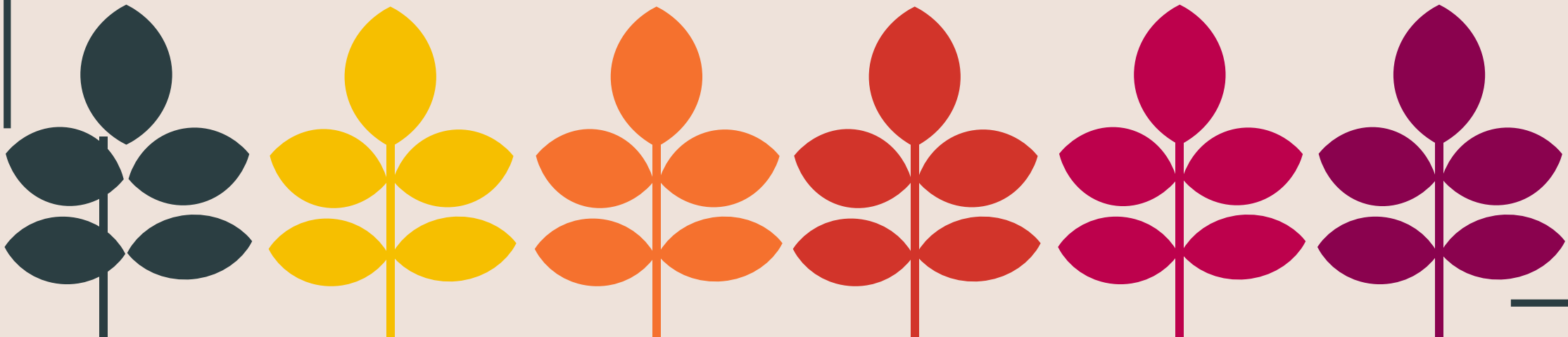




WELCOME!
OCTOBER 16, 2023

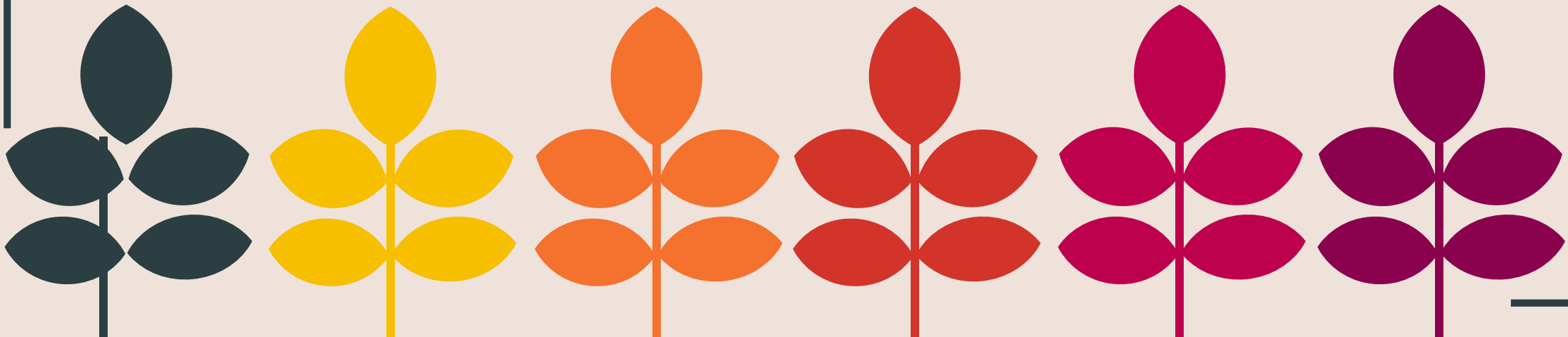
Welcome, Updates & Role of the Committee


Jennifer Farthing, Director of Curriculum and Technology



New Computer Programming Texts

Donna Houston, Business Teacher





Honors/AP
Computer Science
Introduction to Programming
C++ Programming

Mrs. Donna Houston
Business Department



Honors/AP Computer Science A JAVA

AP Computer Science A (JAVA) for Intro/Honors JAVA Programming course,
published by ZyBooks: A Wiley Brand

