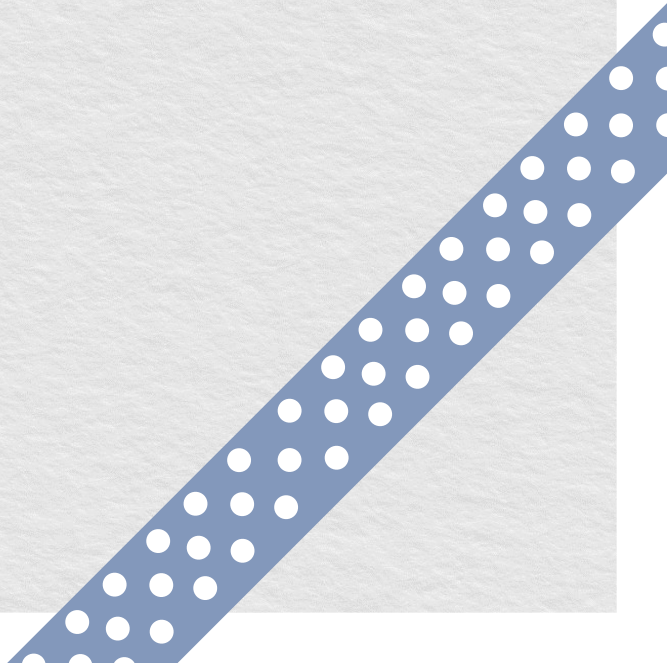# Curriculum & Technology Committee

January 23, 2023

Welcome!

Jennifer Farthing

Updates

GPT

It starts with filling in an email address

It moves to helping you finish your sentences

And now –

What is GPT3?

GPT-3 (Generative Pre-trained Transformer 3) is a language generation model developed by OpenAI. It is a neural network-based machine learning model that is trained on a large dataset of text data to generate human-like text. GPT-3 has the ability to perform a wide range of language tasks, including translation, summarization, question answering, and text generation. It can be fine-tuned on specific tasks or used to generate text in a more general sense. GPT-3 has received a lot of attention due to its impressive performance on various language tasks and its ability to generate human-like text.

Example 1

Chat GPT (Generative Pre-trained Transformer) is a type of machine learning model that is trained to generate text based on a given prompt. It uses a deep learning technique called unsupervised pre-training, where the model is trained on a large dataset of text, and then fine-tuned on a smaller dataset for a specific task, such as answering questions or generating responses in a chatbot. You can explain Chat GPT to teachers by highlighting its ability to generate human-like text and its potential uses in natural language processing applications such as automated essay scoring or language translation.

Example 2

GPT (short for "Generative Pre-trained Transformer") is a machine learning model that is trained on a large dataset of text. It is able to generate human-like text by predicting the next word in a sequence, based on the context of the words that come before it. It can be used for a variety of tasks, such as text generation, text completion, and language translation. To explain GPT to teachers, you could provide them with a simple analogy of how it works and give an example of a task it can be used for.

Example 3

Chat GPT (Generative Pre-trained Transformer) is a language generation model developed by OpenAI. It uses deep learning techniques to generate human-like text. It can be used for a variety of natural language processing tasks, such as language translation, text summarization, and question answering. To explain Chat GPT to a teacher, you can start by explaining the basic concept of deep learning and how it is used to train language models. Then, you can explain how Chat GPT is pre-trained on a large corpus of text data and fine-tuned for specific tasks. You can also provide examples of how Chat GPT can be used in the classroom, such as for language translation, or as a writing assistant for students.
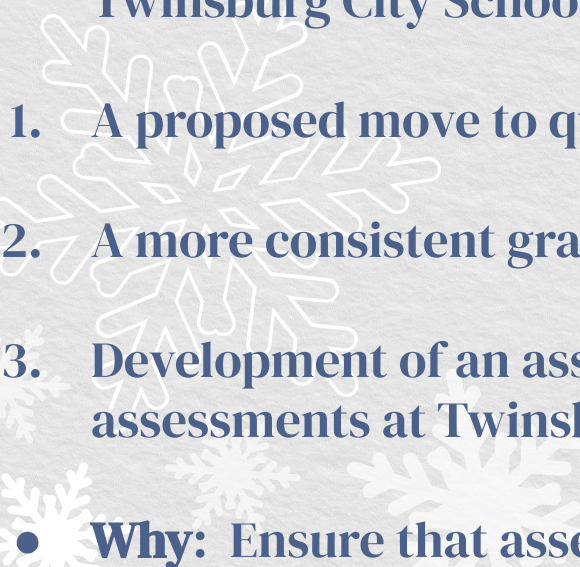
Twinsburg High School Assessment Guidelines

Brian Linn, Principal

THS Assessment Committee

Who: A group of 13 THS teachers representative of all departments at THS

- **What:** A committee of teachers and administrators that will provide updated language to the Twinsburg City School Board regarding:

1. A proposed move to quality points vs. a flat % (currently used at THS) 🔴

2. A more consistent grade weighting approach at Twinsburg High School across departments. ✅

3. Development of an assessment menu that clearly defines quality formative and summative assessments at Twinsburg High School. ✅

- **Why:** Ensure that assessment is reliable, valid, equitable, and setting our students up for success.

Science, Social Studies, Math, World Language, English

General Education Courses:	Honors/ Advanced Placement Courses:
Summative Weight: 70%	Summative Weight: 80%
Formative Weight: 30%	Formative Weight: 20%

Business, Art, PE, Health, Success, Music can continue with points/projects.

**All AP and Honors courses must use 80/20, regardless of the course department.

THS ASSESSMENT GUIDELINES
Draft: 1/2023

	Formative Assessment	**Summative Assessment**
Purpose:	to monitor	to judge
Time:	during process	end of process
Types:	informal	formal
Use:	to improve	judge process/product

# THS ASSESSMENT GUIDELINES
Draft: 1/2023

Formative

- Low stakes quizzes (especially "pop" or reading quizzes)
- A majority of homework is formative
- First drafts of writing
- Teacher questions during instruction
- Some worksheets
- Informal observations
- *Pre-testing

Summative

- Tests (written, oral, online and performance tasks)
- Announced quizzes
- Announced homework
- Writings (term papers, essays, stories, etc.)
- Projects (long-term projects should have multiple checkpoints)
- Presentations (experiences)
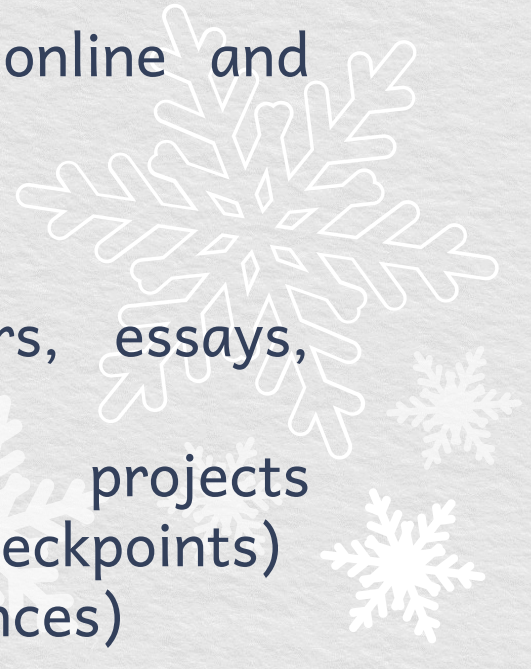
Motion Graphics 2
Casey Kirtley, Teacher

MOTION GRAPHICS 1 AND 2

A CLOSER LOOK

- CUSTOM THS MOTION GRAPHCS
- MORE AFTER EFFECTS
- CHARACTER ANIMATOR
- ADOBE ANIMATE

Pilot for 2023-2024 Mathematical Modeling and Reasoning

Mike Porinchak, Teacher

Mathematical Modeling and Reasoning Pilot

New Math Course for the 2023-2024 school year

What sparked this New Course

The Advisory Council for the Strengthening Ohio's High School Math Pathways initiative (referred to as the "Pathways Initiative") supports the development and implementation of high school mathematics pathways that branch off from high-quality Algebra 2 equivalent courses. These courses should be equally rigorous to a traditional Algebra 2 course, but more relevant for the diverse career pathways students might pursue.

