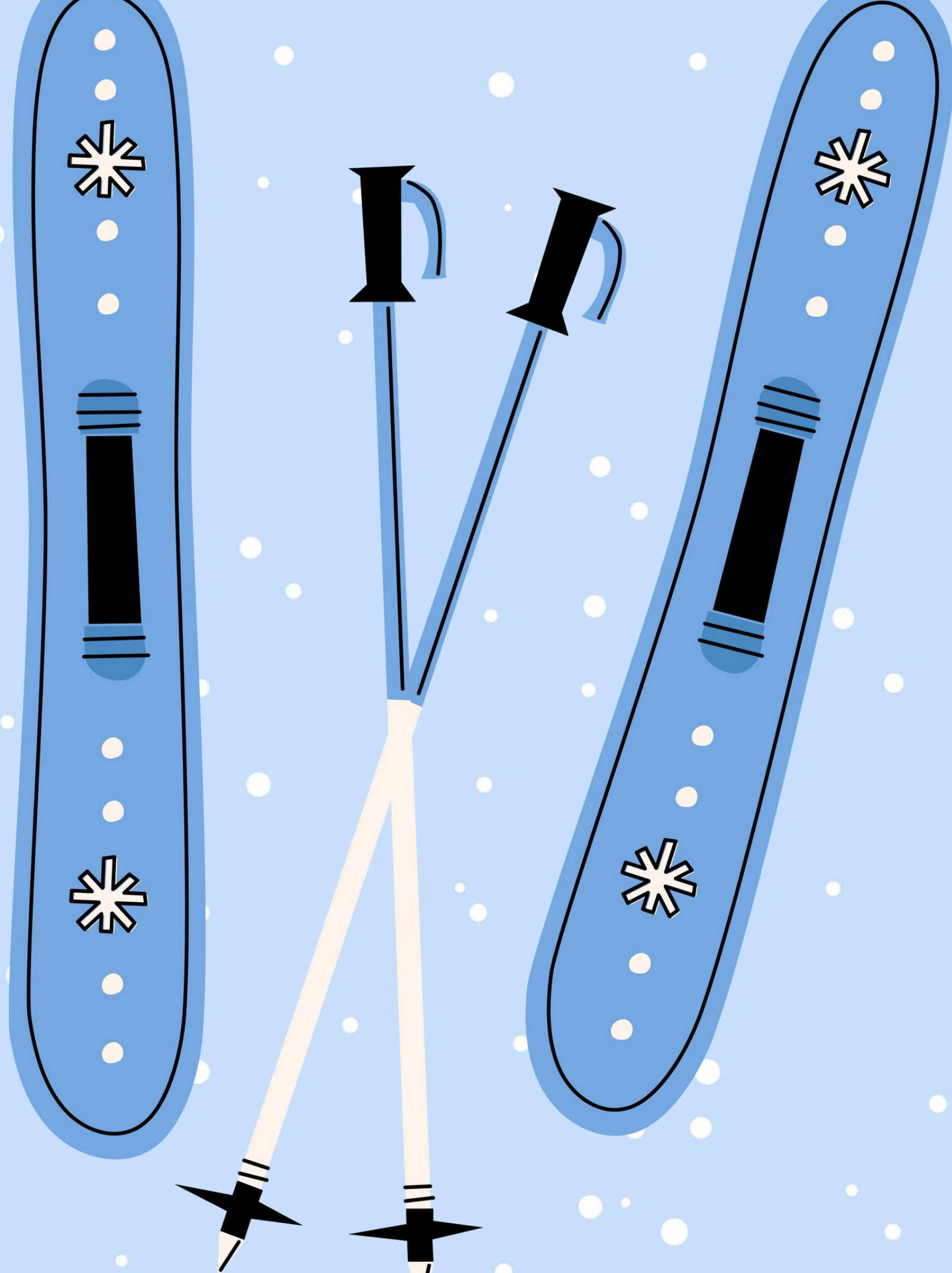




Welcome & Updates!

Jennifer Farthing

Director of Curriculum & Technology



Approval of Minutes

Approval of [October 16, 2023](#)

Curriculum and Technology

Meeting Minutes

Honors English 11 & AP Lang & Comp

Candace Wolf, English
Teacher



The Island of Missing Trees

By Elif Shafak



Proposal for
Honors English
11 and AP Lang
and Comp

Summary

Published 2021

Set in both the past and the present, and on both the island of Cyprus and the island of Great Britain, *The Island of Missing Trees* is about what separates and connects generations through both time and place. When a civil war threatens the safety of all of Cyprus in 1974, many stay but some are forced to leave. Among those is Kostas Kazantakis, who must leave behind his family and the girl he loves – Dephne. The two reunite 25 years later and even marry and have a child. However, the pain of the past is an inescapable part of their current lives. Their 16-year-old daughter, Ada, feels this pain though they share no details, thinking this protects her. The novel traces Ada's slow discovery of her parents' past, while also revealing realities to the reader that even Ada's parents don't fully know or understand.

Educational Significance

The narration alternates between 3rd person POV and 1st person POV – through the perspective of a fig tree who has borne witness to multiple generations and has seen all the joy and tragedy on Cyprus. The fig later “migrates” to England with Kostas and continues to observe, seeing things that the humans cannot see or articulate themselves. This perspective adds another theme to the novel – that of the interconnectedness of humans and nature, one that humans all too often overlook.

The novel focuses not on the narrative our students are accustomed to – our own view of immigration and immigrants – but instead focuses on the pain of losing one’s home and everyone in it. It focuses on the difficulties of adjusting to new place while holding on to all you truly are – and how this affects generations into the future...

