

The background of the entire image is a dense, vibrant collage of various citrus fruit slices. It includes bright yellow-orange slices of lemons and oranges, as well as bright green slices of limes. The slices are arranged in a somewhat circular pattern around the central text, with some overlapping. The colors are very saturated, giving it a fresh and energetic feel.

# *Curriculum Technology Committee*

June 16, 2022



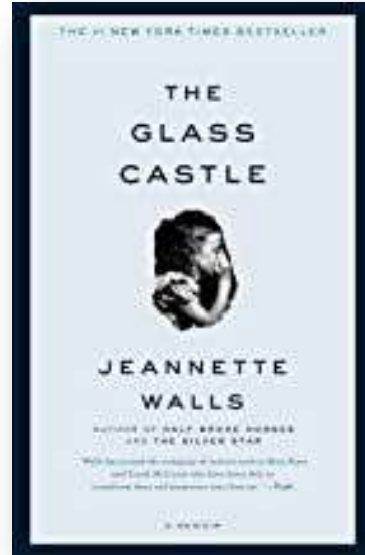
The background of the slide is a vibrant collage of various citrus fruit slices, including lemons, limes, and grapefruit, arranged in a dense, overlapping pattern. The colors range from bright yellow to deep orange and green.

# **Welcome & Curriculum Updates**

Jen Farthing, Director of Curriculum

# 9<sup>th</sup> Grade Language Arts

Wyatt Monteith, Language Arts Teacher



# *The Glass Castle* (2005)---Jeannette Walls

## Intended Audience:

Honors English 9 students

## Summary:

*The Glass Castle* is a remarkable memoir of resilience and redemption, and a revelatory look into a family at once deeply dysfunctional and uniquely vibrant. Jeannette's brilliant and charismatic father captured his children's imagination, teaching them physics, geology, and how to embrace life fearlessly. The memoir conveys her message without condemning either of the Walls parents. Jeannette Walls writes not to place blame, but to find out how her childhood experiences helped shape the woman she became. She uses humor frequently, which gives the book a light tone. Readers may want to dislike these parents, but Walls' descriptions and tone make it impossible.

## Educational Purpose of the Text:

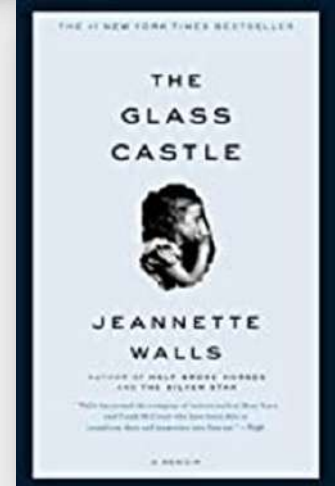
The College Board expects A.P. Literature students (future) to read and write about cultural and societal issues in literature, and this memoir provides a perfect subject for such exploratory writing.

*The Glass Castle* is a uniquely written memoir designed to provoke thought and inquiry and provide strong messages of resilience and dedication to family no matter the cost.

## Reviews:

The extraordinary, one-of-a-kind, "nothing short of spectacular" (*Entertainment Weekly*) memoir from one of the world's most gifted storytellers.

"Memoirs are our modern fairy tales.... The autobiographer is faced with the daunting challenge of attempting to understand, forgive, and even love the witch.... Readers will marvel at the intelligence and resilience of the Walls kids."—*Francine Prose, The New York Times Book Review, front page*





# ***I Am Malala: How One Girl Stood Up for Education and Changed the World (2014) & I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban (2013)---Malala Yousafzai***

## **Intended Audience:**

Honors English 9 students

## **Summary:**

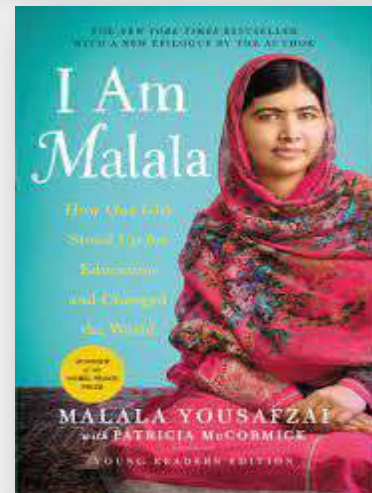
*I Am Malala: How One Girl Stood Up For Education and Changed the World* is a memoir by Malala Yousafzai, co-written with Patricia McCormick. Malala was born in Pakistan in 1997 and became a household word in 2012, when she was shot at point-blank range by a member of the Taliban on her way home from school for advocating education for girls. She later was a co-recipient of the Nobel Peace Prize and now lives in England with her family because it's not safe for them to return to Pakistan. Malala tells of being inspired at a young age to stand up for what was right, encouraged by her schoolteacher father; of the scary realities of life under the Taliban; and of squabbles with her brothers and tiffs with her friends as she becomes a symbol for the right of girls (and all kids) to get an education.