A solid mathematics education is vital for individual student success, as well as for the economic growth of Ohio. Recognizing the importance of mathematics in the role of college readiness, Ohio mandated that all its students complete an "Algebra 2 or its equivalent" course to meet the state's graduation requirements. Unfortunately, implementation of this legislation often devolved into a mentality of "Algebra 2 for all students," unintentionally creating inequities and barriers for some students.

Spark Continued...

To address this issue, the Ohio Department of Education (ODE) and the Ohio Department of Higher Education (ODHE) have partnered to develop career-aligned math pathways in high school. By creating more specific guidance around "Algebra 2 equivalence," the state will increase opportunities for students to connect high school math with their future college and career decisions. The courses offered as part of this initiative will provide relevant mathematics options for students without diminishing the depth of thought and level of reasoning needed to prepare them for their future.

The Advisory Council is committed to pathways that are:
- equally **rigorous** to ensure equity;
- **relevant** to students' career interests;
- **coherent** between high school and postsecondary course offerings;
- **flexible** and **equitable**; and
- based on **student choice**.

Hence the following new courses have been developed:
- **Mathematics Modeling and Reasoning**
- Data Science Foundations
- Statistics and Probability
- Discrete Mathematics / Computer Science

MMR Course Description

This course is designed to promote reasoning, problem-solving and modeling through thematic units focused on mathematical practices while reinforcing and extending content in number and quantity, algebra, functions, statistics, probability and geometry. The rigor of this course lies in the explanation and communication of mathematical concepts. It is a yearlong course taught using student-centered pedagogy.

Purpose of the Course

Quantitative literacy is among several important 21st-century intellectual skills all students should master, including analytic inquiry, critical and creative thinking, written and oral communication, information literacy, teamwork and problem-solving. In this context, the purposes of a quantitative reasoning course are the following:

• Strengthen mathematical abilities that students will need in the classroom, in their careers and throughout their lives;

• Engage students in a meaningful intellectual experience that offers them an in-depth understanding of a variety of concepts at a greater depth than a traditional mathematics class;

• Gain the ability to deal with quantitative information as citizens and in the workplace;

• Improve students' quantitative and logical reasoning abilities, allowing them to use a variety of mathematical strategies – breaking difficult questions into parts, looking at questions from a variety of perspectives and looking for patterns – in diverse settings;

• Improve the ability of students to communicate quantitative ideas orally and in writing; and Encourage students to take other courses in the mathematical sciences.

Purpose Continued

Quantitative Reasoning (QR) is the application of mathematics to the analysis and interpretation of real-world quantitative information, either in the context of a single discipline or interdisciplinary problems. The main objective of this course is for students to learn how to interpret real-life situations in ways that allow mathematical tools to be used in a down-to-earth way to generate useful solutions. Highly refined traditional skills, such as intricate algebraic manipulations, take a back seat.

Traditional mathematics courses often look inward to the core of the discipline as they develop formal and/or symbolic skills and abstract reasoning, using a specially designed language. On the other hand, quantitative reasoning courses always look outward, aiming to develop practical understanding using plain, straightforward language. Quantitative reasoning is all about promoting practical, robust mathematical habits of the mind.

Purpose Continued

The Mathematical Modeling and Reasoning course is intended to spark student interest in mathematics by demonstrating connections to the real world to prepare students for a post-high-school learning experience including two-year or four-year college programs, adult career-technical education programs, an apprenticeship and/or military.

What are the standards?

The standards for Mathematical Modeling follow the same standard as Algebra 2.

Follow [this link to the standards](#) from ODE.

Follow [this link for the critical areas of focus](#) for the course.

Goal of the Curriculum

The goal of the curriculum is to serve as an alternative to Algebra 2 for students not planning to pursue a course of study requiring calculus. Additionally, the course is designed to prepare students for a first-year college or College Credit Plus (CCP) mathematics course without the need for remediation.

Who is it for?

A student who needs a third or fourth credit in mathematics and is not intending to pursue a career that requires calculus. (juniors and seniors)

This course would be especially appropriate for students with some of the following characteristics:

• Anticipating a career in the arts or behavioral sciences;
• Anticipating a career emphasizing numeracy, measurement and units;
• Pursuing a pathway that does not require calculus; and/or
• Enjoys hands-on, collaborative work within real-world contexts.

This course aims to prepare students to enter directly into a credit-bearing math course at the postsecondary level or to directly enter a career field. This course meets the student's graduation requirements for an Algebra 2 credit

What are the themes of the Course?

Theme 0 - Problem Solving: Introduction to Mathematical Practices

Theme 1 - Number and Quantity

Theme 2 - Functions Part 1

Theme 3 - Functions Part 2

Theme 4 - Geometry

Theme 5 - Statistics

Theme 6 - Probability

Theme 7 - Application

These are the same major overarching themes of Algebra 2, but in this class they are taught with a hands on approach.

Structure of the Course

1.) A yearlong course where all students can make sense and demonstrate an understanding of mathematics given the opportunity to think deeply about mathematics in context. Students will engage in multi-day lessons which incorporate rich mathematical discussions, comparing multiple solution strategies and making connections among and between multiple representations.

2.) A course focused on quantitative reasoning, problem solving and modeling. Quantitative reasoning and modeling involve the application of mathematics to real-world situations. Problem-solving and modeling together provide opportunities for students to develop habits and skills which promote perseverance and cut across disciplines, thus providing a gateway into successful postsecondary education and a variety of careers.

3.) A student-centered classroom allows for inquiry, the development of communication skills and the persistence to use a variety of strategies to solve a problem. Students engage in noticings, wonderings and conjectures in a process that develops beneficial habits and skills.

Lesson Example - Quadratic Functions

Traditional Algebra 2

Slowly learn the aspects of a quadratic function through specific examples and apply those aspects to their own problems.

Teacher gives examples and students will write an equation of a quadratic function based on given characteristics.

Mathematics Modeling and Reasoning

Following the Engineering Design Process, students create a small catapult with craft sticks, use it to project marshmallows, then measure the distance traveled and the time the marshmallow was in the air. The students then work through a scaffolded handout that helps them write the equation of the quadratic model that describes the path of the marshmallow through the air.

Teacher Training

The teacher of this course will attend a 4 day workshop this summer he/she will learn the structure and given ideas to facilitate the course. He/She will act as a students and go through the lessons and activities to gain experience with the content.

During the 23-24 school year the teacher will also attend several workshops and virtual meets to share experiences with the course and reflect on best practices.

Writing for Civic Engagement
Margaret Chernick, Teacher

Writing for Civic Engagement

Maggie Chernick

Course Description

Writing for Civic Engagement is a course that will teach students to be active participants in their local and regional communities through writing projects that involve personalized inquiry-based research for authentic purposes. Students will be expected to actively practice independently navigating resources in an "information age" to produce multimodal texts and presentations for organizations and businesses in the community. All students will be required to submit writing projects to student programs, competitions, or publications. Additionally, students will be required to keep up with developing news stories and discuss current events and issues during class.

The "Why"

- 21st Century Skills
- Differentiated Instruction
- Project-Based Learning
- Community Partnerships
- Civic Engagement
- Social and Emotional Benefits
- Supports Equity
- Learner-centered Inquiry based Learning

Civic Engagement Supports Equity

➢ Place-Based Education empowers students to take an active role in the future of their own communities.

➢ This engagement must be taught and practiced just as concretely as any concept.

➢ **<u>All</u>** students must have access to this type of practice. This is crucial to equity in our communities.

➢ Teachers are responsible for ¨immersing" students communities, rather than addressing aspects of citizenship in a theoretical manner.

➢ Teachers take on the responsibility of treating the stories and information that students uncover with respect. Listening is a method for empowering student voice.