<https://www.zybooks.com/catalog/ap-java/>

C++ Programming

Programming in C++

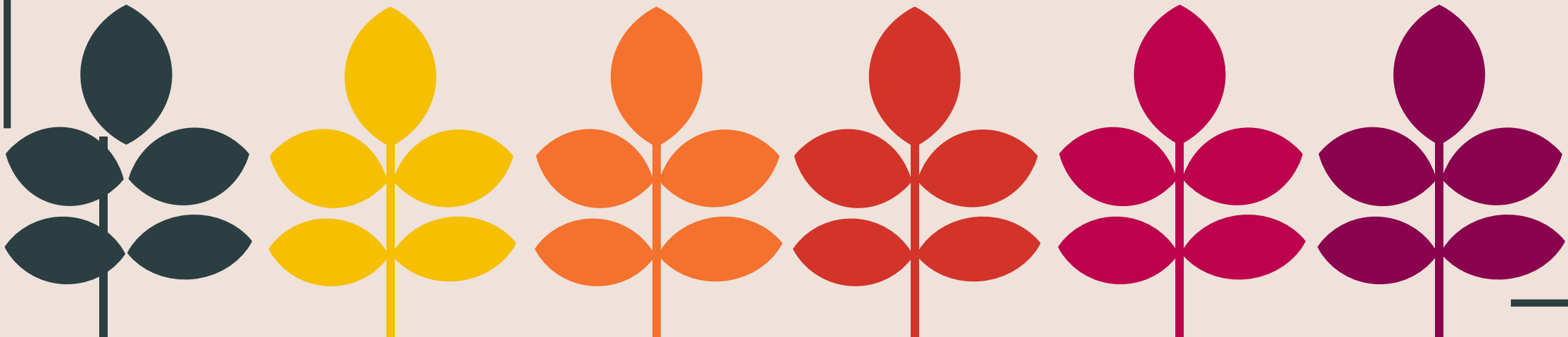
Published by ZyBooks: A Wiley Brand

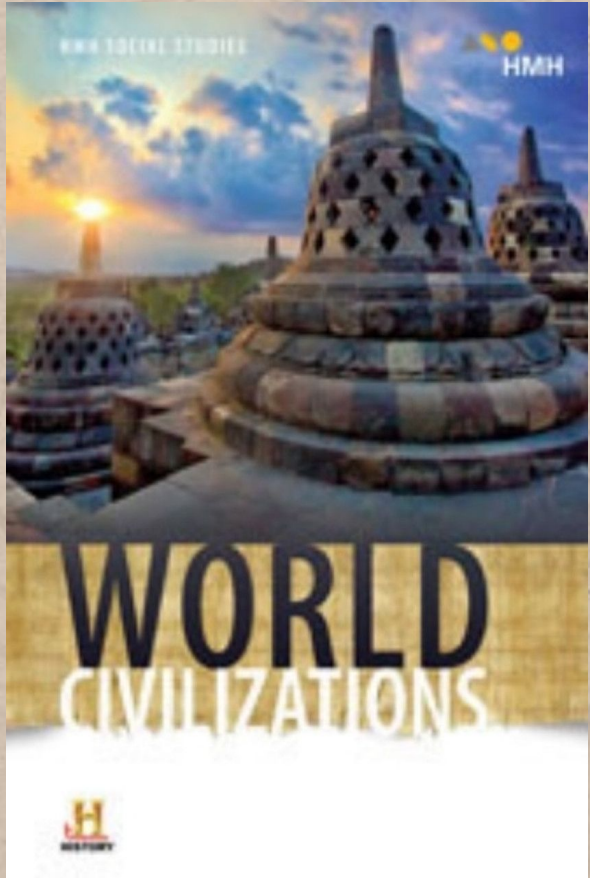
<https://www.zybooks.com/catalog/programming-c-plus-plus/>

Thank you.

6th Grade Social Studies Text

Jamee Markulis, Social Studies Teacher





6th Grade Social Studies





Why HMH?

- 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.

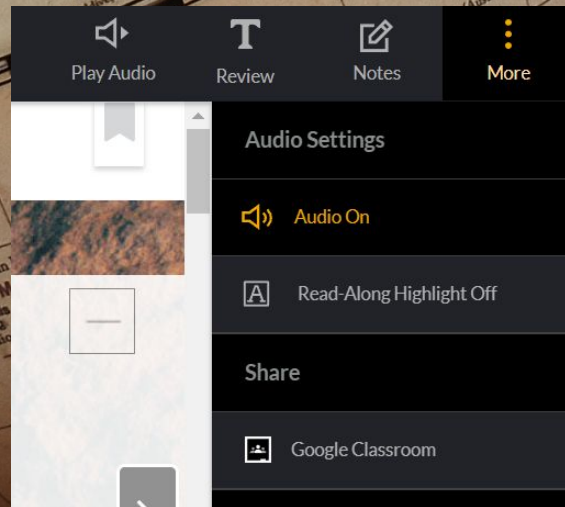
2. Appealing to a Variety of Learners and Learning Styles

- 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.