Wisdom from the fig tree:

“If families resemble trees, as they say, arborescent structures with entangled roots and individual branches jutting out at awkward angles, family traumas are like thick, translucent resin dripping from a cut in the bark. They trickle down generations” (Shafak 128).

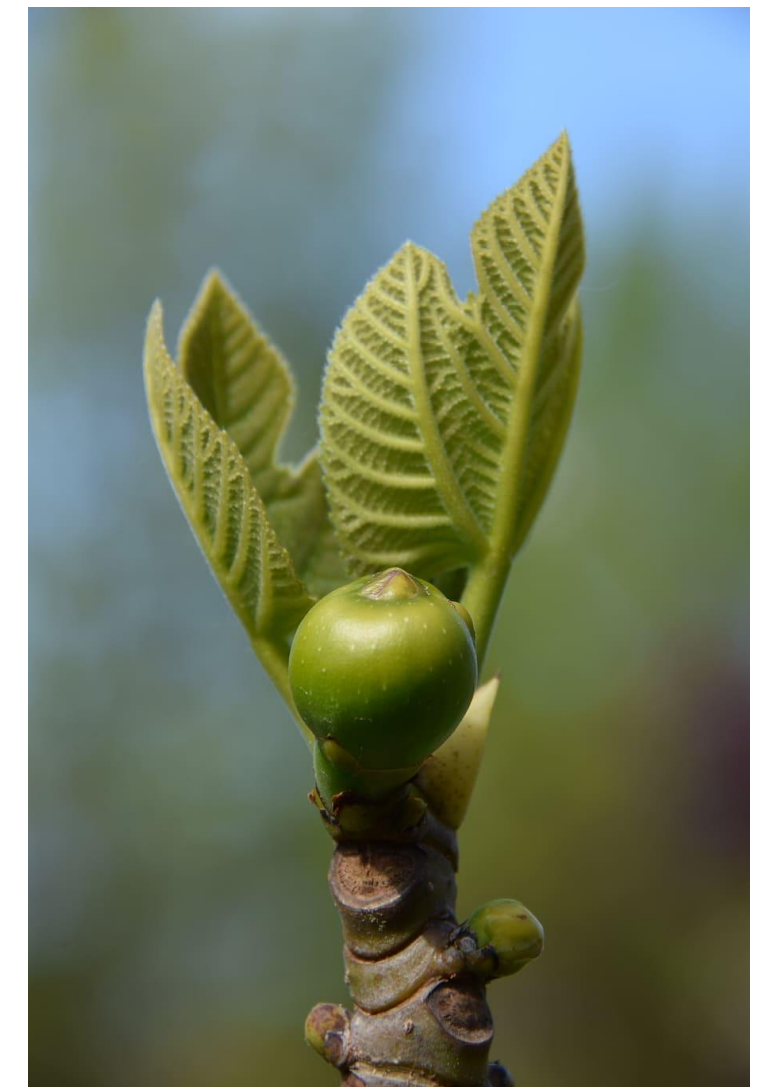


Purpose and placement

Final unit of the year, allows us to end on a modern and thought-provoking work, with a focus on independent reading and thinking

Aligns with district goals – contemporary work with diverse voices (Middle East, Turkish, Greek)

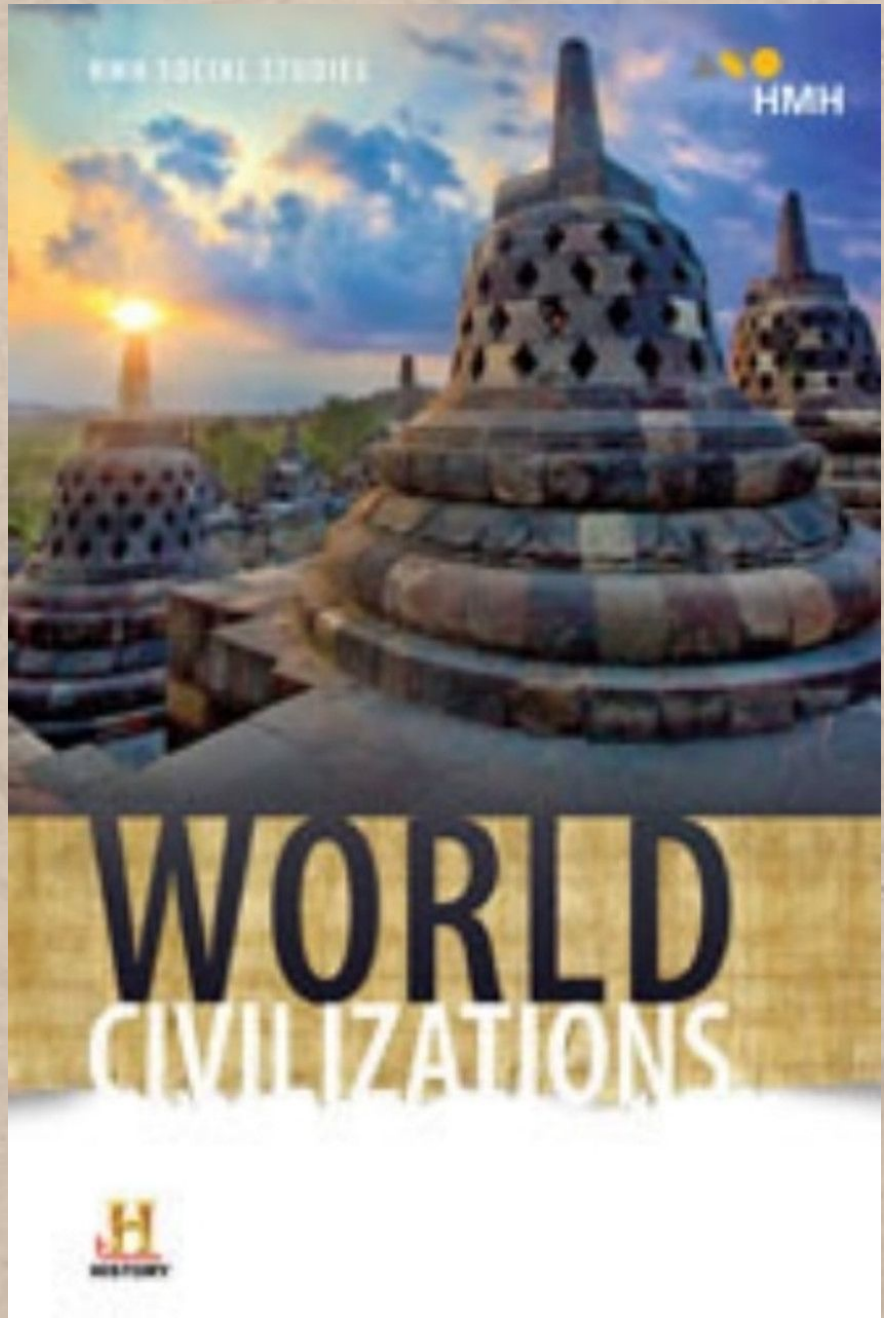
Would culminate in a choice-based assessment, focusing on topics of culture, family background, our relationship to the natural world, the power of perspective, etc.



