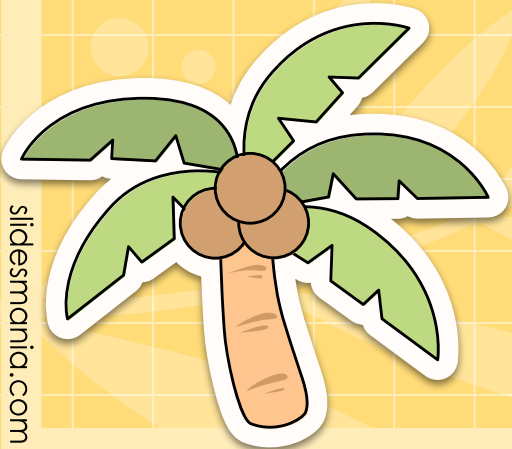


# Curriculum & Technology Meeting



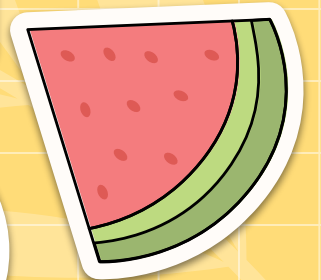
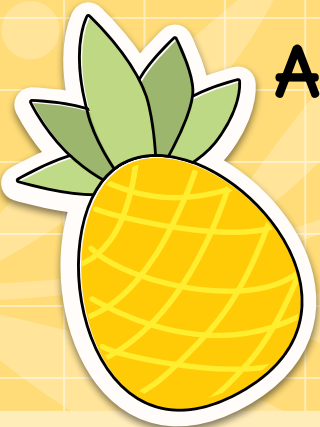
June 3, 2024

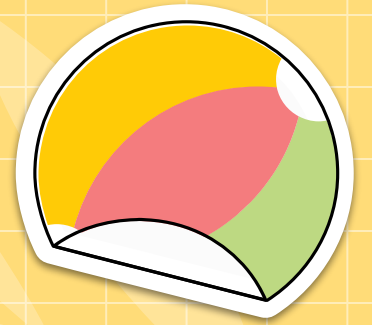




# Welcome!

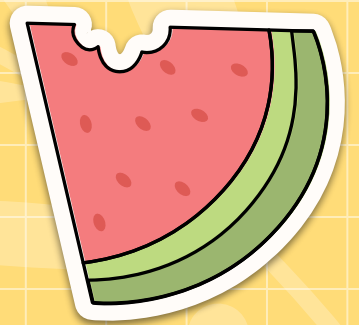
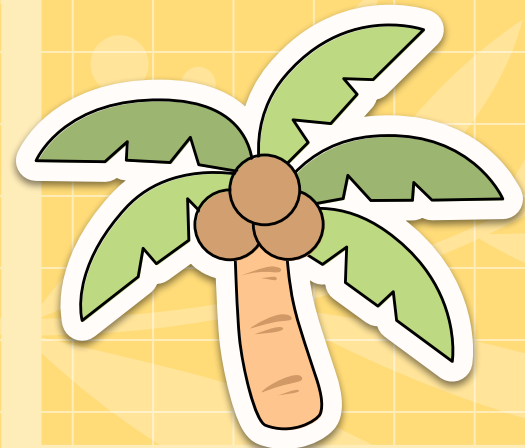
- Call Meeting to Order
- May 8, 2024 Minutes Approval





# Nutrition & Wellness

Gus Crichlow, Health Teacher





# Nutrition and Wellness

7th Grade Course Proposal  
By Gus Crichlow



# Course Overview:

This course is designed to promote overall wellness and healthy living among students. It encompasses a range of activities aimed at improving self-management, reducing stress, enhancing physical fitness, and understanding the importance of nutrition. The course is divided into two main sections: Wellness Activities and Nutrition Activities, each spanning several weeks.

# Why Nutrition and Wellness?

At the 7th-grade level, students are in early adolescence, a critical period of physical, emotional, and cognitive development. This is a time when they begin to form habits and attitudes that will influence their health and well-being throughout their lives. The wellness and nutrition activities proposed in this course are specifically designed to address the needs and challenges faced by students at this stage of development.