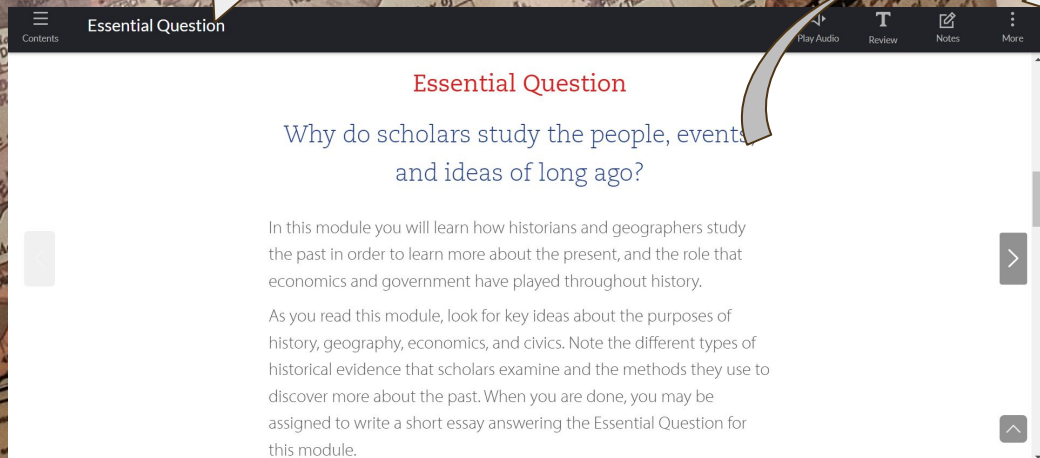
Cult of Djedfre

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



3. Encourages Critical Thinking and Higher Level Thinking Skills

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

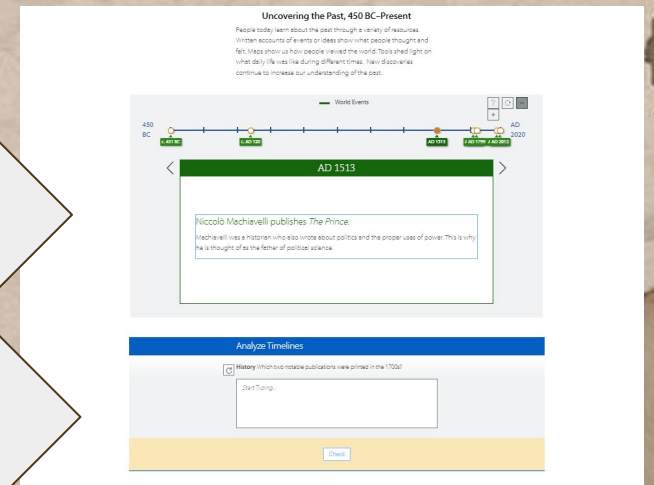


The screenshot shows a digital interface for an 'Essential Question'. At the top, it says 'Essential Question' in red. Below that, the question is 'Why do scholars study the people, events, and ideas of long ago?'. The text explains that in this module, students will learn how historians and geographers study the past to understand the present and the role of economics and government. It also instructs students to look for key ideas about the purposes of history, geography, economics, and civics, and to note different types of historical evidence and methods used to discover more about the past. The interface includes navigation icons like 'Play Audio', 'Review', 'Notes', and 'More'.

- 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

Ex. Interactive Activity

Quick Check



The screenshot shows an interactive activity titled 'Uncovering the Past, 450 BC–Present'. It features a timeline from 450 BC to AD 2020. A specific date, AD 1513, is highlighted in green. Below the timeline, there is a text box containing the following information: '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 this text box, there is a section titled 'Analyze Timelines' with a sub-section 'History' which includes the text 'History (which) has notable publications were printed in the 1700s'. There is a 'Start Timing' button and a 'Check' button at the bottom.

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.

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.

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.

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.

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.

Economist



5. Frequently Updated Material

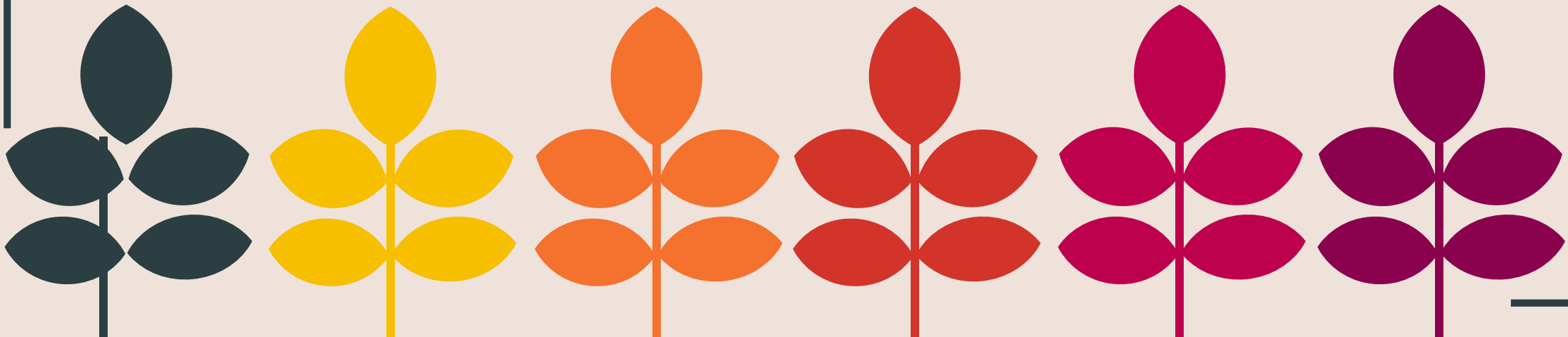
- A drawback of a traditional textbook is that the information is out of date almost immediately.
- The HMH online platform is updated to include ties to current events and updated terminology.
- Primary/secondary sources are chosen to reflect a variety of perspectives.

Questions?



Adaptive Art Course of Study

Ashley Tornow, Art Teacher





Adaptive Art

Twinsburg High School

Ashley Tornow







1. Copy of Mentor Expectations

2. Copy of Mentor Curriculum



Peers in Adaptive Art



The role of a peer in adaptive art is to earn an art credit through participation in differentiated art instruction, assessments and experience.

Peers in adaptive art include:

- 6/7 students in Mr. Socrates's resource room
- 4/8 students in Mrs. Todd's resource room
- 1 student who is in exclusively general education courses



Mentors in Adaptive Art



The role of a mentor in Adaptive Art is to make art accessible to peers, lead and mentor by example, and create social relationships with peers.

Mentors in adaptive art include:

- 6 Juniors
- 3 Seniors
- 1 Sophomore
- 5 males, 5 females



Standards

Peers are being assessed based on Visual Art Standards

There are currently no extended standards in visual arts K-12, thus students are being assessed according to Ohio's Visual Art Standards. The great thing about these standards is they are organized according to grade level, until they hit high school. At that point, they are organized as:

1. Proficient 2. Intermediate 3. Accomplished 4. Advanced

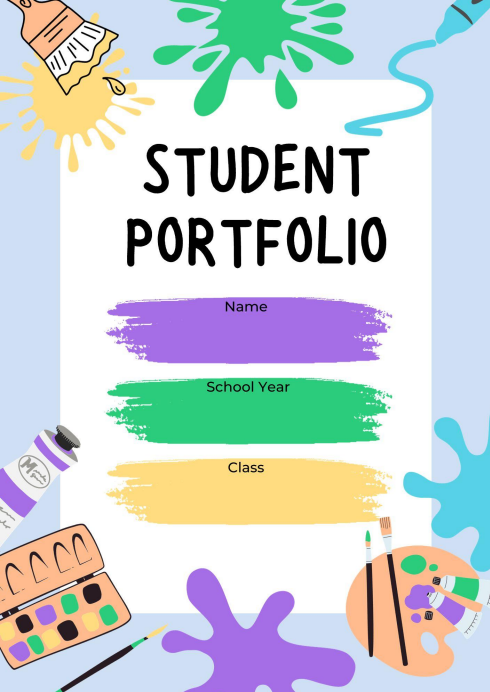
That being said, I can differentiate the standards based on different students and their current level. Some of them are taking this class for a second year, others a first. Many are in other art courses with me, thus expectations are different.