Writing for Civic Engagement

A Course for *Twinsburg*

"The mission of the Twinsburg High School is to serve the community by providing opportunities, which will promote lifelong learning. Our aim is to prepare all individuals with the knowledge, skills, and attitudes that will enable productive, creative and responsible participation in an ever-changing world."

- A product of the specific initiatives and professional development that Twinsburg has been pursuing.

- Designed with specific groups of our student population in mind.

- Utilizes community partnerships with organizations and businesses already invested in our students.

- Offers students choice for fulfilling requirements rather than more options for electives.

- Teaches civic engagement to provide equity in the voices that are heard in the future of our community.

Routines

➢ Independent reading (1st semester)
➢ Book Club Discussions (2nd semester)
➢ Weekly News updates from multiples news outlets.
➢ Strategy Planning Meetings- Status reports & project updates.

Quarter 1: Examining Genre to Write with Purpose

<u>Summative Assessments</u>

➤ Student created text sets assigned to classmates for reading, writing, and discussion purposes.

➤ Research investigation about the type of writing needed for a future career setting.

Quarter 2: The World Needs Storytellers

Summative Assessments

➢ Report on a local newsworthy story as a journalist would.

➢ Student Selected Narrative Project- must "leave the classroom".
Possibilities- enter Stop the Hate, Scholastic, children's book for pollinator garden, Teen Ink, Lake Erie Ink

Quarter 3: Studying Rhetoric

Summative Assessments

➢ Socratic Seminar on "Trust Me", "Like" & "Illusion of News"

➢ Analysis essay on student selected speech.

➢ Podcast or TED Talk- "Ideas Worth Spreading" Invite select Guests to enjoy or experience podcasts and TED Talks in workshop style setting.

Quarter 4: Writing for Our Community

Summative Assessments

➢ Students partner with a community organization or business to conceptualize and produce a written project. Examples: Websites or advertisements for a business, narratives for senior centers or VFW, Programming descriptions for Nature Center.

➢ Capstone Project Presentation

➢ Reflection Paper- Realizations have had about writing throughout the course.

Resources

The Power of Place: Authentic Learning Through Place-Based Education   By Tom Vander Ark, Emily Liebtag, Nate McClennen

Teaching Climate Change to Adolescents: Reading, Writing, and Making a Difference   By Richard Beach, Jeff Share and Allen Webb

Blended Learning in Action: A Practical Guide Toward Sustainable Change By Catlin R. Tucker, Tiffany Wycoff, and Jason T. Green

Project Based Learning (PBL) Starter Kit By John Larmer, David Ross, John R. Mergendoller

What is Place-Based Education and Why Does It Matter? GETTING SMART in partnership with eduInnovation & Teton Science Schools

Resources

PBLWorks Website by the Buck Institute for Education

The Anti-Racist Writing Workshop: How to Decolonize the Creative Classroom by Felicia Rose Chavez

The Innovator´s Mindset: Empower Learning, Unleash Talent, and Lead a Culture of Creativity, by George Couros

A Place to Write: Getting Your Students out of the Classroom and into the World by Rob Montgomery and Amanda Montgomery

Resources

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Classrooms*, Taylor & Francis Group, 2005. ProQuest Ebook Central,
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Standards-Based Reform Era- Conflict Or Complement?” *American Journal of
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Resources

McInerney, Peter, et al. "'Coming to a Place near You?" The Politics and Possibilities of a Critical Pedagogy of Place-Based Education." *Asia-Pacific Journal of Teacher Education*, vol. 39, no. 1, Feb. 2011, pp. 3–16. *EBSCOhost*, doi:10.1080/1359866X.2010.540894. Accessed 9 June 2021.

Ormond, Charles. "Place Based Education in Practice." The Ecology of School, edited by David P. Zandvliet SensePublishers. Ebooks-ohiolink-edu.ezproxy.bgsu.edu, doi:10.1007/978-94-6209-221-1. Accessed 9 June 2021.\

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Smith, Gregory A. ¨Place-Based Education: Learning to be Where we are.¨ Phi Delta Kappan, vol. 83, no. 8, 2002, pp. 584-594. Accessed 11 June 2021.

AP Macroeconomics

Nikki Swinning, Teacher

AP® Macroeconomics

Course Instructor/Presenter ~ Nicole Swinning

AP Macroeconomics

AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP® Macroeconomics

Units
Unit 1: Basic Economic Concepts
Unit 2: Economic Indicators and the Business Cycle
Unit 3: National Income and Price Determination
Unit 4: Financial Sector
Unit 5: Long-Run Consequences of Stabilization Policies
Unit 6: Open Economy—International Trade and Finance

11th Grade English

Daneé Pinckney, Teacher
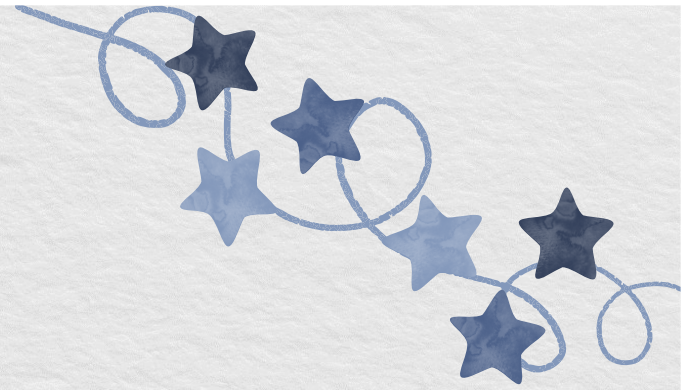
English 11 Dystopian Literature Book Proposals

Why Dystopian Literature?
- Generates urgency about real, current events
- Highlights the importance of individuality and personal responsibility
- Demonstrates how the actions of individuals affect the lives of others
- Aims to encourage thoughtfulness and, potentially, promote change

Why a Dystopian Choice Novel Unit?

includes previously approved novels: George Orwell's *1984* and Ray Bradbury's *Fahrenheit 451*

- Provides students with academic autonomy
- Linked with increases in student effort, task performance, and learning
- Limited choice still permits intentional student collaboration
- Ohio State Standards determines students are to be exposed to diverse perspectives on topics, texts, and issues to form divergent and creative new perspectives *SL.11-12.1*
  - Added value of diverse voices and perspectives within classroom setting
  - Teachers equipped to model how these discussions occur and promote a broader world view for future global citizens
- Continues to examine literary elements and devices such as conflict, point of view, diction, and theme
- Examines what distinguishes dystopian literature from other genres
- Inspires students to create their own dystopian short stories
- Utilizes dystopian fiction issues in order to guide independent research and construct research papers

Ohio's Learning Standards--English Language Arts covered through use of novels and unit

RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 11–12 Reading standards to literature (e.g.,"Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics").

b. Apply grades 11–12 Reading standards to literary nonfiction (e.g.,"Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from text and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

American War
Omar El Akkad
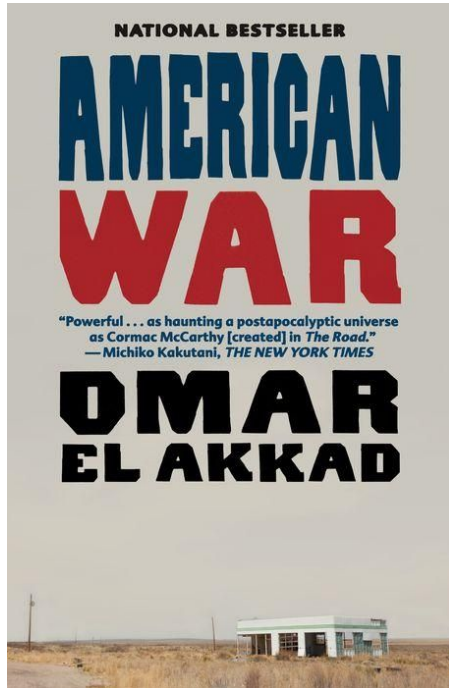
Plot Summary: "...a second American Civil War, a devastating plague, and one family caught deep in the middle a story that asks what might happen if America were to turn its most devastating policies and deadly weapons upon itself.Source: goodreads.com

Rationale:

- Supports department and district goals of incorporating more inclusive author voices into our curriculum
- Incorporates historical texts and maps
- Highlights a female protagonist that challenges gender norms and expectations
- Provides a unique example of dystopian literature for our students that also represents reality for students globally

Bookrags Grade Level Recommendation:

Grades 7-12

"In Omar El Akkad's *American War*, a fictional novel, he warns people of the real dangers of climate change and how it impacts those all over the world, therefore suggesting that tackling climate change must be a global effort."