Teaching wellness and nutrition to 7th-grade students is relevant and essential. It supports their physical, emotional, and cognitive development, helps them establish healthy habits, and prepares them for future challenges. By integrating these activities into the curriculum, we empower students with the knowledge and skills they need to lead healthy, fulfilling lives.

# Weekly Breakdown

**Week 1: Self Management/Organization:** Learning and practicing organizational skills. Methods to improve study and memory skills

**Week 2: Stress:** Describe ways to reduce stress in life situations. Practice stress relief techniques

**Week 3: Fitness:** Learn techniques to promote lifelong fitness. Practice exercising in the weight room and learn how to use different machines

**Week 4: Personal Hygiene:** Review products that can improve personal hygiene and when to use these items

**Week 5: Mental/Emotional Health:** Describe situations that may require professional health services. Highlight services available through the schools

**Week 6: Bullying:** Practice techniques to prevent or work against bullying

**Week 7: Communication Skills:** Learning and practicing small group interactions. Describe ways to prepare for public speaking

**Week 8: First Aid:** Practice basic First Aid techniques

**Week 9: Decision Making Skills/Violence Prevention:** Describe the benefits and barriers of practicing positive behaviors.

**Week 10: Introduction to Nutrition:** Research sources and functions of essential nutrients in the body. Web-based activities researching nutrition

**Week 11: Food Groups:** Define food groups

**Week 12: Meal Planning:** Plan a healthy diet schedule for your personal lifestyle

**Week 13: Food Budget/Food Labels:** Analyze a food label and define what each section means. Plan a full meal to feed a family

**Week 14: Nutrition for Physical Activity:** Learn what nutrients enhance or slow down physical activity

**Week 15: Digestion/Junk Food:** Research the issues with junk food digestion

**Week 16: Mental Health/Food:** Explain how positive mental health is influenced by nutrition

**Week 17: Healthy Drinking:** Analyze proper hydration habits

**Week 18: Projects and Reflection:** Present Problem-Based Learning projects

# Course Goals

- Equip students with practical skills for managing their personal and academic lives.
- Foster an understanding of the importance of mental and physical health.
- Promote lifelong healthy habits through fitness, hygiene, and nutrition education.
- Encourage proactive approaches to stress management, bullying prevention, and effective communication.
- Provide knowledge and skills necessary for making informed decisions about diet and nutrition.



# Standards

## Wellness Standards

Standard 2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Standard 3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Decision-Making Skills Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Nutrition Standards:

S1.1.HE.1.7. Describe the source and function of the six essential nutrients.

S1.1.HE.10.7. Analyze the benefits of healthy eating.

S2.2.HE.3.7. Explain the techniques that fad diets use to try to influence food choices.

S2.2.HE.1.7. Explain the influence of family on food choices.

S3.1,2,3.HE.1.7. Analyze the validity and reliability of nutrition information, products, and services.

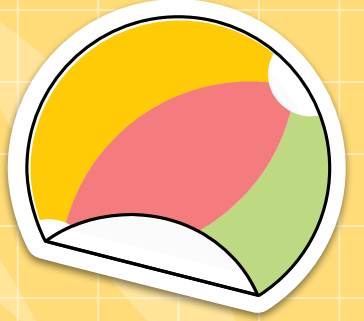
S4.6.HE.4.7. Demonstrate how to effectively ask for assistance to improve personal food choices, eating behaviors, and weight management.

S6.1.HE.1.7. Assess personal eating practices.

S6.5.HE. 5.7. Use strategies and skills to achieve a personal goal to improve healthy eating behaviors.

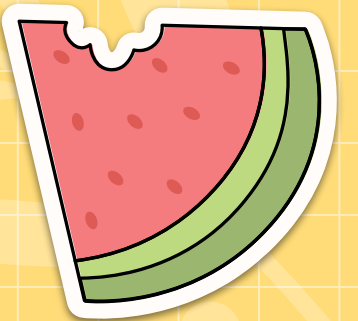
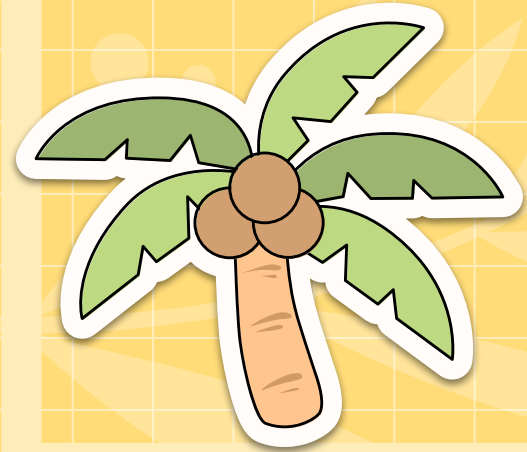
S7.2.HE.2.7. Analyze personal eating practices and behaviors that reduce or prevent health risks