## **Educational Purpose of the Text:**

The College Board expects A.P. Literature students (future) to read and write about cultural and societal issues in literature, and this memoir provides a perfect subject for such exploratory writing. *I Am Malala* provides students with an opportunity to examine a piece of literature that is seen from a unique, cultural perspective. Also, themes which analyze the author's culture are reflected and illuminated in the memoir such as education, identity, and family.

## **Reviews:**

"A searing and personal portrait of a young woman who dared to make a difference." —Publishers Weekly  
[Yousafzai's] strong voice and ideals come across on every page, emphasizing how her surroundings and supportive family helped her become the relevant figure she is today....—SLJ



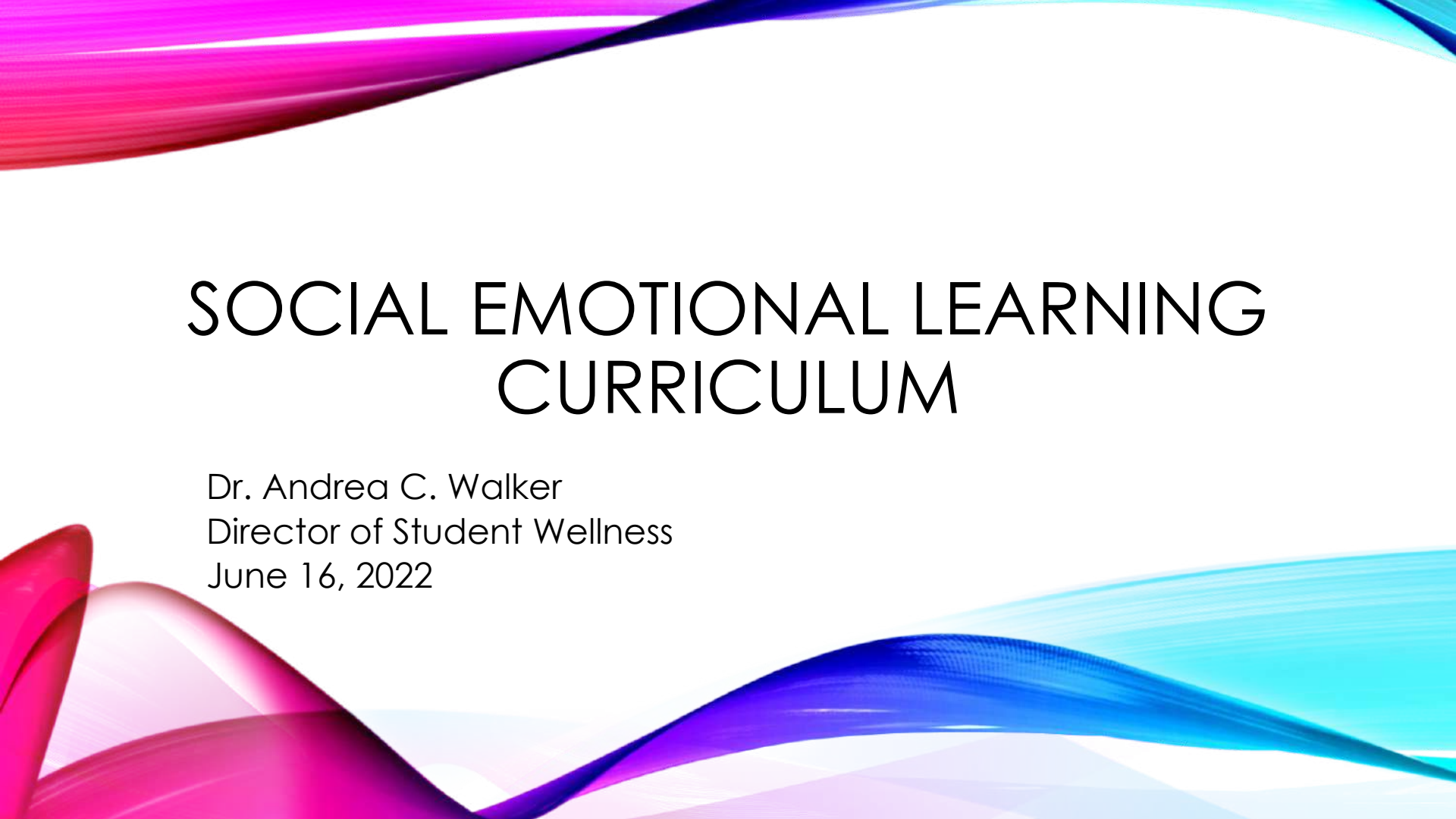
# Connections Course

Alex Popovich, Curriculum Supervisor



Course of Study/Curriculum Map: [Link](#)