World Geography: Eastern World for 6th Grade

Jamee Markulis,
Social Studies Teacher





6th Grade Social Studies



Why HMMH?

- Updated terminology and academic vocabulary.
- Interactive online platform.
- Supports blended learning: Virtual field trips, multimedia connections, inquiry-based learning activities.



Our team was excited by...

- Frequently updated digital materials that reflect current events.
- Cross-curricular: Opportunities to incorporate argument writing with end of module activities.
- Already created materials!
 - Formative and summative assessments; student data reports.



Our Top 5 Highlights:

1. Google Classroom Compatible
2. Appealing to a Variety of Learners and Learning Styles
3. Encourages Critical Thinking and Higher Level Thinking Skills
4. Cross-Curricular Opportunities
5. Frequently Updated Materials





1. Google Classroom Compatible

- Students and staff are both already familiar with the LMS.
- HMH platform is user friendly.
- Teachers will not need to spend an excessive amount of time teaching students how to use the HMH platform.

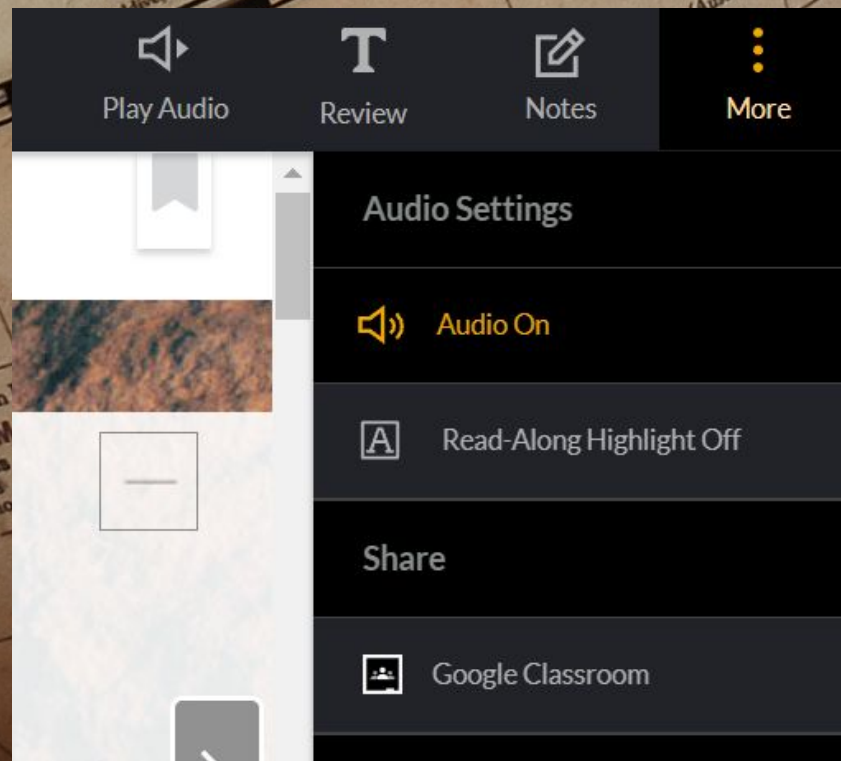
Cult of Djedfre

Watch the video to find out how modern experts discovered important details about an ancient leader who was almost forgotten by history.



2. Appealing to a Variety of Learners and Learning Styles

- Text to speech is already built in to the online textbook.
- Students can highlight and take notes directly on the online textbook.
- Videos embedded within the textbook.
- Module Review includes digital flashcards, drag/drop activities, etc.
- Lesson enrichment at end of each lesson.
- Student choice: Review activities based on student self-assessment



Helpful for diverse learners and students with disabilities.

Ties to Science of Reading: Emphasis on academic vocabulary boosts comprehension.