HSP.2RE Engage with self-assessment to set and monitor goals to document personal growth.

HSI.2CR Select the appropriate creative processes for potential solutions to artistic problems.

Student Portfolio Reflections

Kandinsky Oil Pastel Circles



Example Visual Art Standards used in adaptive art for peers

Standards

Mentors are being assessed based on SEL standards

To my sadness, there were no standards or curriculum through ODE on being a mentor in an adaptive art class. Here is how I have approached building a curriculum for mentors:

- Mentors are not being assessed on their artwork nearly as much as they are their leadership, mentorship. This is why I am using **exclusively SEL standards when assessing mentors.**
- The level of artwork the mentors are doing with the peers is not what I would have them doing if they were enrolled in another art course, which is why I am not including any visual art standards.
- Mentors are planning and teaching a lesson, learning about multiple disabilities, language to use when working with peers, etc.

(I do not get any time alone with mentors, so fulfilling the current curriculum is difficult)

C1. 2.d

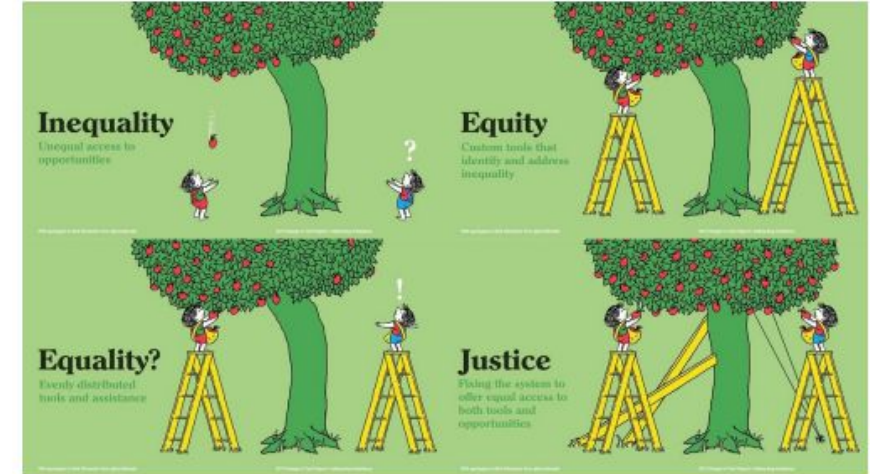
Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ.

C1. 3.d

Demonstrate empathy through compassion in self and encourage in others.

Weekly Discussion Questions and Reflections

11/9/2023



1. Weekly Response Question

Take a look at the graphic above. We often hear the word "equality" used as a response to inequalities in our society. These inequalities can be related to race, ability, class. As this graphic demonstrates, equality is not always the proper solution.

My question is, where do you as a mentor fall into this graphic. There is an unequal access to artistic opportunities for your peers in this class based ability (this is the inequality). In your role as a mentor are you responding by providing equity, or justice? How?

1/23/23

1. Weekly Response Question.

Differently abled, or disabled. What's the difference?

Language and terminology we are given to describe the world around us is always changing. Let's evaluate the evolution of wording to describe people with disabilities:

Early 1900's <i>Handicapped</i>	Mid Century <i>Disabled</i>	Early 2000 <i>Differently Able</i>	Today <i>Person with a disability</i>
A play off of the term "hand-in-cap" or beggar, asking for assistance.	Prefix dis, or not, root word abled. No able.	Speaks for itself. Trying to remove the dis prefix as it is a negative prefix.	Identifying the person person, and then the disability.

Help when discussing people with disabilities:

1. Ask to find out if an individual is willing to disclose their disability.

Example SEL Standards used in adaptive for Mentors

C2. 4.d

Evaluate the impact of personal involvement in an activity to improve school, home, community and world.