- Weekly participation in activities and discussions.
- Practical assessments in fitness, First Aid, and organizational skills.
- Written assignments on stress management techniques, meal planning, and nutrition research.
- Final presentation of Problem-Based Learning projects.



# Creative Connections

Alex Popovich, on behalf of Joshua  
Harris





# Creative Connections: Adventures in English

Dynamic course exploring English literature, language, communication.

Multi-sensory approach to enhance creativity, critical thinking.

# Course Content

1

## Comics, Graphic Novels

Analyzing visual storytelling techniques.

2

## Films, Podcasts, Plays, Music, Movies

Exploring multimedia narratives.

3

## Short Stories, Children's books

Studying literary devices, themes.

4

## Fusion Projects

Creating multimodal content.

# Learning Objectives

## Analyze Expressions

- Movies, music, comics
- Identify themes, devices

## Create Content

- Essays, presentations
- Podcasts, artworks

## Evaluate Impact

- Cultural, social influence
- Audience, purpose, context

# Standards Covered

1

## Reading

Cite evidence,  
analyze themes.

2

## Writing

Narratives, revising  
for audience.

3

## Speaking

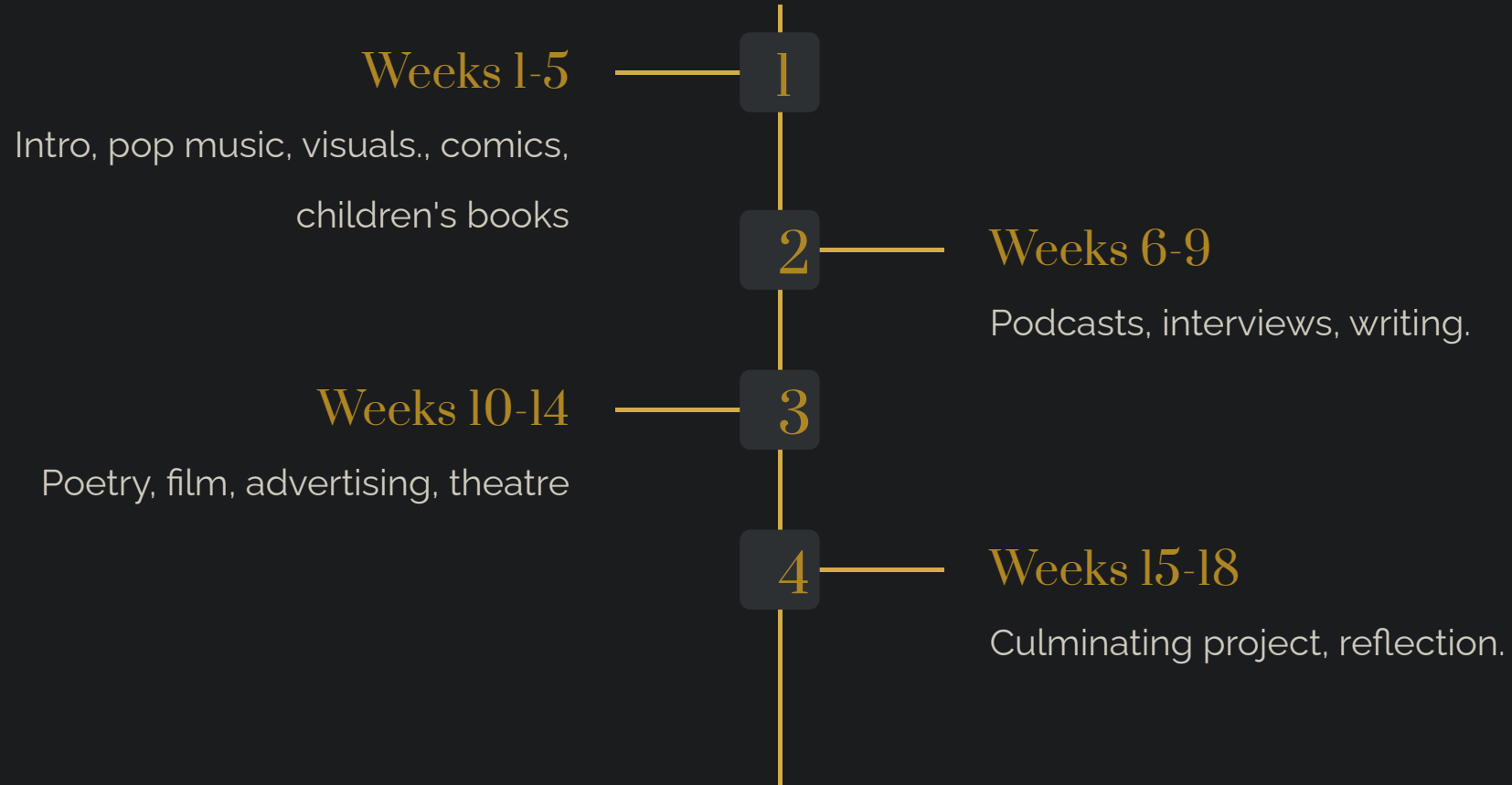
Discussions,  
evaluating  
arguments.