"In American War they have just accepted climate-change. They can no longer grow normal fruits or vegetables. Everything turns to ash and every plant just dies and instead of preventing it they just build walls and move. … if society just keeps ignoring the end things are only going to get worse for us."

Pilot Year Student Work Samples

"The evolution of pain is exceptionally entranced through the protagonist in *American War*, written by Omar El Akkad. The narrator, who results as the nephew of the protagonist, accompanies the pain induced life of Sarat Chestnut, the main character and the person that changes the United States' second civil war… Taking orders from the man that reaches her to feel wronged, and a man who only wants to see the American Empire fall, Sarat allows her desires for vengeance to take control of her, changing the war forever… El Akkad uses Sarat to show the dangers of revenge and how massive conflicts occur when people allow their hopes for vengeance to control them."

Parable of the Sower

Octavia Butler

"Brilliant, endlessly rich . . . pairs well with *1984* or *The Handmaid's Tale.*" —JOHN GREEN, *New York Times*

Parable of the Sower

With a new foreword from award-winning author N. K. JEMISIN

OCTAVIA E. BUTLER

WINNER OF A MacARTHUR "GENIUS" GRANT
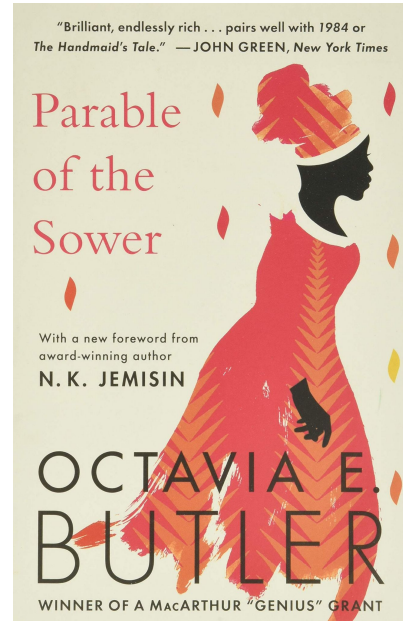
Plot Summary: In 2025, with the world descending into madness and anarchy, one woman begins a fateful journey toward a better future.

Lauren Olamina and her family live in one of the only safe neighborhoods remaining on the outskirts of Los Angeles... [When the inevitable disaster strikes] ... Lauren must make her way north to safety, along the way conceiving a revolutionary idea that may mean salvation for all mankind. Source: Goodreads.com

Rationale:

- Supports department and district goals of incorporating more inclusive author voices into our curriculum
- Incorporates historical texts and maps
- Highlights a female protagonist
- Provides a unique example of dystopian literature for our students that also represents reality for students globally

Teaching Books Grade Level Recommendation:

Grades 7-12

"The novel, written by Octavia Butler in 1993, shows what life is like for a girl living in a fictional, future version of America, ruined by climate change, drug addiction and political instability. Though many of the fictional issues presented in the novel were a far stretch when the novel was published, they are becoming frighteningly close to some current issues we are facing today. What makes the novel even more frightening is that it is set from 2024-2027, which makes the novel seem like an eerie prediction for the future."

"Octavia E. Butler uses the fictional society in the novel *Parable of the Sower* to demonstrate how prominent change is and how fast it can happen if people are not prepared for any outcome."

"*Parable of the Sower* is one story that partakes in addressing the real abuse and dehumanization that interracial couples face every day."

"Although the effects of the drug pyro aren't very relatable to today's society, the effect drug abuse can have on a town is incredibly relatable to today's society. The effect of drug abuse causes the town to experience a fallout; likewise, causes the people of the town to lose their family and neighbors they cared for."

Unwind
Neal Shusterman

Rationale:

- Supports department and district goals of incorporating more inclusive author voices into our curriculum
- Piloting revealed to be the most high interest and students previously unengaged became absorbed by the diverse teen perspectives
- Explores identity and self-advocacy

Scholastic Grade Level Recommendation:

Grades 9-12
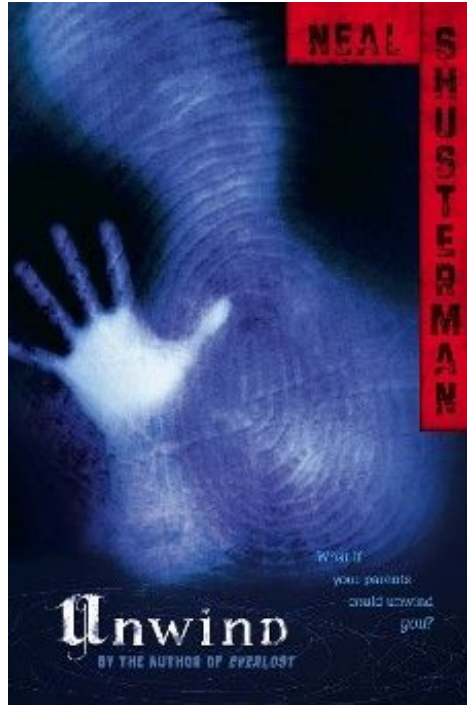
Plot Summary: The Second Civil War was fought over reproductive rights. The chilling resolution: Life is inviolable from the moment of conception until age thirteen. Between the ages of thirteen and eighteen, however, parents can have their child "unwound," whereby all of the child's organs are transplanted into different donors, so life doesn't technically end. Source: goodreads.com

"The book also relates to the real world's corrupt government by allowing ageism. In the book *Unwind*, the characters that are affected the most are between the ages of 13 and 17. If you're younger than 13, or older than 17 in the book, you don't have to worry for your life at the moment. But both in the book and the real world, everyone in the government doesn't have to worry about their lives due to them all being above the age of 18."

"Why seek a community? To help each other through it because, they all know what they're going through, and can be there to help each other. They do this to be with like minded people. For example at the beginning of the book Connor and Risa stay together simply because, they were both AWOL Unwinds just trying to survive. In another case, Lev made a small community with Cyfi because, he was lost and had nowhere else to go, and figured why not take this path…"

" The Admiral is an inspiration to Connor and Connor sees unwinding and a horrible thing that needs to be stopped. The Admiral also inspires Connor to carry out his legacy with the camp and now Connor runs the camp and helps other unwinds with Risa. This proves that there's always going to be people who will always do above and beyond compared to doing the bare minimum when it comes to helping out people in a crisis."

<mark>Pilot Year Student Work Samples</mark>

"… the government controls everything about the people- reproductive rights, when they get to live, how they get to die, and where their body parts are sent to after they are unwound. Overturning Roe v Wade feels very similar."

21-22 End of the Year Course Evaluations: <u>What were your favorite moments this year?</u>

I really enjoyed English for the first time in my life.

My Favorite activity was the dystopian reading group.

The introduction to the dystopian unit where we had to write our own short story.

I kind of like the lit roles and being able to hear how other people that about the book.

I liked the group reading activity where we all shared our thoughts

the dystopian work in class

Dystopian literature- there's more that I want to read.

The end of the school year with the unwind book work was fun.

Getting to work in a group for a whole quarter with our dystopian reading

Talking about our reading book with my group.