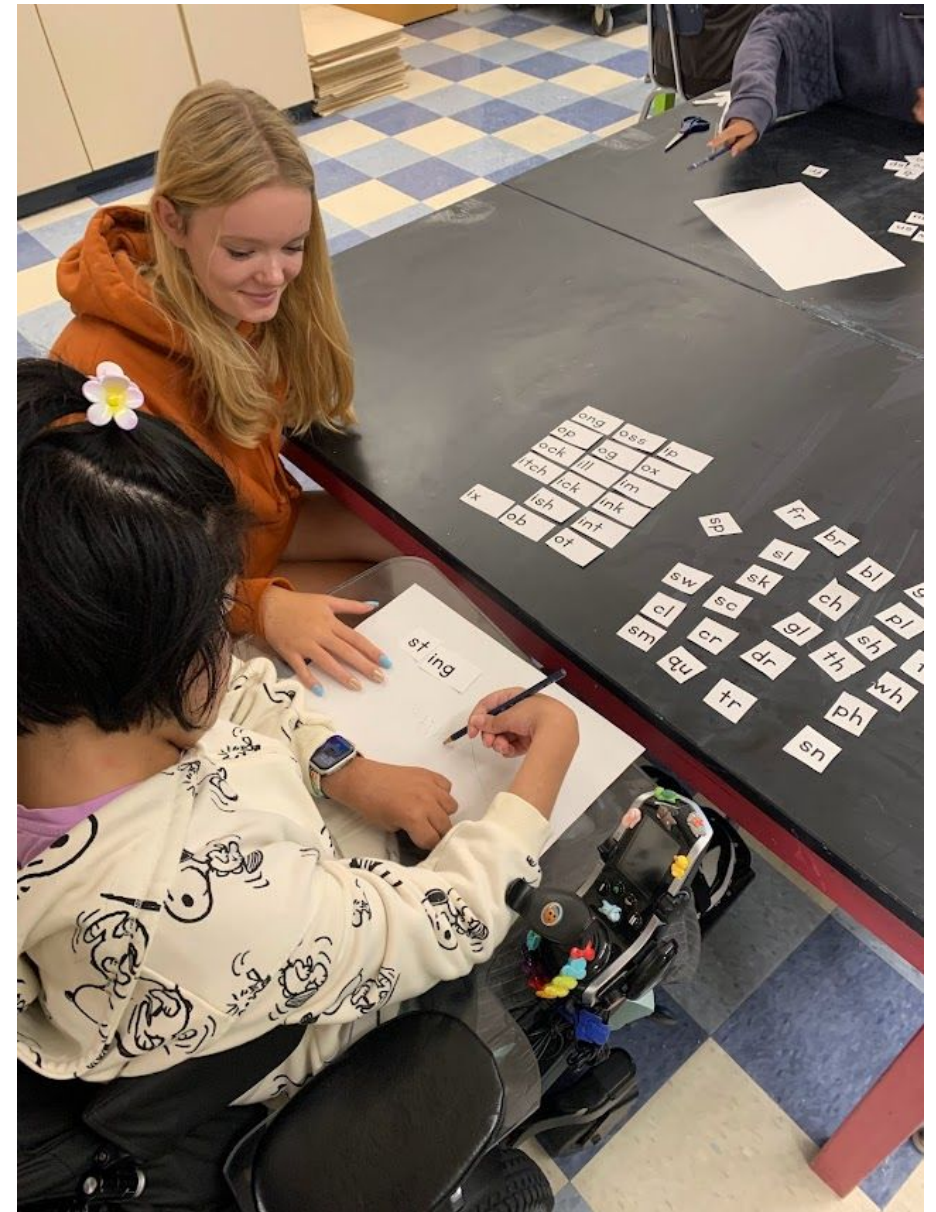
C4. 2.d

Respond to social cues that differ depending on the societal and cultural norms of the environment.

C4. 3.d

Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions.

Mentor Taught Lesson Proposal, Plan, Presentation



Example SEL Standards used in adaptive for Mentors



Special Shout Out

To my Instructional Assistants: Mrs. Oh, Ms. Nelson, and Mrs. Hopson

To my mentors: Thank you

To Jillian Carter, Michelle Little, Brian Linn: For helping me get this going last year.

To Abby Todd, Matt Socrates: For working with me this year.



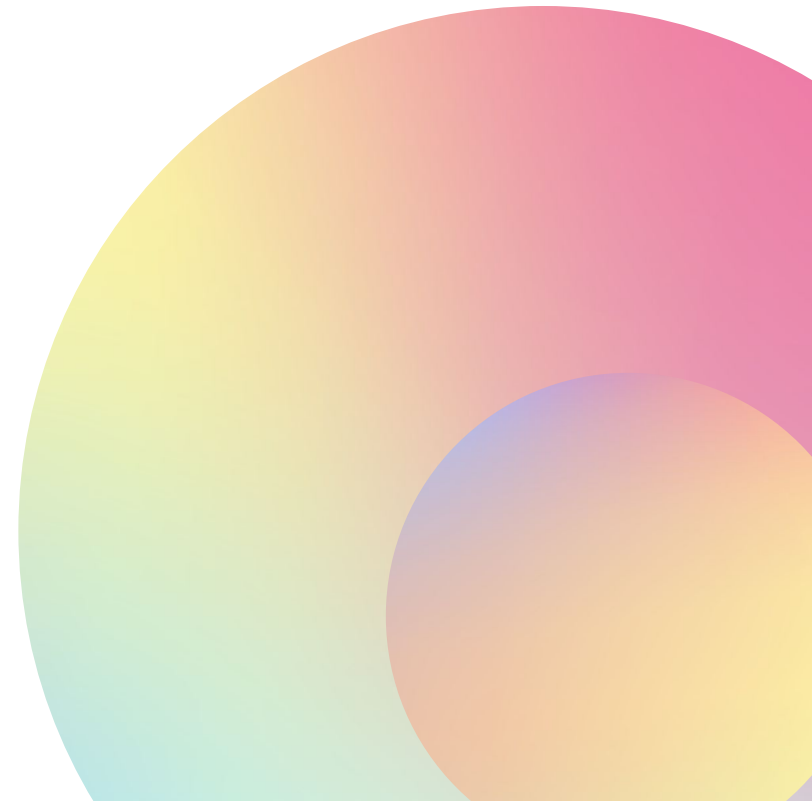


Thank you!

Do you have any questions?