4

## Social Emotional Learning

Self Awareness  
Social Awareness  
Self Management  
Relationship  
Building  
Responsible  
Decision-Making

# Mapping & Activities





# Strategies & Methods



## Teacher Instruction

Lectures,  
demonstrations.



## Collaborative Learning

Group projects,  
discussions.



## Media Analysis

Analyzing films, ads.



## Project-Based Learning

Hands-on projects.

# Assessments

Unit Quizzes

Interviews

Multimedia Projects

Individual/Group Projects

# Supplemental Topics

## Interactive Fiction

Gaming narratives.

## Humor & Satire

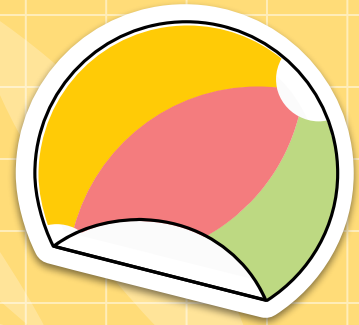
Analyzing comedic writing.

## Journalistic Styles

News, feature writing.

## Film Dialogue

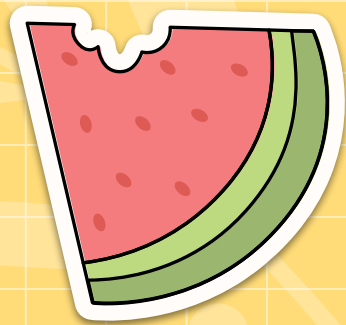
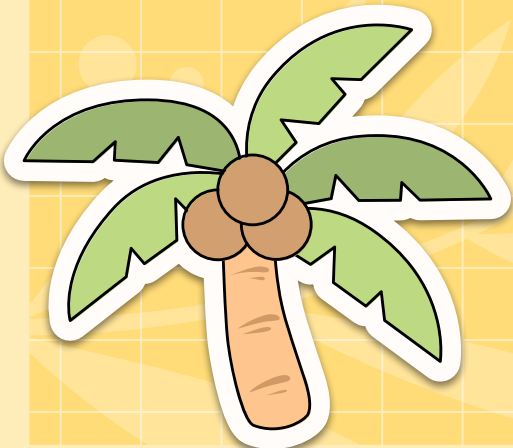
Language in movies.