Reading unwind at my own pass [pace].

i like that we could talk about anything and you would relate what we were learning to things that were happening recently and not old things that we couldn't understand

there isn't always a right or wrong answer and you can see things differently than others

the vibe and atmosphere was just overall positive

LifeAct & CATCH My Breath Programs

Dr. Andrea Walker, Director of Student Wellness
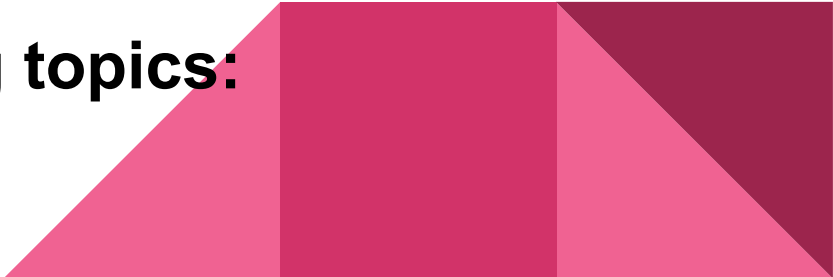
WHY?

House Bill 123

House Bill 123, also known as the Safety and Violence Education Students (SAVE Students) Act passed in 2021 calls for a comprehensive approach to school security and youth suicide awareness. Beginning in the 2023-2024 school year, in every grade level from grades 6 through 12 and continuing each subsequent year, school districts must include at least one hour (or one standard class period) per school year of evidence-based instruction in each of the following topics:
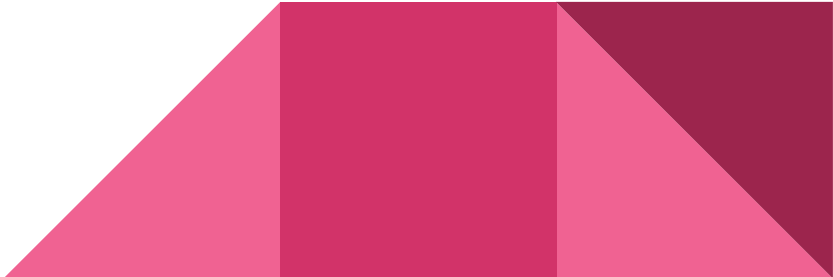
House Bill 123 continued…

1. Suicide awareness and prevention;

2. Safety training and violence prevention; and

3. Social inclusion

Statistics

- **50% of many mental health conditions develop by age 14.**

- **1 in 3 teens ages 13-18 have an anxiety disorder.**

- **75% of all mental illness develops by age 24.**

- **Every 11 minutes, someone in the US dies by suicide.**

- **132 deaths by suicide every day in the US.**
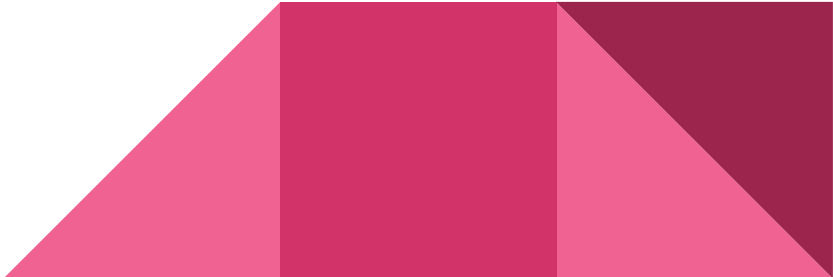
Mission of LifeAct
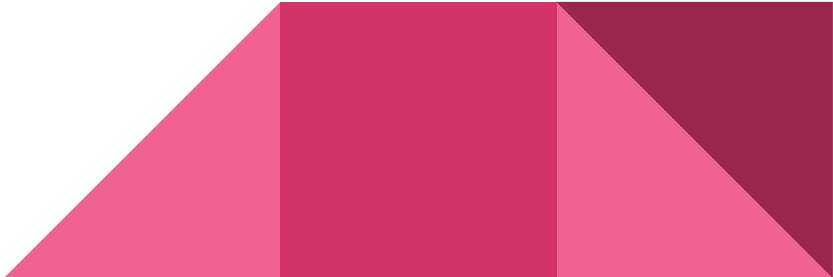
To prevent teen suicide by educating youth to recognize depression and the warning signs of suicide and access help for themselves and or their peers.
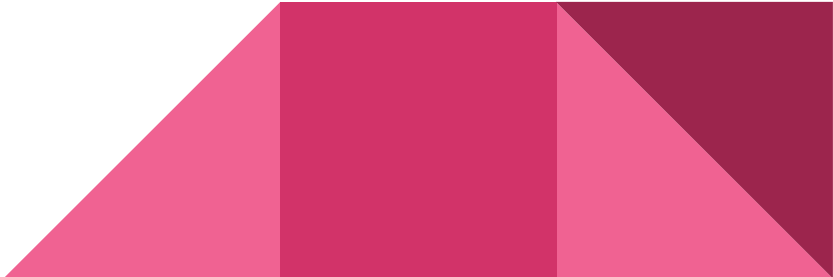
LifeAct

- **LifeAct is certified by the Ohio Department of Mental Health & Addiction Services to provided the Signs of Suicide (SOS) program in classrooms for grades 6-12.**

- **Their programs align with social and emotional learning competencies: self-awareness and self-management.**

- **LifeAct programming is evidenced based.**

- **This is a free program to school districts.**
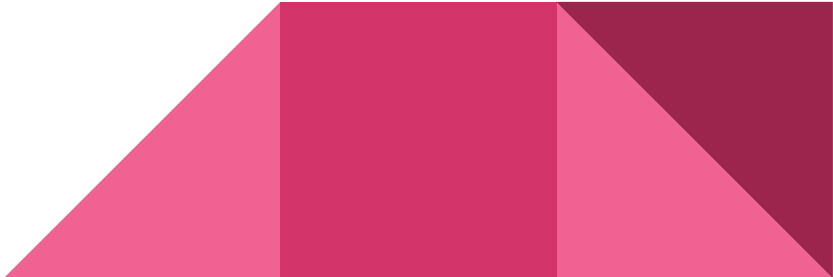
Who will receive LifeAct?

- **Grades 6-9 will receive LifeAct Programming in February and March 2023.**
- **Due to availability of programming times, grades 10-12 are in the process of being scheduled.**
- **Parents will be notified and have the opportunity to OPT their child out of the programming should they feel it is necessary.**
- **Safety measures for at-risk youth are put into place for students.**
- **Students will be connected to school support through a referral process.**

Grade 6 - Stress Management (45 minute program)

- **Develop a stress management plan using coping skills & stress management tools**

- **Learn strategies for navigating intense emotions & anxiety**

- **Receive supplemental materials to support ongoing learning regarding self-care**

- **Lesson Plan for Stress Management**

- **February 16, 2023**

LifeAct Grades 7-9 (90 minute program)

- **Understand that depression may lead to suicidal ideation**

- **Practice how to communicate and advocate for their own mental health or their friends and loved ones as well as identify community resources to support mental health**

- **Participate in skits, group work, and engaging activities in order to recognize that depression can affect anyone**

- **7th and 8th Grade - February 14 and 15, 2023**

- **9th Grade - February 23 and 28, 2023**

LifeAct Grades 7-9 (90 minute program)

[Life Act High School Lesson Plan](#)

[Life Act Middle School Lesson Plan](#)

What happens if a student is in crisis?
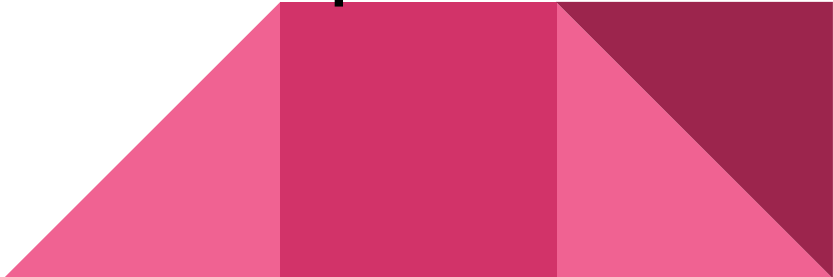
If, at any point during their program, they believe a student to be at high risk of harming themselves or someone else, they immediately pass that along to the crisis/emergency response team at the school. If a student is acting out, or experiencing behavioral difficulties, they ask the classroom teacher to step in and they follow their guidance.