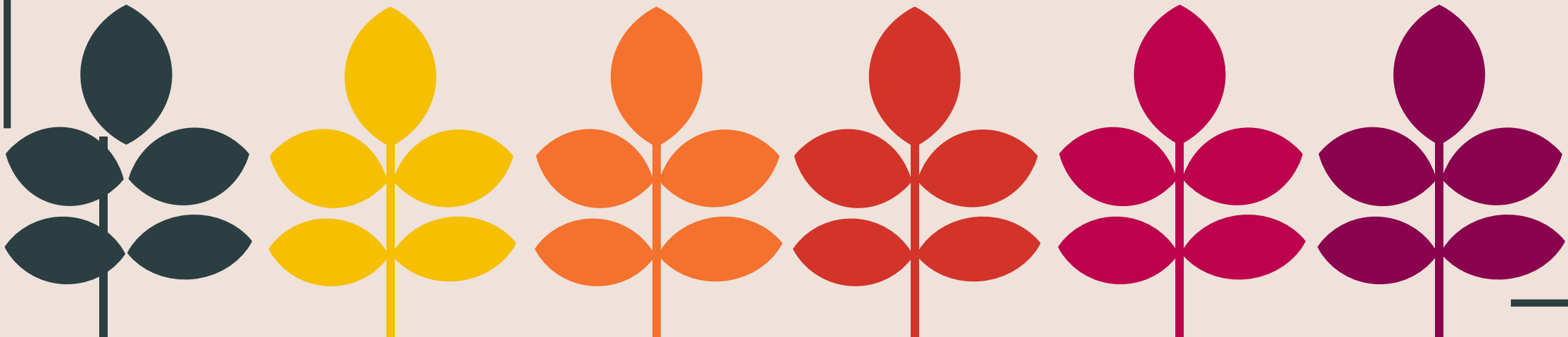
Ashley Tornow

atornow@twinsburgcsd.org



Adaptive PE Course of Study

Spencer Genos, PE Teacher





Adapted Physical Education (APE)

Mentors

Importance of Mentors in APE

- They assist the APE teacher and instructional assistants in teaching adapted lessons.
- They create a more inclusive classroom which promotes a high quality learning environment.
- They help assist their peers in learning new skills/games.
- They are a positive role model/friend for their peers.

Role of Mentors in APE

- Build relationships with their peers
- Help guide peers in learning new skills
- Motivate peers to try new games/skills/activities
- Help peers use correct form for any given skill, stretch, activity...etc
- Help keep lessons flowing smoothly
- Guide peers through transitions/changing of venue (For ex: moving from the weight room to the gym)
- Set up and create modified/personalized equipment for peers



Benefits for Mentors

- Develop unforgettable relationships.
- Prepares them for the real world.
- Builds problem solving skills.
- Enhances creative thinking.
- Positive experience for college applications.

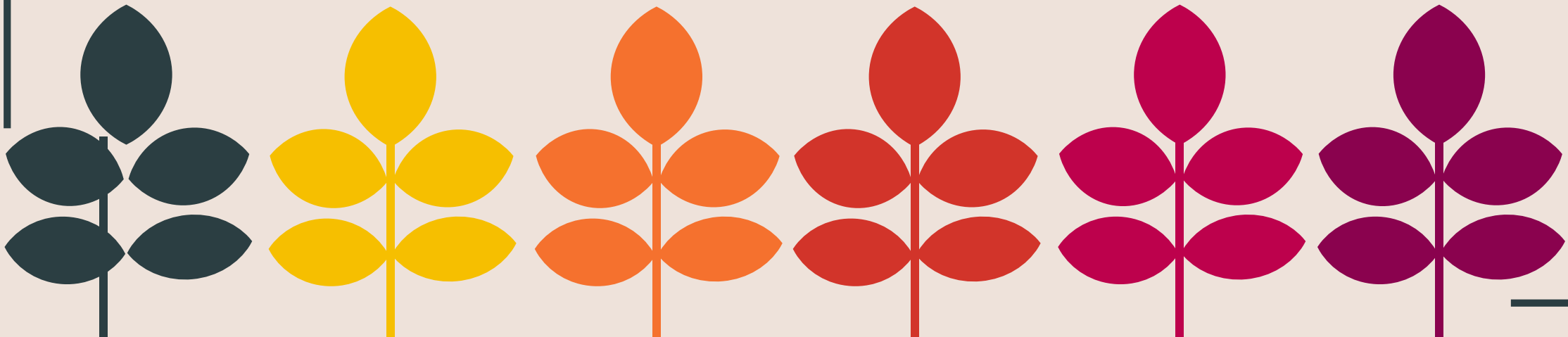


Conclusion

Being a student mentor in the Adapted Physical Education classroom is a very important and rewarding role. Mentors get the opportunity to change the lives of their peers and have a lasting positive impact on their physical activity. In this class, I hope the mentors get to showcase their creative ability and find personalized ways to connect with their peers. They will learn about different ways to adapt equipment, rules, games ...etc to meet the needs of their peers. Overall, being a mentor will allow these students to build strong communication skills and prepare them for life after high school.

Drama → Workshop in Creativity Course

Ryan Merriman, English Teacher



Course Proposal: Creativity and Advanced Creativity

Ryan Merriman
English Teacher
Twinsburg High School

The Power of Imagination!



Fig. 1

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

Instructor Background:

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

Course(s) Rationale

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

Positives for a Creative Writing/Drama Course

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

Course Requirements

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

- Drama
- Fiction
- Creative Nonfiction
- Poetry
- Playwriting

Major Assessments

Assessments would be project-based and based off of the following themes (units)

1. Classical Expression
2. Self Expression
3. Expression Through Conflict
4. Expression Through Social Issues
5. Final Form of Expression

Projects Would Include...

- **For Drama:** Pantomime Scene, Monologue, Combat Scene, Social Issue Scene, Final Scene
- **For Fiction:** A history piece, a short story told in first-person, action story, social issue story, final portfolio of stories.
- **For Poetry:** A collection of historical poems, a collection of expressive poems, poems detailing some form of movement or action, a collection of social issue poems, final portfolio of poetry