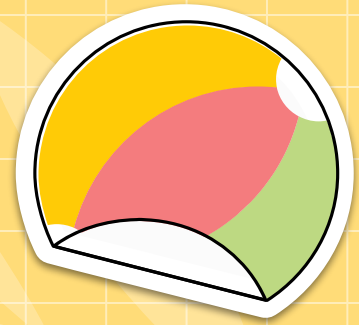


# Personalized Learning Update

Beth Mariola, Curriculum & Technology Supervisor

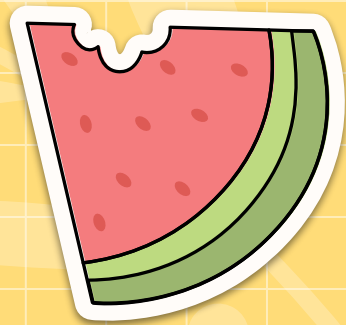
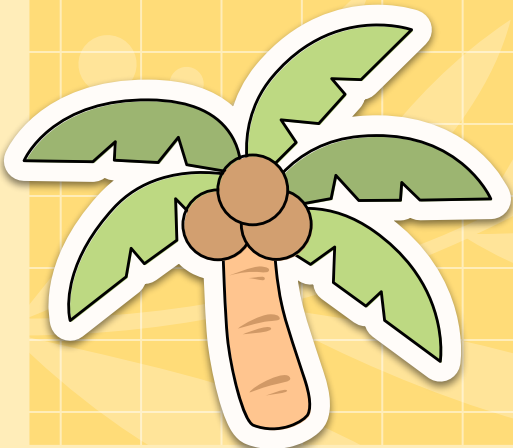
[Link to Presentation](#)

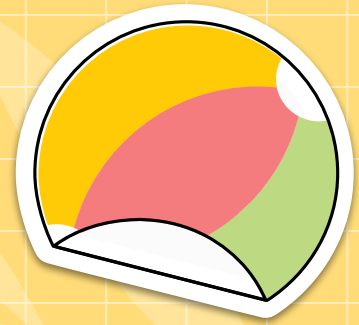




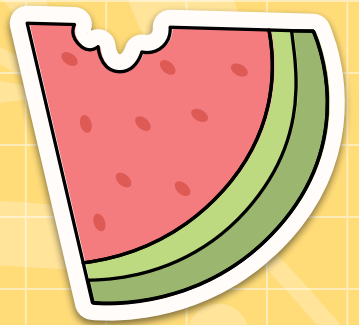
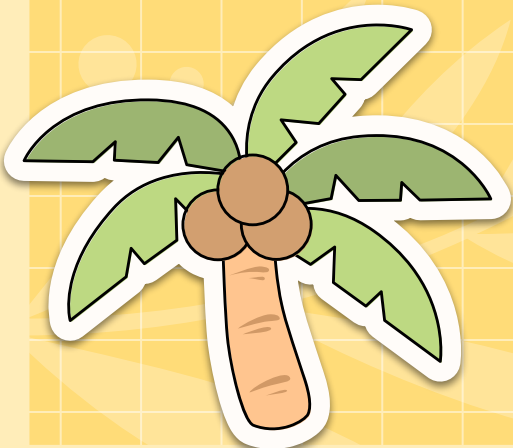
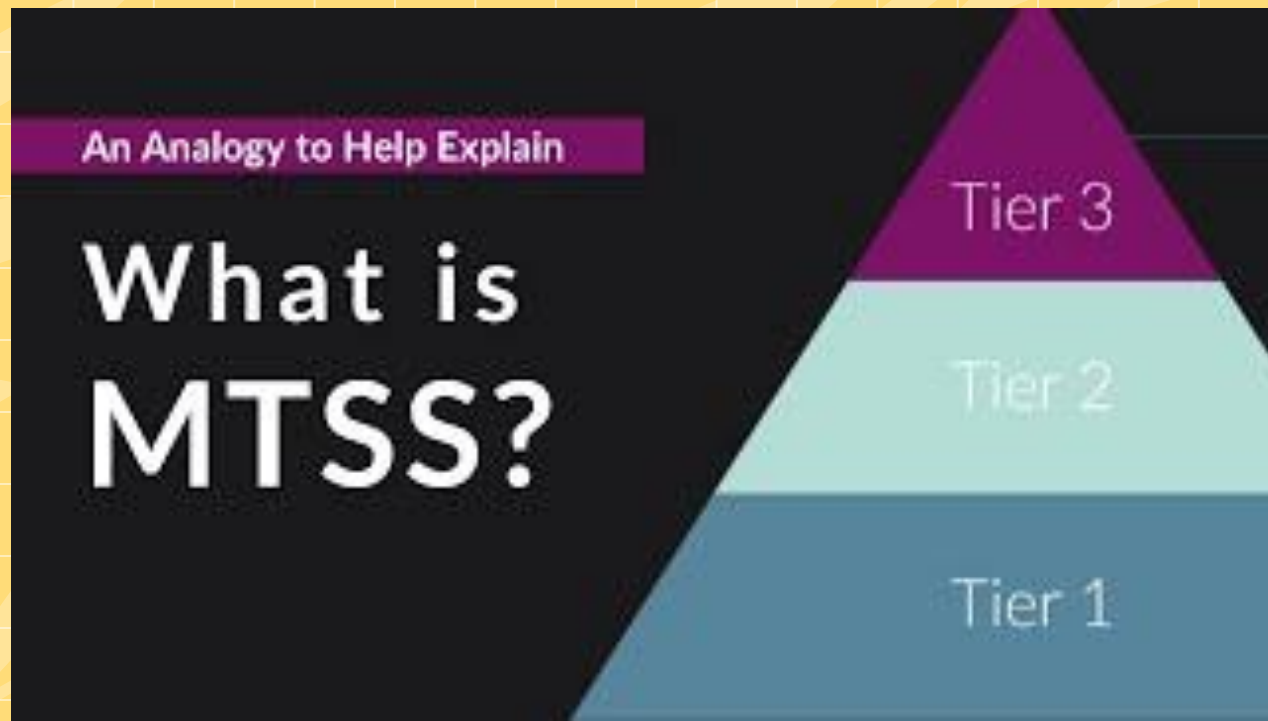
# MTSS Update