What happens if a student is in crisis?

They read through everything that students turn in before they leave a school—so that way, anything concerning can be shared immediately with appropriate staff.

At the start of the program, they let students know they will be talking about depression and suicide—at that time, they invite anyone that is uncomfortable or immediately upset to step out. The teacher will provide them with a pass to the school counselor's office.

CATCH My Breath
Vaping Prevention Program

THANK YOU! QUESTIONS? COMMENTS?

Program Overview

CATCH My Breath is an evidence-based youth nicotine vaping prevention program that will provide your students with the skills to resist peer pressure and media influences to try e-cigarettes. CATCH MY Breath will be taught in Health/PE classes.

Curriculum Focus
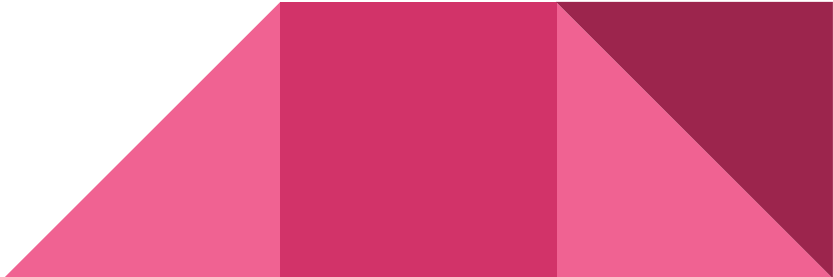
The overall goal of CATCH My Breath is to prevent the initiation of e-cigarette use among preteen and teen adolescents. The program is designed to help students:

- Discover that non-use of e-cigarettes is the norm for adolescents
- Identify reasons why young people might start using e-cigarettes
- Recognize the subtle, and not so subtle, messages in e-cigarette advertising
- Practice skills for resisting peer pressure and advertising pressure to use e-cigarettes
- Decide on their personal reasons not to use e-cigarettes and set goals for future non-use
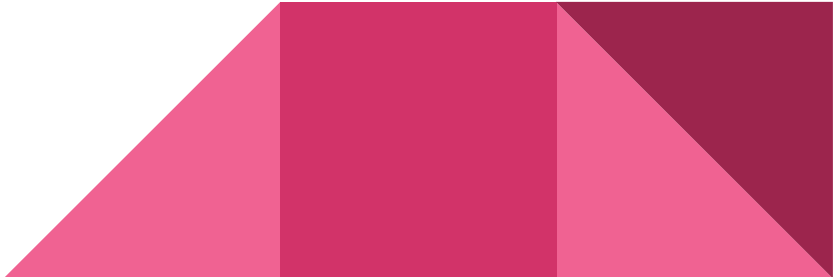
Outcomes

The intended outcomes are to ensure that students will:

- **Resist their own curiosity, peer and advertising pressure to experiment with e-cigarettes**
- **Understand that e-cigarettes are addictive, unhealthy, and not as popular as they think**
- **Influence friends and peers not to use e-cigarettes**

Program Structure
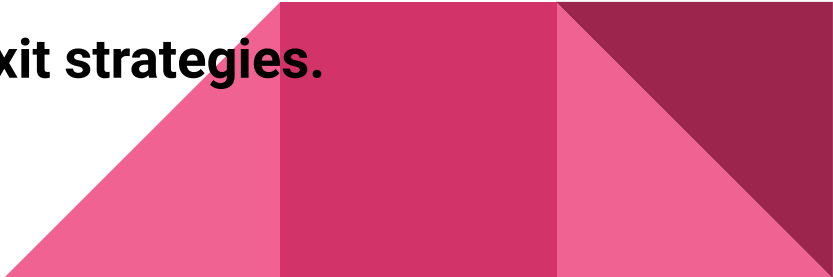
- **The CATCH My Breath Program can be taught in grades 5-6, 7-8, and 9-12.**
- **The program consists of 4 unique lessons for each grade group, that are approximately 35 minutes each.**
- **Each session includes a lesson plan with learner outcomes, a detailed outline of directions, and all materials including corresponding PowerPoint presentations.**
- **The program connects with Social emotional learning (SEL) standards , Health Education standards and more.**

Grades 5-8 - Sessions 1 and 2

Session 1: Consequences of using e-cigarettes
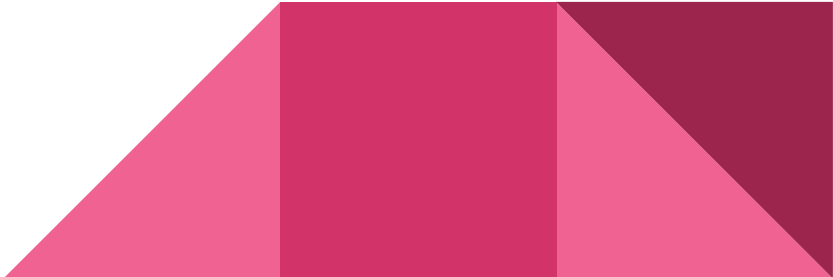
- **Identify negative consequences of e-cigarette use.**
- **Describe the health hazards associated with e-cigarette use.**
- **Analyze the safety of flavor chemicals and their role in e-cigarette marketing.**
- **Analyse basic ingredients in e-liquid.**

Session 2: Making our own choices

- **Identify the percentage of e-cigarette users in middle school and high school and describe nonsmokers as the majority.**
- **Describe the harmful consequences of e-cigarette use.**
- **Identify reasons why teens may begin using e-cigarettes.**
- **Identify positive alternatives to using e-cigarettes.**
- **Develop, practice and demonstrate refusal skills and smart exit strategies.**
- **Interview an adult regarding tough choices and tobacco use.**

Grades 5-8 - Session 3

Session 3: Don't let them lie and win

- **Recognize situations and places that may be high-risk for being offered an e-cigarette.**
- **Discover the amount of money the tobacco and e-cigarette industry spends on advertising its products.**
- **Describe the role of advertising dollars in e-cigarette use.**
- **Recognize indirect and direct advertising strategies.**
- **Recognize the covert methods that the tobacco and e-cigarette industry uses to attract new e-cigarette users.**
- **Analyze some of the propaganda techniques tobacco and e-cigarette companies use to sell their brand of e-cigarette.**
- **Develop a messaging project (warning label) that addresses misconceptions.**

Grades 5-8 - Session 4

Session 4: Your Life. Your Choice.

- **Review the covert methods that the tobacco and e-cigarette industry uses to attract new e-cigarette users.**
- **Develop and present a messaging project (warning label) that addresses misconceptions and promotes the benefits of being e-cigarette-free.**
- **Make a personal goal regarding e-cigarette use.**
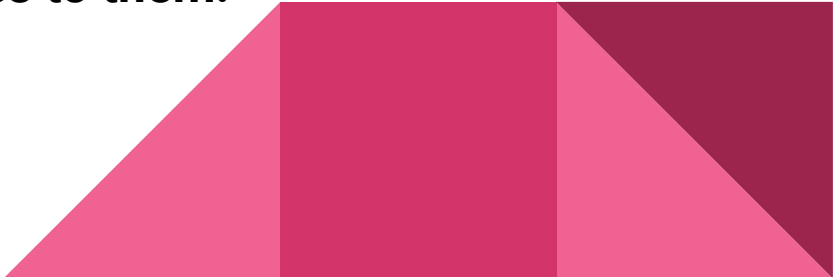
Grades 9-12 - Session 1 and 2

Session 1: Designed for Addiction

- **Understand the highly-addictive nature of nicotine.**
- **Describe the health hazards associated with e-cigarette use.**
- **Identify the health and social consequences of e-cigarette use.**

Session 2: What could go wrong?

