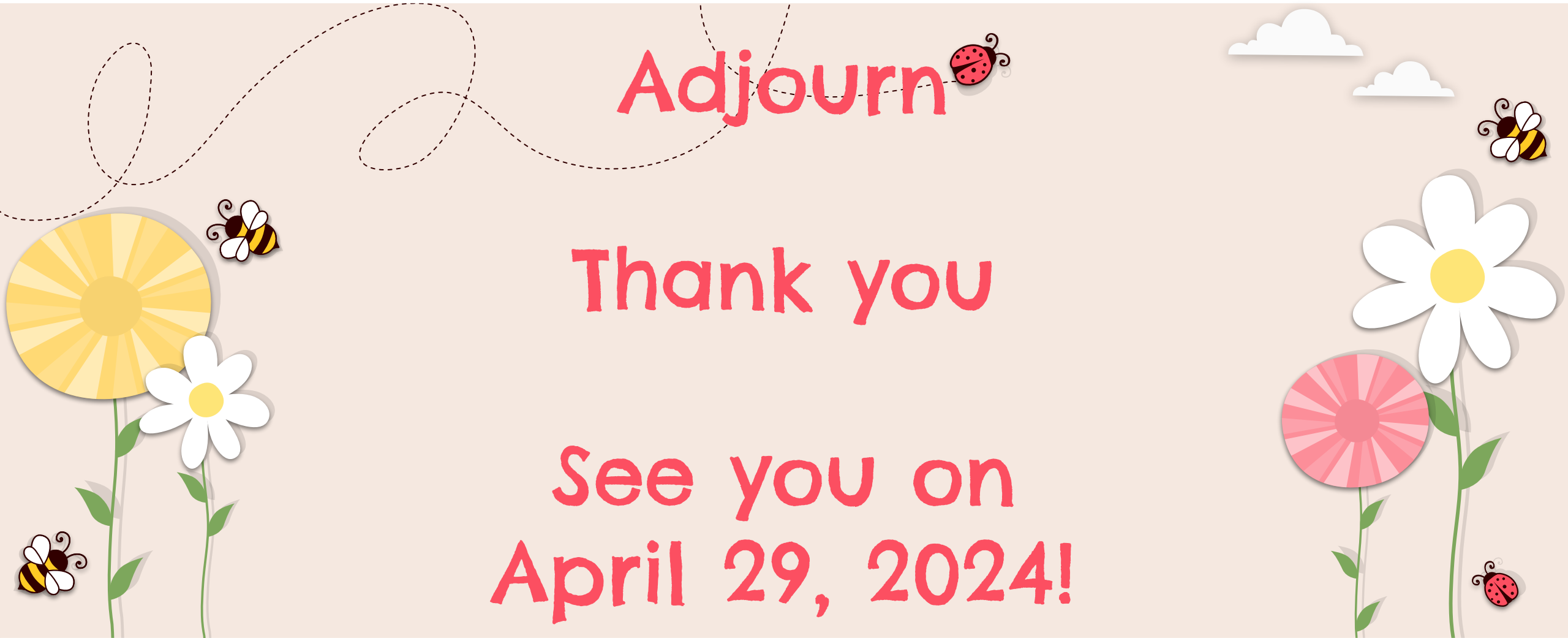
Pathway	Course Name	Target Audience(s)	Hours
Pathway E	Ohio's Introduction to the Science of Reading Course, Grades 6-12 Content Areas	<ul style="list-style-type: none"><li>Teachers of subject areas other than English Language Arts for grades 6-12, including teachers of core subject areas in addition to music, fine arts, physical education, and other elective or related arts subjects.</li></ul>	7.5 hours
Pathway F	Ohio's Introduction to the Science of Reading Course, Administrators K-12	Administrators holding any of the following licenses: <ul style="list-style-type: none"><li>A valid Superintendent's license or valid Alternative Superintendent's license</li><li>A valid Principal's license or valid Alternative Principal's license</li><li>A valid Administrative Specialist license or valid Alternative Superintendent license</li></ul>	7 hours
Pathway G	Ohio's Language and Literacy Course Sequence for Prekindergarten	<ul style="list-style-type: none"><li>Intervention specialists, English learner teachers, reading specialists, or instructional coaches in prekindergarten.</li></ul>	20.5 hours

Section 265.330(A)(2) of House Bill 33 of the 135th General Assembly

Adjourn 

Thank you

See you on  
April 29, 2024!





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