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

Final Project Showcase

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

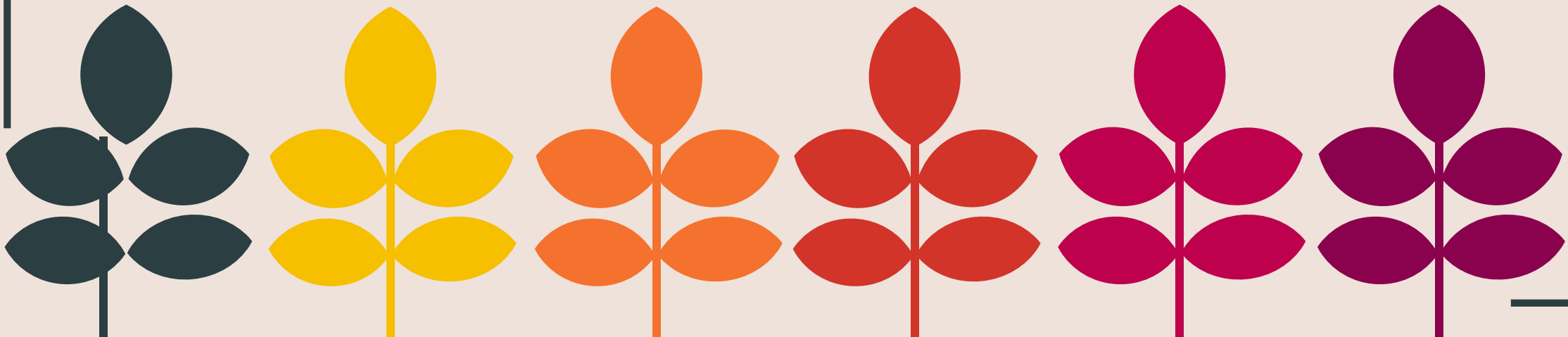
District Strategic Plan/Goals

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

Social Justice in Literature

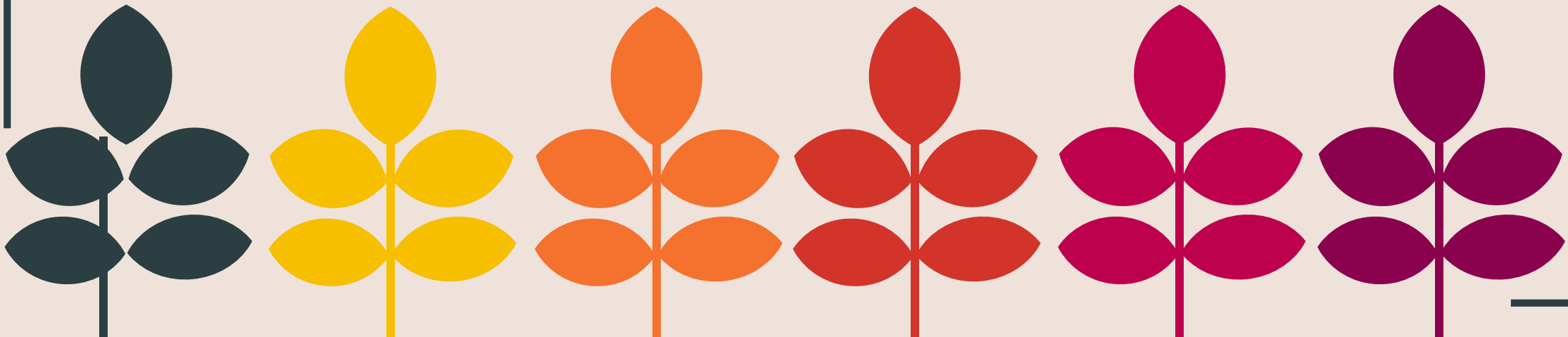
Megan Holzheimer, English Teacher

<https://watch.screencastify.com/v/eyWLZJnNbesPQKKyV0mV>



Financial Literacy Update

Alex Popovich, Curriculum Supervisor



Financial Literacy at Twinsburg High School

— Coming in 2024-2025!!! —

Ohio Department of Education: Graduation Requirement

Under Ohio law, students entering 9th grade on or after July 1, 2022, must earn one half credit of financial literacy as a graduation requirement.

Class of 2026 and Beyond: For students entering high school for the first time on or after July 1, 2022, one-half credit of financial literacy that students can substitute for a one-half credit elective, or a one-half credit of math required for graduation. The one-half credit of math cannot be Algebra 1 (or Math 1 if using an integrated approach), Geometry (or Math 2 if using an integrated approach), Advanced Computer Science or Algebra 2.

Financial literacy cannot count for social studies credit.

Who is able to teach Financial Literacy?

For the 2024-25 school year:

Any educator who holds a current license that allows them to teach grades 9-12 AND has a financial literacy validation (Licensure validation requirements to be determined)

OR

Educators with current licensure in social studies, family and consumer sciences, or business education

Class of 2026 and Beyond: For students entering high school for the first time on or after July 1, 2022, one-half credit of financial literacy that students can substitute for a one-half credit elective, or a one-half credit of math required for graduation. The one-half credit of math cannot be Algebra 1 (or Math 1 if using an integrated approach), Geometry (or Math 2 if using an integrated approach), Advanced Computer Science or Algebra 2. **Financial literacy cannot count for social studies credit**

Plan for staffing for 2024-25

- TWO teachers from with 7-12 Social Studies licensure will teach Financial Literacy to the Classes of 2026 and 2027 during the 2024-2025 school year.
- The Class of 2028 (current 8th grade) will NOT take Success/Health during 2024-25 school year.
- During the 2025-26 school year, All 10th graders (Class of 2028) will take one semester of Health and one semester of Financial Literacy opposite of one another.
- Freshman Success will no longer be a required course at Twinsburg High School for the Class of 2028 and beyond.