- **Identify existing knowledge or perceptions of e-cigarettes.**
- **Dispel misconceptions about e-cigarettes.**
- **Synthesize information about the health and social consequences of using tobacco products such as e-cigarettes.**
- **Discover ways to quit using tobacco products (including e-cigarettes) and support peers who want to quit by offering encouragement and referring cessation resources to them.**

Grades 9-12 - Session 3 and 4

Session 3: Co-create & hack the system

- **Learn about laws, rules and regulations regarding tobacco and e-cigarettes.**
- **Discuss the reason behind such rules and how it applies to youth.**
- **Understand that they can participate actively in such policy making.**

Session 4: Take Control of Your Life

- **Learn to create laws and rules regarding tobacco and e-cigarette.**
- **Learn to communicate policies to governing agencies.**

District Wide Courses of Study

Wilcox

Bissell

Dodge

RBC

THS

Kindergarten ELA
Kindergarten Math
Kindergarten Science
Kindergarten Social Studies
1st grade ELA

2nd grade ELA
2nd grade Math
3rd grade ELA
3rd grade Math
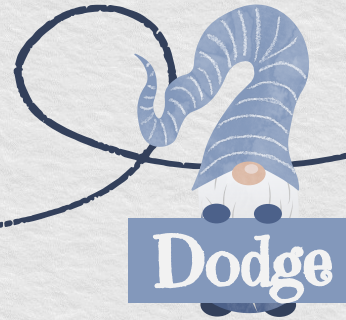
5th grade Social Studies

7 & 8th grade PE
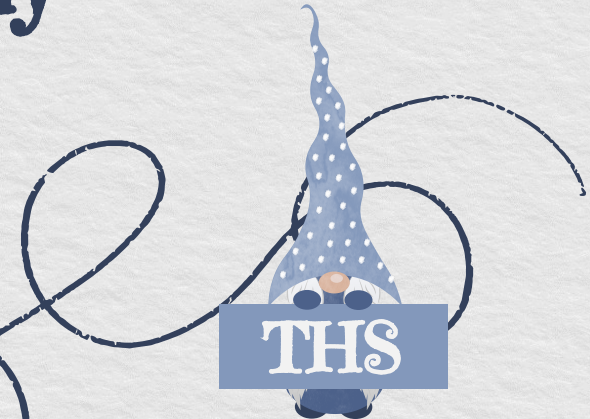
Statistics
Biology
Chemistry
Honors Chemistry
Environmental Science
Anatomy/Physiology
Microbiology
Physical Science
Physics
ASL 3

Jennifer Farthing, Director of Curriculum
Alex Popovich, Curriculum Supervisor

Example of COS/CM

Physics (THS): <u>COS/CM</u>

Credits.

Presentation Template: <u>SlidesMania</u>

Sample Images: <u>Unsplash</u>

Fonts used in this presentation: Andika and Emilys Candy
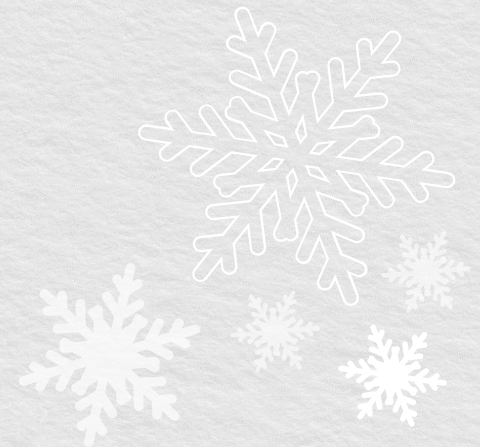
Next Meetings:

April 17, 2023
June 5, 2023

Thank you!
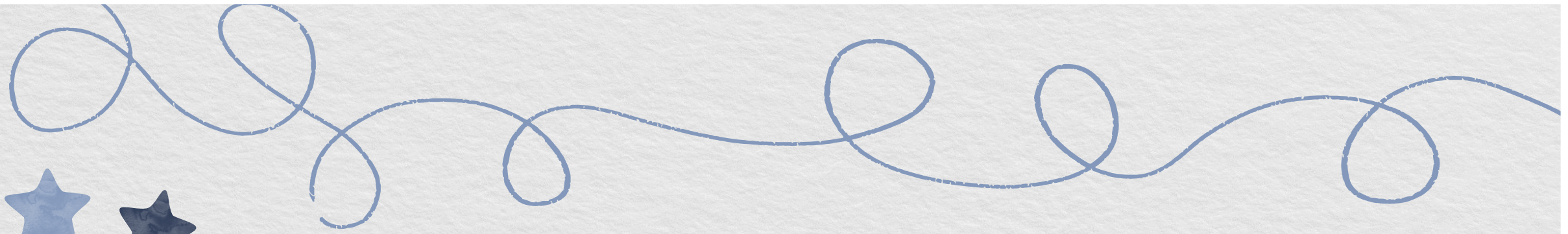
Hello! I'm...

Here is where you introduce yourself.

You can add your name, title and a little background. Right click the image and replace it with your own.

Table of Contents.

Dogs
We will talk about this first.

01

Cats
We will talk about this second.

02

Elephants
Then, we will talk about this.

03

Kangaroos
After that we will talk about this.

04

Pandas
We will also talk about this.

05
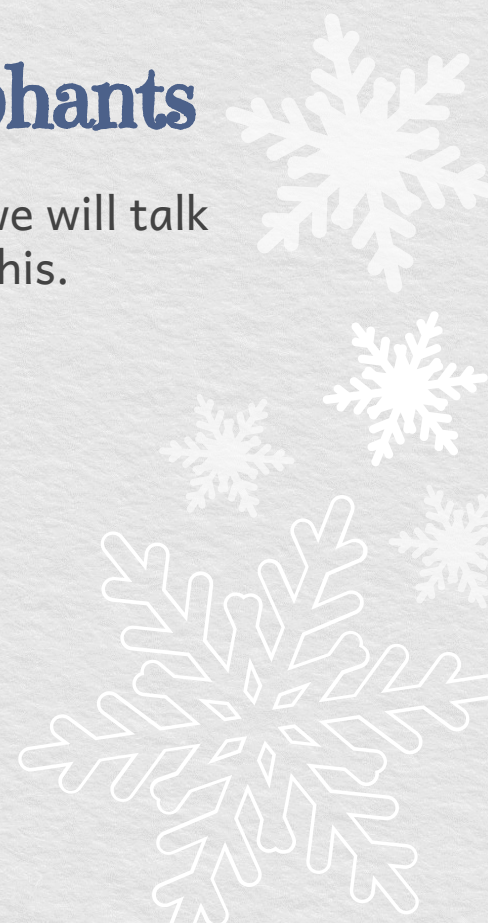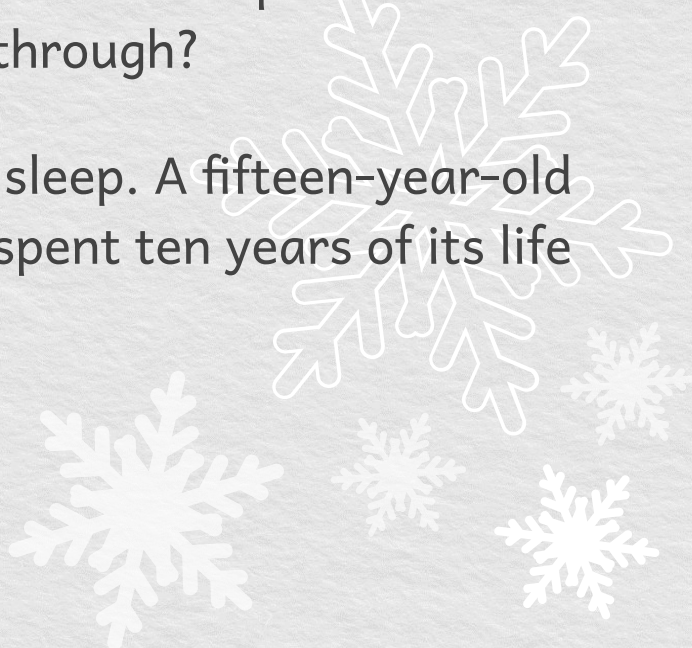
Did you know?