Ryan Bandiera, Director of Pupil Services



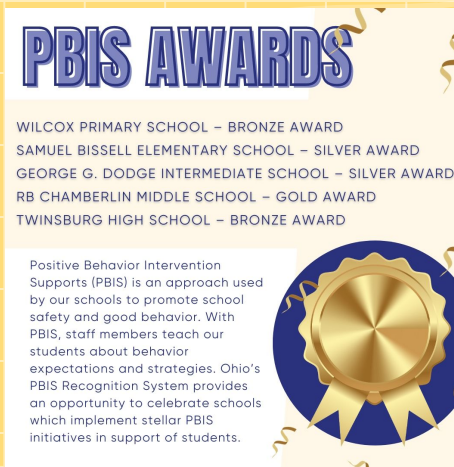


# What is MTSS?



# MTSS in Twinsburg

- The MTSS Framework has been part of the Twinsburg City School District Strategic Plan under the area of Culture & Climate
- The Twinsburg City School District has been recognized for our work in the Positive Behavior Intervention Supports side of MTSS for many years with RB Chamberlin being a Gold Award recipient.



# Special Education Profile

- Annually, TCSD receives a Special Education Profile which measures the District's service outcomes for children with disabilities.
- Twinsburg has been recognized as being disproportionate in our identification of African American students with disabilities under the category of Emotional Disturbance and Specific Learning Disabilities.
- As part of this identification, the District has to annually develop an improvement plan. Included in this plan is developing consistent MTSS practices at all 5 buildings under the lens of equity.

[2023-2024 Special Education Profile](#)