3. Encourages Critical Thinking and Higher Level Thinking Skills

- All modules begin with an essential question. This drives the lesson materials; students will be able to truly think as social studies scholars.
- Quick checks for understanding built-in at the end of each digital lesson.
- Document Based Questions

The screenshot shows a digital lesson interface. At the top, there is a navigation bar with a hamburger menu icon, the text "Essential Question", and icons for "Play Audio", "Review", "Notes", and "More". Below the navigation bar, the text "Essential Question" is displayed in red. The main content area contains the question "Why do scholars study the people, events, and ideas of long ago?" followed by two paragraphs of text. The first paragraph states: "In this module you will learn how historians and geographers study the past in order to learn more about the present, and the role that economics and government have played throughout history." The second paragraph states: "As you read this module, look for key ideas about the purposes of history, geography, economics, and civics. Note the different types of historical evidence that scholars examine and the methods they use to discover more about the past. When you are done, you may be assigned to write a short essay answering the Essential Question for this module." On the right side of the text area, there are navigation arrows: a right arrow, a left arrow, and a scroll indicator.

Ex. Interactive Activity

Quick Check

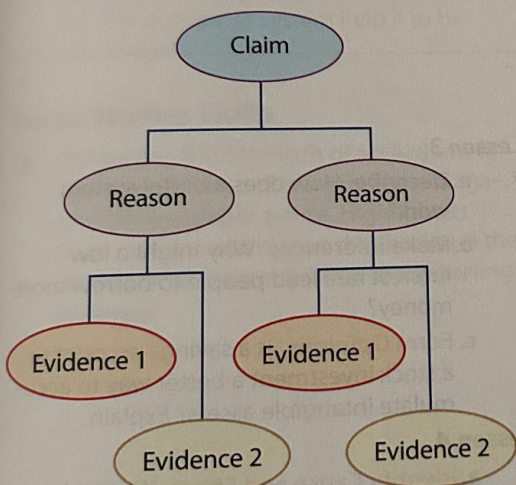
The screenshot shows an interactive activity and quick check interface. At the top, there is a title "Uncovering the Past, 450 BC–Present" and a short paragraph of text. Below the text is a timeline showing "World Events" from 450 BC to AD 2020. A green box highlights the year "AD 1513". Below the timeline, there is a text box containing the text: "Niccolò Machiavelli publishes *The Prince*. Machiavelli was a historian who also wrote about politics and the proper uses of power. This is why he is thought of as the father of political science." Below the text box is a blue bar with the text "Analyze Timelines". Below the blue bar is a text input field with the text "History (Which two notable publications were printed in the 1700s?)" and a "Start Typing..." prompt. At the bottom right, there is a "Check" button.

Social Studies Skills

Determine the Strength of an Argument

Define the Skill

Studying economics and geography often involves learning about different opinions. In order to understand these opinions, it is important to recognize strong arguments. An **argument** is a piece of writing that expresses a particular view. A strong argument presents a position, or claim about a topic, and supports that claim with reasons and evidence. Examples and points should be true and should relate to the argument. It is also important to consider any evidence against the argument.



Claim - a writer's position on a problem or issue

Reason - a statement that explains to readers why they should believe your claim

Evidence - proof that supports or backs up each reason, including facts, examples, statistics, and quotations

Although each piece of evidence supports a specific reason, all of the evidence should clearly relate to the writer's position or claim. The evidence must also come from credible, reliable sources.

Learn the Skill

Read the following paragraph. Notice how the claim is supported by a reason and evidence.

The term literacy means a person's ability to read, write, do basic math, and use technology.

Increasing literacy rates is the best way to overcome poverty and disadvantage.

People who master these skills are more likely to achieve a higher level of education and get better jobs.

Studies have shown that illiterate people earn 30%-42% less than similar literate people.

A UNESCO study shows that the income of a person with poor literacy changes very little during his or her working career.

However, incomes of people with higher literacy and math skills will increase two to three times more than what they earned at the beginning of their working career.

Claim

Reason

Evidence 1

Evidence 2

Practice the Skill

Use the library or Internet to find an editorial or a reader's letter to the editor in your local newspaper. Print it out or copy it. Then highlight the claim, at least one reason, and one supporting piece of evidence.

4. Cross-Curricular Opportunities

- This was huge for our team!
 - Each module concludes by reinforcing a major skill related to social studies.
- Example to the left is an excellent example of a cross-curricular opportunity.
 - Argument writing
 - DBQs are frequently included on the OST.



5. Frequently Updated Material

- A drawback of a traditional textbook is that the information is out of date almost immediately.
- The HMH online platform is updated to include ties to current events and updated terminology.
- Primary/secondary sources are chosen to reflect a variety of perspectives.

Questions?