Impact to Graduation Requirements at THS

THS Course Requirements

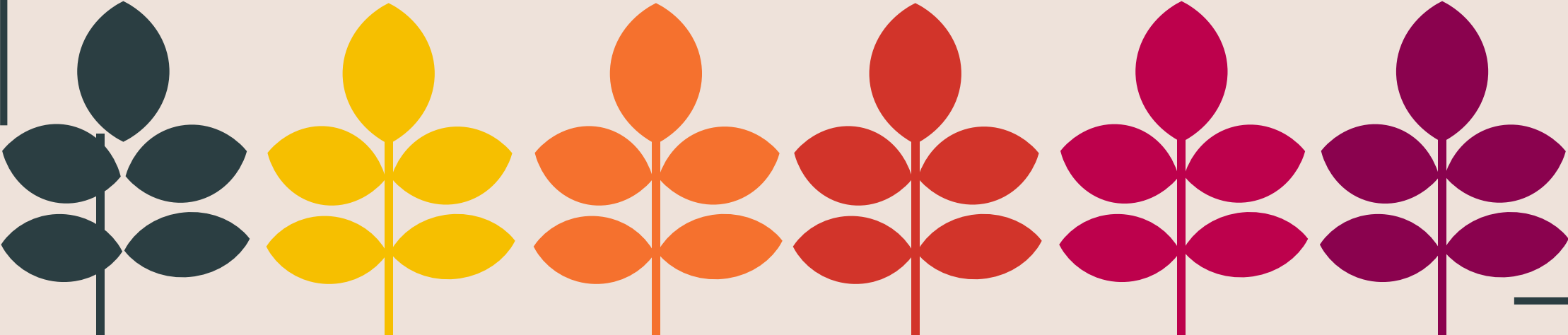
More information to come...

Questions?

Federal Grants Update

Ryan Bandiera, Director of Pupil Services

Alex Popovich, Curriculum Supervisor



Federal Grants Public Hearing

*Twinsburg City School District
Curriculum and Technology Committee Meeting*

October 16th, 2023



Title I

	Allocation
2021-2022	\$ 419,900
2022-2023	\$ 334,343
2023-2024	\$ 316,915

Purpose

- ❖ Title I will provide reading and/or math intervention services to struggling students in grades K-8 through various delivery options, including pull-out of small groups and services within the classroom setting. Services will be provided before, during, and/or after school.
- ❖ Twinsburg is a “targeted assistance” district. A “school-wide” district would have a higher poverty level than TCSD does.
- ❖ The funding will provide Reading and/or Mathematics intervention services for Grades 1-8.
- ❖ A stipend of \$925 (with \$129.50 STRS) will be paid to **Tina Magyar** to oversee the program, maintain appropriate records, and prepare for future audits.

Title II-A

	Allocation
2021-2022	\$ 158,378
2022-2023	\$ 67,224
2023-2024	\$ 72,337

Purpose

- ❖ Title II-A staff development monies in the amount of \$72,337 will be spent on highly-qualified staff development for teachers, principals, and paraprofessionals during the 2023-2024 school year (7/1/23 - 6/30/24) to improve student achievement.
- ❖ The funding pays for staff professional development, presenters, conferences, and substitutes.
- ❖ The bulk of the funding went to supporting training in Amplify's mCLASS, the district's dyslexia screener, and GoMath/Waggle online Math curriculum

Title III

	Allocation
2021-2022	\$ 413 (carryover)
2022-2023	\$ 16,102
2023-2024	\$ 19,948

Purpose

Definitions:

LEP: Limited English Proficient

EL: English Learners

The purpose of the Title III grant is to ensure that EL students develop high levels of English capacity and meet the same academic standards as are expected of all students.

Expenditures include: Updated materials for EL teachers and students, translation services (state assessments), and PD conference expenditures for staffing such as TESOL conference in November.

Title IV-A

	Allocation
2021-2022	\$ 54,742
2022-2023	\$ 26,513
2023-2024	\$ 26,809

Purpose

- ❖ Title IV-A will be used to provide students with a well-rounded education geared to support the effective use of technology, safe and healthy students, and well-rounded opportunities.
- ❖ Title IV-A staff development monies will be spent on:
 - STEM related instructional materials
 - Highly-qualified staff development for teachers
 - Project Based Learning
 - STEM Cadre
 - Technology Professional Development
 - Online Subscriptions

IDEA 6B

	Allocation
2020-2021	\$ 779,230
2021-2022	\$ 837,757
2022-2023	\$ 802,104
2023-2024	\$ 847,822

Purpose

- ❖ The funding will be spent as follows:
 - \$285,000 for teacher salaries/benefits
 - \$300,816 for support services/benefits
(psychologist and occupational/behavior therapy)
 - \$130,000 for administrative salaries/benefits
 - Due to the District being identified as disproportionate in our identification of students with a disability, the District is required to redirect 15% of these funds to Comprehensive Coordinated Early Intervening Services.

IDEA 6B - Early Childhood

	Allocation
2021-2022	\$ 19,638
2022-2023	\$ 20,710
2023-2024	\$ 21,136

Purpose

- ❖ Early Childhood funds will provide services to preschoolers ages 3 to 5 with disabilities
- ❖ \$20,710 towards instructional assistants' salaries for two preschool classrooms
- ❖ General supplies and technology tools to support preschool instruction.

Stronger Connections Grant - FY24 ONLY

The Stronger Connections Grant was authorized under the Bipartisan Safer Communities Act. Ohio received \$35 million to award to Local Education Agencies (LEAs) to provide students with safe and healthier learning environments that prepare them for success.

The TCSD was allocated \$25,929 from the Stronger Connections Grant and it will provide funding that can support the district's prioritization of its students well being. The school district partners with Beechbrook to provide social workers that are on-site and in all five school building across the district. The additional funding from the Stronger Connections Grant would assist with the funding for one social worker's salary for the 2023-2024 school year.

	Allocation
2023-2024	\$ 25,929

Questions



Community member questions reach out to:

Alex Popovich

Curriculum Supervisor

330.486.2005

apopovich@twinsburgcsd.org

Ryan Bandiera

Director of Pupil Services

330.486.2091

rbandiera@twinsburgcsd.org

THANK YOU!

Our next meetings are:
January 22, 2024, April 8, 2024 and June 3, 2024

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Fonts used: Barlow
Images: Unsplash