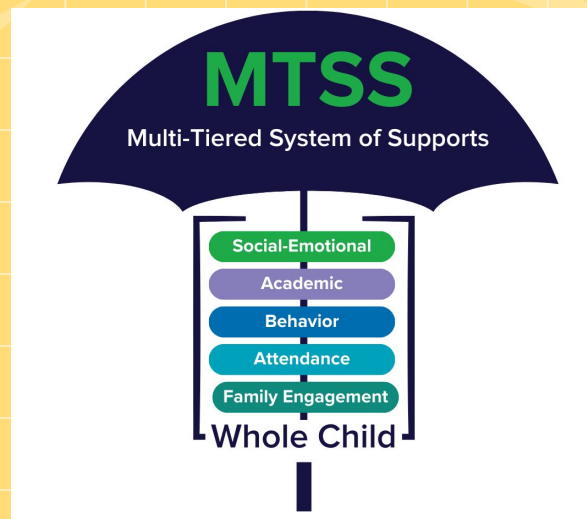
# MTSS Next Steps

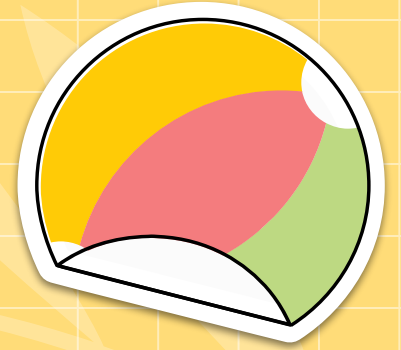
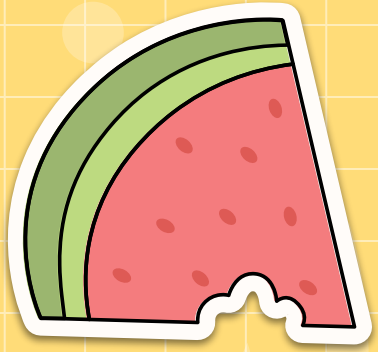
- As required through our Disproportionality finding, the District is required to redirect 15% of its IDEA Funds to address this need.
- For the 2024/2025 school year, the District plans to use those funds to hire a District MTSS Coordinator.
- The MTSS Coordinator will:
  - Guide building teams in their MTSS Process
  - Provide ongoing coaching to staff for student interventions
  - Coordinate MTSS meetings at each building
  - Develop an MTSS needs assessment to measure and monitor the effectiveness and consistency of our MTSS Process

# MTSS Update

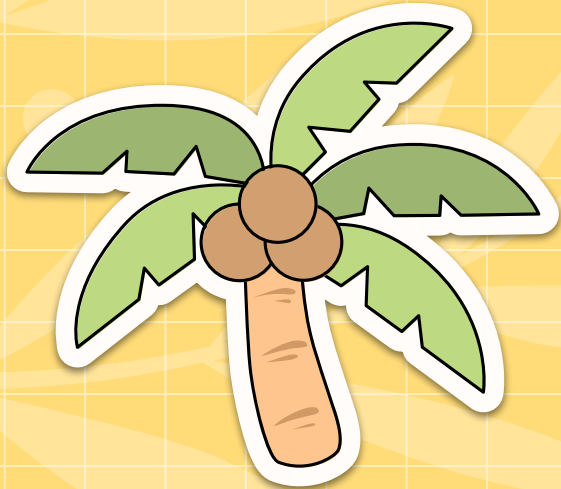
- An update on this progress will be provided next year during the Curriculum and Technology Committee Meetings

Questions?

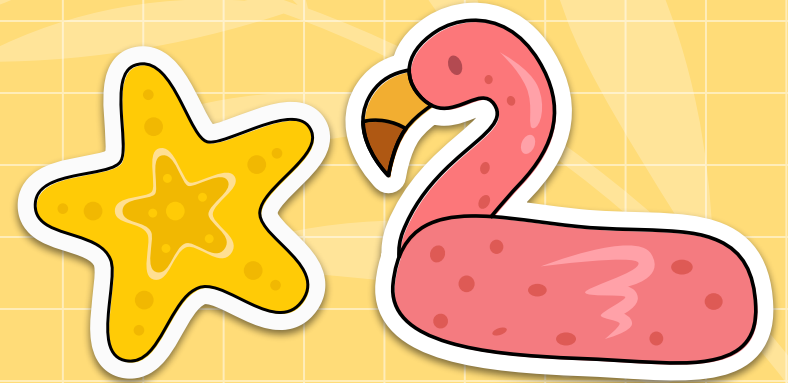


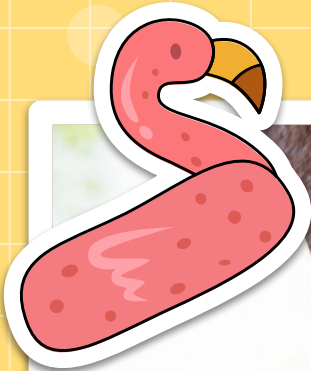


Thank you!



Motion to  
Adjourn





**Hope you  
have a  
relaxing  
summer!**



**2024-2025 Meeting Dates**

**October 7    January 13    April 7    June 2**