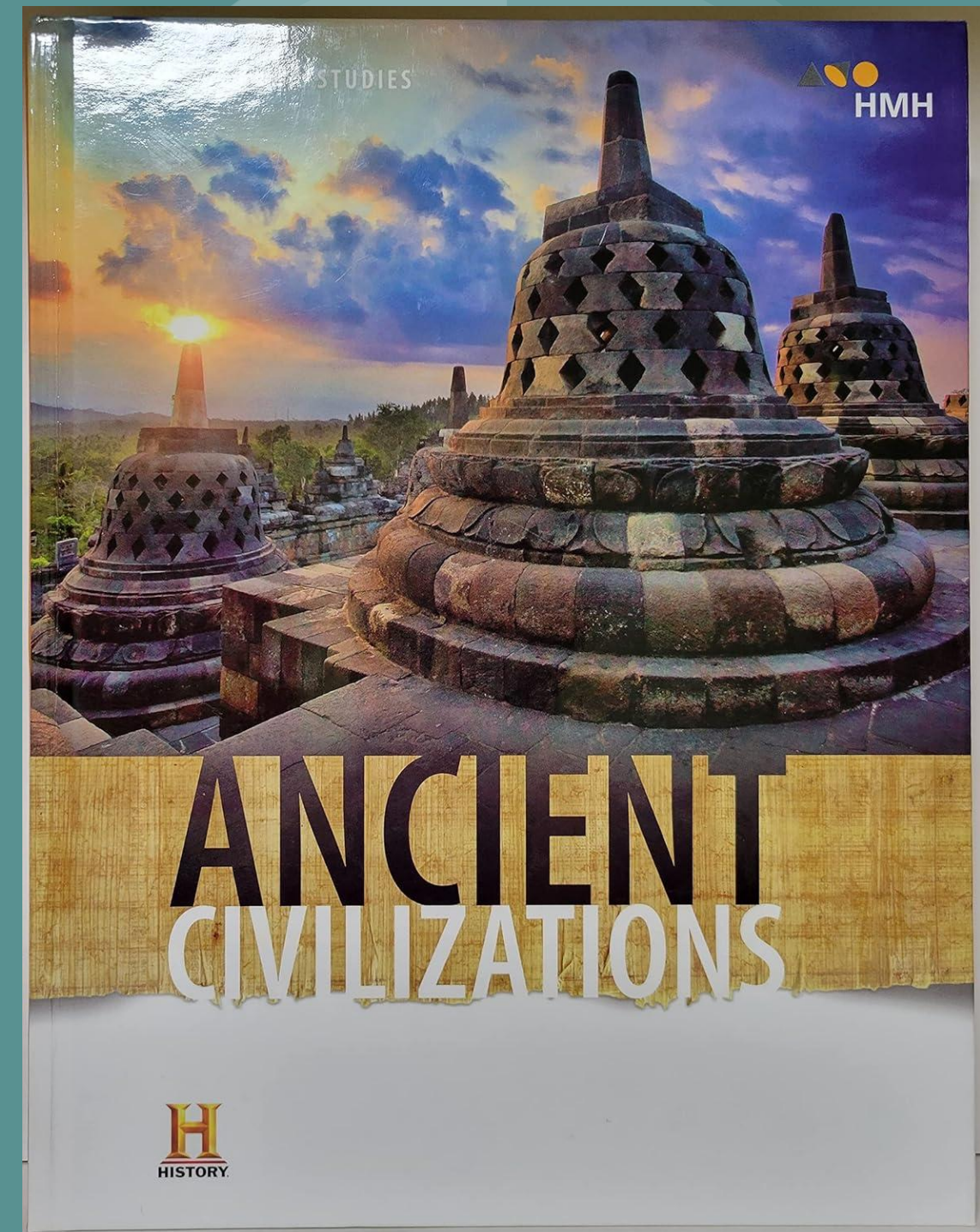
7th & 8th Grade Social Studies

Alex Popovich on behalf of the
7th & 8th Grade Social Studies
Teams



7th Grade Presentation

World Studies from 750 B.C. to 1600 A.D.
Ancient Greece to the First Global Age





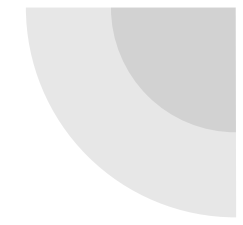
Benefits of an Updated Text

- Improve the clarity of explanations of content
- Provide more engaging content for the students
- Assists in personalized instruction for unique student needs
- New and improved activities that promote higher order thinking skills



Benefits of the HMH text

- Virtual field trips so students can explore the world
- Better aligned to the district's vision and mission than the other texts sampled
- More culturally responsive than the other sampled texts
- Inquiry based learning
- Can save resources from different subject areas to create customizable lessons
- Custom assessments to help meet the needs of all students
- Digital assessment data to drive instruction
- Free resources from the History Channel
- Daily writing activities
- "Topics for Today" lessons address important current events that keep the curriculum relevant



Need for Print and Online Text

- Active reading strategies like highlighting, annotating, and asking yourself questions as you read are all effective at improving reading comprehension and these might be easier to do with print books
- Students have varying learning styles so this allows for student choice
- Studies have shown that reading printed text improves comprehension more than digital text
- Cognitive load- Less opportunities for distractions



Online Features

- Access to rich content and standards-based instruction
- Assessments and actionable data insights
- Supplemental practice and instruction
- Students can take classwork wherever they go, even without internet access
- Assignments and resources can be easily accessed and organized in one place
- Students benefit from high interest, culturally relevant texts and characters