Did you know that dogs can smell your feelings?

Dogs can pick up on subtle changes in your scent, which can help him figure out how you are feeling, such as by smelling your perspiration when you become nervous or fearful.

Did you know that a cat uses its whiskers as feelers to determine if a space is too small to squeeze through?

Also, cats love to sleep. A fifteen-year-old cat has probably spent ten years of its life sleeping.

Clearly, animals know more than we think, and think a great deal more than we know.

— Irene M. Pepperberg

Very interesting facts!

This is where you section ends. Duplicate this set of slides as many times you need to go over all your sections.

Dogs can smell your feelings.

Dogs can pick up on subtle changes in your scent, which can help him figure out how you are feeling, such as by smelling your perspiration when you become nervous or fearful.

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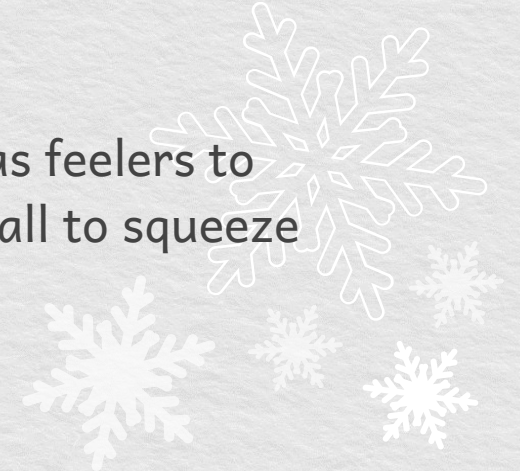
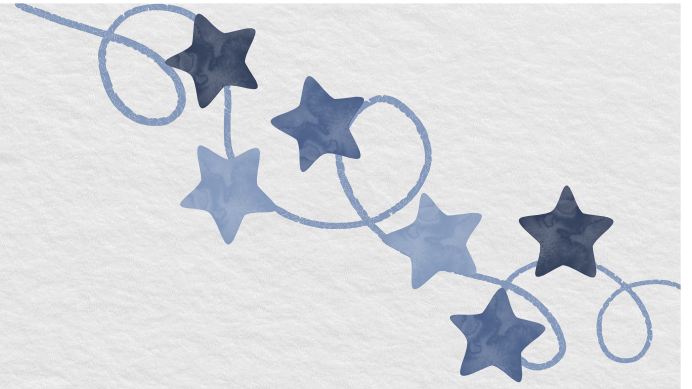# Some facts about my cats.

100%

Of my cats are adorable.

25%

Traveled by plane. Twice!

75%

Are females.

Let's review some facts.

Elephants
Elephants can sense storms.

Pandas
Pandas don't hibernate.

Cats
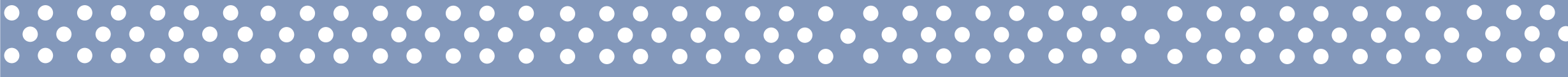Cats use their whiskers as feelers.

Dogs
Dogs can smell your feelings.

Kangaroos
There are more kangaroos than humans in Australia.

Koalas
Koalas are even more lazy than cats.

This is our team!

Erika V.

Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Aenean commodo ligula eget dolor.

John S.

Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Aenean commodo ligula eget dolor.

Marie M.

Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Aenean commodo ligula eget dolor.

This is an editable world map.

Showcase places

You can use maps to show your offices or markets. Or as charts, highlighting the countries and adding your data.
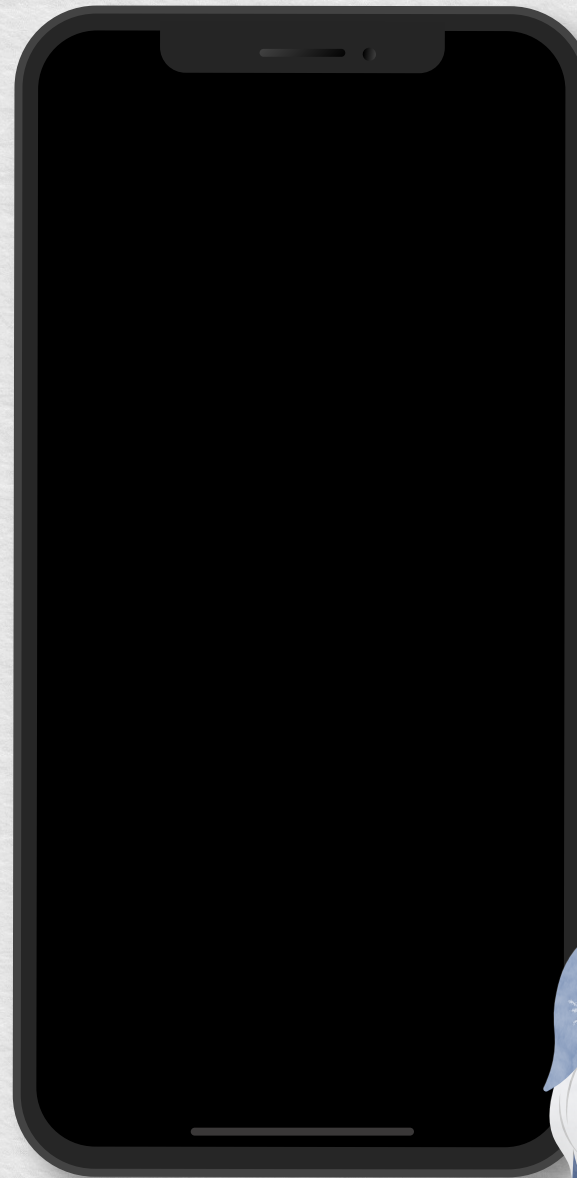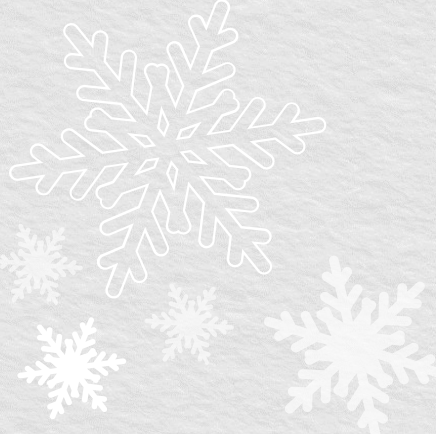
100% Editable

You can double click on the desired country and change fill color.

Presenting a website or an app?

If you are presenting a website, an internet product or an app, you can place a screenshot of it here.

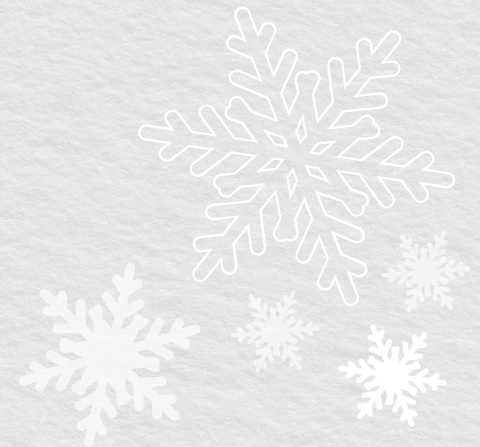# Thank you!

Do you have any questions?

hello@mail.com
555-111-222
mydomain.com

Thank you!

Monday, December 5th.

December

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Would you rather...

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Right click this placeholder and select 'Replace Image'

Announcements

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Aenean commodo ligula eget dolor. Aenean massa.

Lorem ipsum dolor sit amet, consectetuer adipiscing elit.

Aenean commodo ligula eget dolor. Aenean massa.

Check List

☑ Something here.

☑ Something else here

☐ And a third thing here.

☐ Duplicate the check mark.

☐ And the check boxes.

Editable Icons