Field/Desired Placement	Number of Students in this category
Accounting	1
Aerospace Engineer	1
Athletic Trainer/gym owner	1
Botany - Environmental Science	1
Business Management	1
Education (Teaching/Coaching)	1
Interior Design	1
Mathematics	1
Media Production and/or Film/TV set	2
Medical Field - Nursing	1
Medical Field - surgeon	1
Medical Field (Unspecified)	4
Photographer	1
Psychology	1
Radiologist Technician	1
School assigned placement	4
Screenwriter	1
Sports Journalism	1
Undecided	7 (potentially some to local manufacturers)
Total # of Students	31



# SOCIAL EMOTIONAL LEARNING CURRICULUM

Dr. Andrea C. Walker  
Director of Student Wellness  
June 16, 2022





# SOCIAL EMOTIONAL LEARNING

- The field of social and emotional learning (SEL) is rapidly expanding, as educators bring a sharper focus to helping children build skills beyond academic knowledge.
- Building children's SEL skills has taken on even more urgency in the wake of the COVID-19 pandemic.



# WORK OF THE SOCIAL EMOTIONAL LEARNING COMMITTEE

- During the 2021-22 SY the Social Emotional Learning committee's main goal was to provide equitable SEL experiences to students which include principles, practices and recommendations for integrating SEL into regular daily practice.
- Each grade had the standards aligned into the five competencies and each standard has a supplemental lesson which includes materials to assist staff and students.



# WORK OF THE SOCIAL EMOTIONAL LEARNING COMMITTEE

- Each curriculum outline which builds upon and complements existing tools for SEL using the WHYTRY program and Scholastic Teachables, provides specific skills it targets. Some lessons are designed to help students regulate their behavior and build positive relationships, while others are aimed at developing certain mindsets or character traits.
- We created the outline to be used as a resource as an interwoven approach to SEL.



# EXAMPLES OF Scholastic Teachables and Why Try

*We can't always control the challenges that students and teachers face. We can, however, impact their ability to thrive amidst those challenges.*



# Scholastic Teachables (elementary)

- A series of stories, short stories, companion prompts, lesson plans and family resources designed to engage students in meaningful discussions and get them to think deeply about issues that are important and relevant to their lives.
- The discussion prompts offer a powerful way to teach students self-awareness, responsibility, empathy, problem-solving, decision-making, and other social and emotional skills.
- CASEL SEL core competency are interwoven into lessons to build social and emotional skills and can support other content areas.



# Why Try (secondary)

- A virtual series of learning units, lesson plans and facilitator (adult) competencies to engage students in meaningful discussions and get them to think deeply about issues that are important and relevant to their lives.
- The discussion prompts offer a powerful way to teach students SEL standards. are interwoven into lessons to build social and emotional skills and can support other content areas.





# Next Steps

Align approved curriculum to standards for ease of use and create “protected lessons” to decrease duplication of lessons.



# District Wide Courses of Study

Jennifer Farthing & Alex Popovich



## Twinsburg City School District: Course of Study/Curriculum Map

Course/Subject: English Language Arts		Grade Level(s): 3rd	
Duration OR Time of Year	Learning Standards/Objectives	Assessments/Activities	Materials
Quarter 1	<p><b>Reading Literature</b></p> <ul style="list-style-type: none"> <li>• Key Ideas and Details RL 3.2 RL 3.3</li> <li>• Craft and Structure RL 3.4 RL 3.5</li> <li>• Integration of Knowledge and Ideas RL 3.7</li> <li>• Range of Reading and Level of Text Complexity RL 3.10</li> </ul>	<p><b>Strategy:</b> Making Connections <b>Skill:</b> Sequence (Twinsburg History-Week 1-House on Maple Street)</p> <p><b>Genre: Non-Fiction</b> Expository Text- Resource, <i>Arizona Communities</i>, Pearson myWorld p. 13-15 (week 2) Biography - Resource, <i>Ben Franklin</i>, Pearson myWorld p.187-189 (week 3)</p> <p><b>Social Studies Integration</b> <b>Skill:</b> Generalizing and Main Idea/detail</p>	<p>Skill Based <i>Cold Reads</i></p> <p><b>Sequence:</b> (Week 1) <i>The Life Cycle of a Frog - Non-Fiction</i> Lexile 640 (Readworks.org)</p> <p><b>Main Idea &amp; Key Details:</b> (Week 2) <i>Saving Hawaiian Monk Seals Non-Fiction</i> Lexile 780 (Readworks.org)</p>



[Wilcox Primary School](#)

[Samuel Bissell Elementary School](#)

[George G. Dodge Intermediate School](#)

[R.B. Chamberlin Middle School](#)

[Twinsburg High School](#)

Conversation about Samples

# 2022-2023 Meeting Dates



- Monday, October 17, 2022
- Monday, January 23, 2023
- Monday, April 17, 2023
- Monday, June 5, 2023