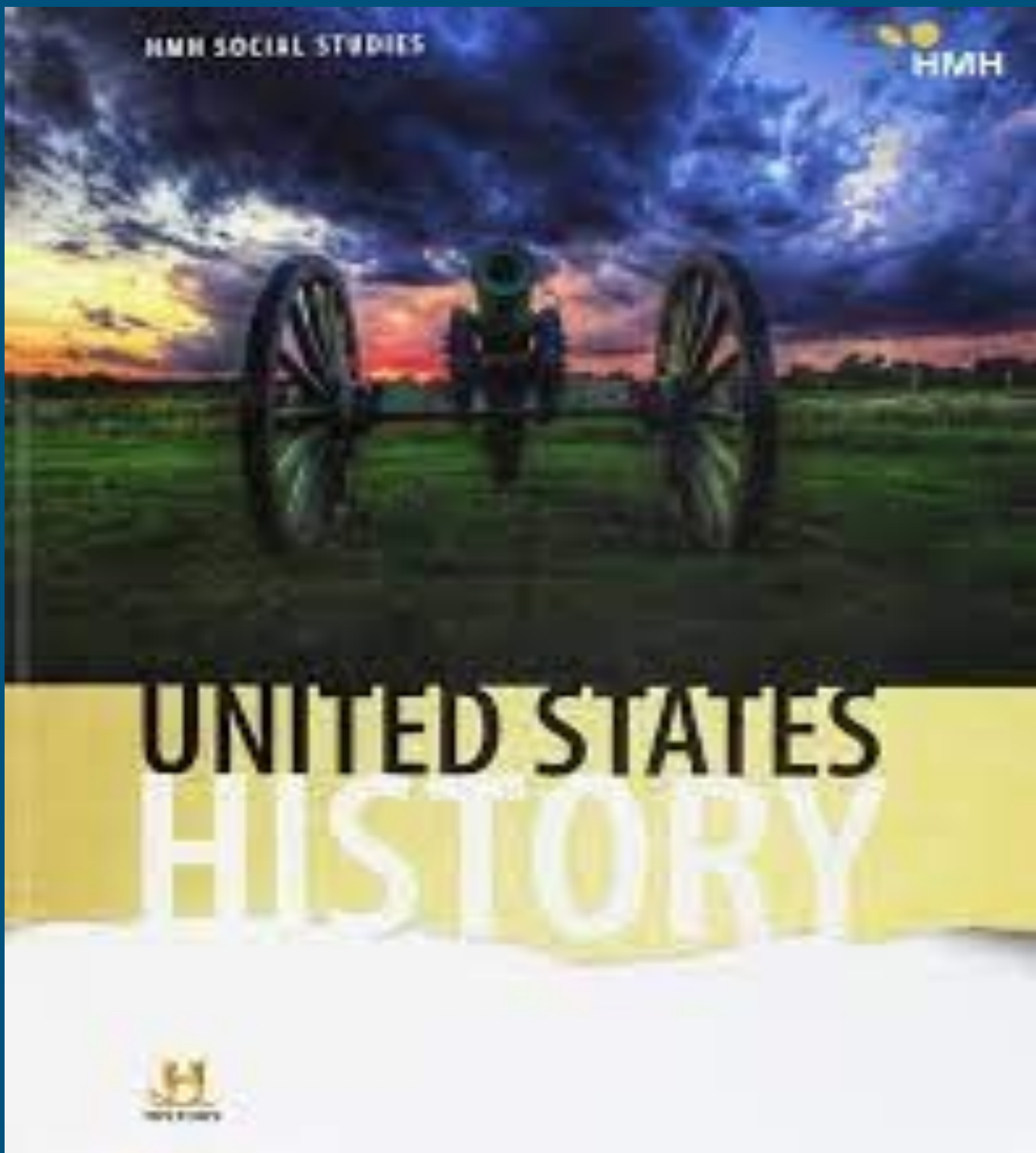
United States History

Beginnings to 1877

Houghton Mifflin Harcourt

Grade 8 Social Studies





United States History Beginnings to 1877

Houghton Mifflin Harcourt
Publishing Company

HMH Online Textbook:

There are 20 Modules (or chapters) in this text that cover America's history from its beginnings - the first explorers, to the post-Civil War time period and Reconstruction. The HMH text contains numerous useful features that enhance learning for students. A few examples of **NEW FEATURES** will be highlighted in this slide presentation.



Updated Online Resource: E-Text Benefits

- ~~The~~ most beneficial component to an online textbook is the interactive element to learning.
- There has not been a text we've reviewed with the amount of user-friendly resources and the simplicity of navigating, that HMH offers.
- E-textbooks are accessible everywhere and no heavy book to carry.
- Content is shareable, updates are easy and no loose paperwork.
- Research confirms, immediate feedback to guided questions and visuals (art-history) greatly improves a learner's self-awareness, confidence and enthusiasm for learning.

New Features: Examples



Active Reader

Notes advising students how to best read the content for that lesson.

**Inference based, charts or map-reading?*



Analyze Visuals

Visual Aids in every lesson are now interactive with a question that gives immediate feedback.



Reading Check

Reading Check questions are interactive. There is now immediate feedback to the student's answer. This feature also indicates if the answer is correct or missing parts.



Document Based Investigation:

The end of each Module has two Document Based Investigations and a source analysis question for immediate feedback/answers.

A Push for Active Readers

What are “active readers”?

The text sets up students to be active readers by prompting them to make predictions, ask questions, provide summaries and make connections to similar concepts, today. These themes are illustrated throughout each lesson.



Essential Question

How did the colonial experience shape America’s political and social ideals?

As you read this module, look for ways that the colonial experience shaped America’s political and social ideals. When you are done, you will write a short essay answering the Essential Question for this module.

Images with Hotspots:



VISUALS are information sources that deliver content through images rather than words. They can be primary sources or secondary sources. Photographs, fine art, advertisements, posters, illustrations, and cartoons are all examples of visuals. Historians use visuals to learn about the past. *Add Hotspots, or markers to indicate specific details to your image, and learning is enhanced.



Analyze Visuals: *Example*


What do you think would have been a commonly used method of transportation for people in this region?

- boats or canoes
- covered wagons
- camels
- bicycles



Correct!

Reading Check

 **Find Main Ideas** What problems did the Jamestown colonists face?


Start Typing...

Check

READING CHECK: EXAMPLE



Reading Check

 **Find Main Ideas** What problems did the Jamestown colonists face?

The Jamestown colonists faced disease and famine and attacks from Native Americans. The colonists could not survive the winter and attacks, thus the English Crown canceled the company's charter and made Virginia a royal colony under the authority of a governor chosen by the king.

lack of preparation, disease-carrying mosquitoes, famine, conflict with Native Americans



Document Based Investigations

Primary Source Readings & Analysis Questions

Primary sources are materials written by people who witnessed or took part in historical events. Letters, newspaper articles, diaries, speeches, photographs, autobiographies, and legal documents are all examples of primary sources. When you analyze primary sources, you interpret them to understand what they reveal about history. Primary sources include a point of view because they were written or created by one person or group. Historians analyze primary sources to understand events from multiple points of view.

Historical Source

September 17, 1804,
Great Plains ①

While traveling across the Great Plains, Meriwether Lewis marveled at the richness of the land.

Analyze Historical Sources
What did Lewis find so impressive about the Great Plains?

③

"The shortness . . . of grass gave the plain the appearance throughout its whole extent of beautiful bowling-green in fine order . . . this scenery, already rich, pleasing, and beautiful was still farther heightened by immense herds of Buffalo, deer Elk and Antelopes which we saw in every direction feeding on the hills and plains. I do not think I exaggerate when I estimate the number of Buffalo which could be compre[hend]ed at one view to amount to 3000."

②

—Meriwether Lewis, quoted in *Original Journals of the Clark Expedition*, edited by Reuben Bold



EXAMPLE

① Identify the topic and title.

This will help you understand what the document is about.

② Identify the author or creator of the source and the date it was created.

Think about how the author's point of view and audience might have influenced the information contained in the source.

③ Carefully read the passage to understand the main points.

What historical event is being described? Distinguish between facts and the author's opinions. Note any special punctuation. Ellipses indicate that words or sentences have been removed from the original source. Brackets indicate words that were not in the original

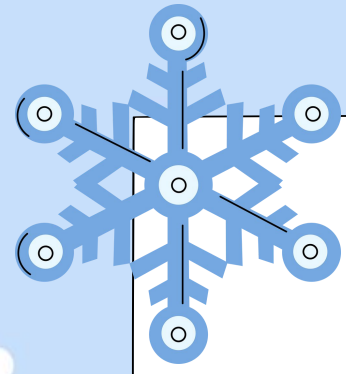
**THANK
YOU
FOR YOUR
ATTENTION!**



Twinsburg High School Assessment Guidelines

Jennifer Farthing, Director of
Curriculum & Technology

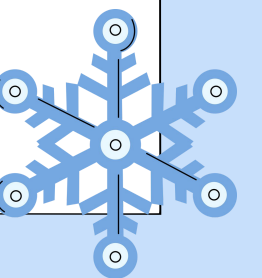




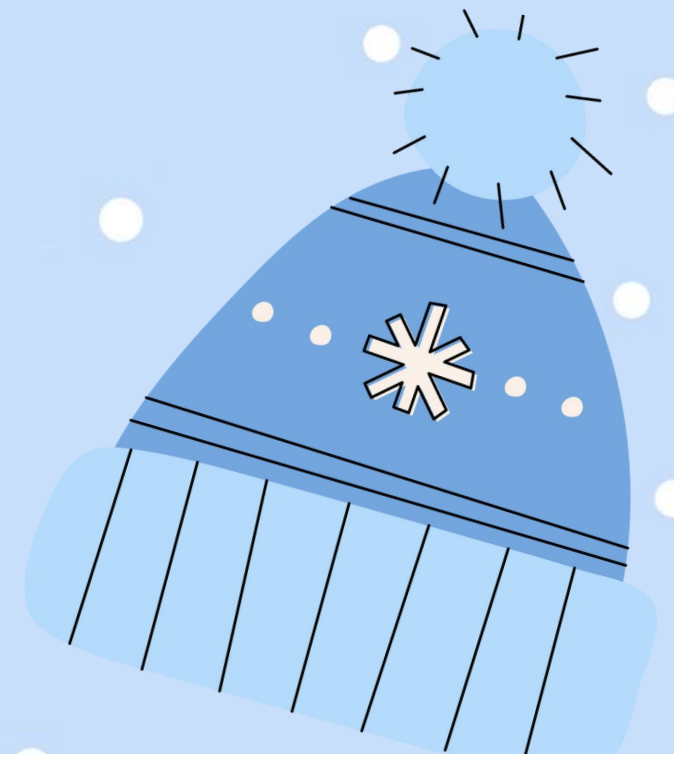
THS

Assessment

Guidelines



Assessment Guidelines

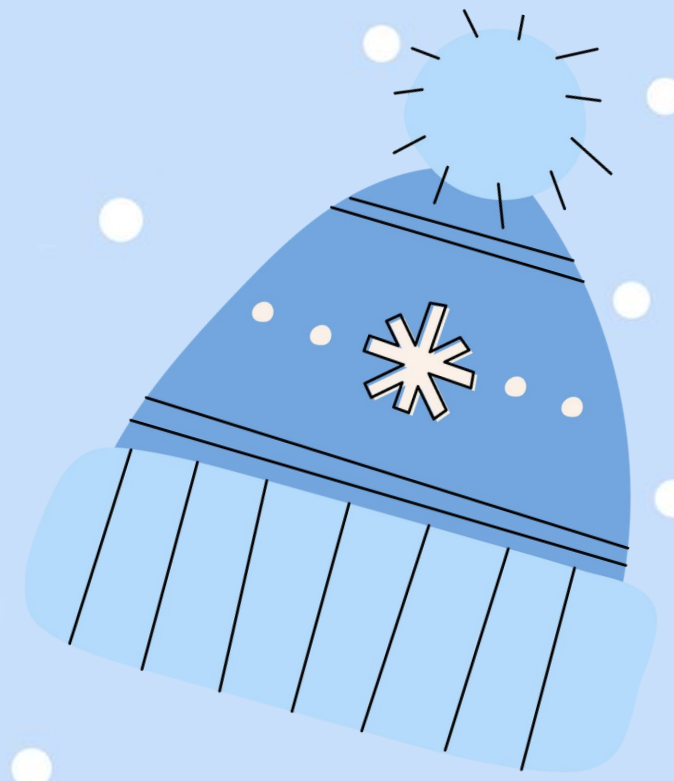


SECTION #1: Reporting Grades

The primary purpose of grading should be to communicate with students and parents about their achievement of learning goals. The use/practice of sharing rubrics in advance is encouraged—communicating a definition of high-quality work helps students focus on what’s important. To make grades accurate, meaningful, consistent, and supportive of learning:

- Grades must be about achievement
- Grades must be determined primarily from summative assessments
- Formative assessment should support low-risk, practice-type work and include specific descriptive feedback
- Learning goals, both *the what* and *the how well*, must be clear for teachers, students, and parents
- Emphasis should be placed on intrinsic motivation

Assessment Guidelines



SECTION #2: Grading of assessments

Guidelines:

Students will be assigned grades based on their achievement of academic content standards, not on how they compare to the performance of other students.

Assessment Guidelines



SECTION #3: Extra Credit

Guidelines:

What Extra Credit is:

- Additional academic work that is related to the subject area or subject-specific academic content standards/course of study. Extra credit must demonstrate that the student has increased knowledge of the academic content standards.
- Extra credit is a minimal portion of any student's grade. Simply adding points to a student's grade for completed work is not extra credit.

What Extra Credit is Not:

- Non-academic work such as bringing in Kleenex boxes, merely attending extracurricular events, and charitable donations not related to the course objectives.

Application of Extra Credit:

1. A teacher is not required to offer extra credit in any given course.
2. In any given class in which extra credit is offered, all students in that class are eligible to earn extra credit.
3. Extra credit should encourage and extend learning throughout the grading period or could be an extension of the learning to encourage a student's interest on a particular topic, as opposed to a last-minute effort to raise a quarterly grade.

Assessment Guidelines



SECTION #4: Formative Assessment and Summative Assessment

Formative Assessment is work conducted when a student is still learning the material. It is designed to provide direction for improvement and/or adjustment to instruction for individual students or for a whole class. This may also be referred to as **formative** work.

Summative Assessment is work conducted when a student has had adequate instruction and practice to be responsible for the material. It provides information to be used in making judgments about a student's achievement at the end of a period of instruction. This may also be referred to as **summative** work.

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

Formative/Summative Continued



Guidelines:

Formative and Summative assessments are to be recorded separately in the grade book. The completion of summative assessment(s) is not optional for students. If students refuse to complete summative assessment(s), they should be referred to the Assistant Principal for this behavioral issue.

Science, Social Studies, Math, World Language, English, Business, Health/Success

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

Art, PE, and Music can continue with points/projects.

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

Assessment Guidelines



SECTION #5: Ingredients in a Grade

Guidelines:

Course grades can include Formative and Summative. The reporting of these different grades depends upon the grade level and the course, but **individual PLC Team must utilize the same expectations.** These expectations should be clearly communicated to students and parents at the beginning of each school year.

Course grades cannot include attitude, extra credit for non-academic behaviors/activities, effort, behavior, attendance, punctuality, or tardiness. Overall summary grades should be based primarily on the achievement of learning goals (core skills). Grades should clearly have mastery of stated learning goals as the primary component. ***This should be done in such a way that a student who mastered the material cannot do too poorly; and a student who has not mastered the material, cannot do too well.***

Assessment Guidelines



SECTION #6: Missing Work/Late Assignments/Zeros/Academic Dishonesty

Guidelines:

- Late work is only accepted at the teacher's discretion
- If late work is accepted it must be submitted prior to the end of the unit (i.e. end of chapter, unit, assessment)
- Practice work (formative) that is not handed in by the final Academic Achievement assessment may earn a zero.
- **All Summative Assessments must be completed.**
- Students will receive full credit for work when absent, regardless of if the absence is excused, unexcused, and due to OSS (out-of-school suspension). The student should contact the teacher as soon as possible to complete missed assignments. The number of days allowed should equal the number of days of absences.
- Incidents of Cheating/Plagiarism should be referred to the Assistant Principal. The teacher will notify the parent(s) in the first instance of academic dishonesty. Further offenses of academic dishonesty may carry more severe consequences, such as OSS, expulsion, and loss of all/some credit.

Assessment Guidelines



SECTION #7: IEP and 504 Students

Guidelines:

The Twinsburg City School District recognizes the individualized learning needs of our students. Students who are identified as needing accommodations or services through a Section 504 Plan or Individualized Education Program (IEP). Students who are identified as needing an IEP or 504 plan will be held to the same standard as their peers unless otherwise specified on the Section 504 Plan or IEP. The IEP team or 504 team may provide accommodations or modifications to student assessment requirements based on the individualized need of the student. Should a parent/guardian have concerns regarding the grading or assessment practices for a student who is served by a Section 504 Plan or IEP, the parent/guardian should contact the School Counselor, Intervention Specialist, or Administrator for their child. All Section 504 Plans and IEP's are distributed to teachers. Teachers are responsible for following the accommodations and modifications listed within these educational plans for their students.

Additional questions or concerns can be directed to the Office of Pupil Services.

Questions



Upcoming Meetings

April 15, 2024 - New Date

June 3, 2024





Thank you -
See you in April!