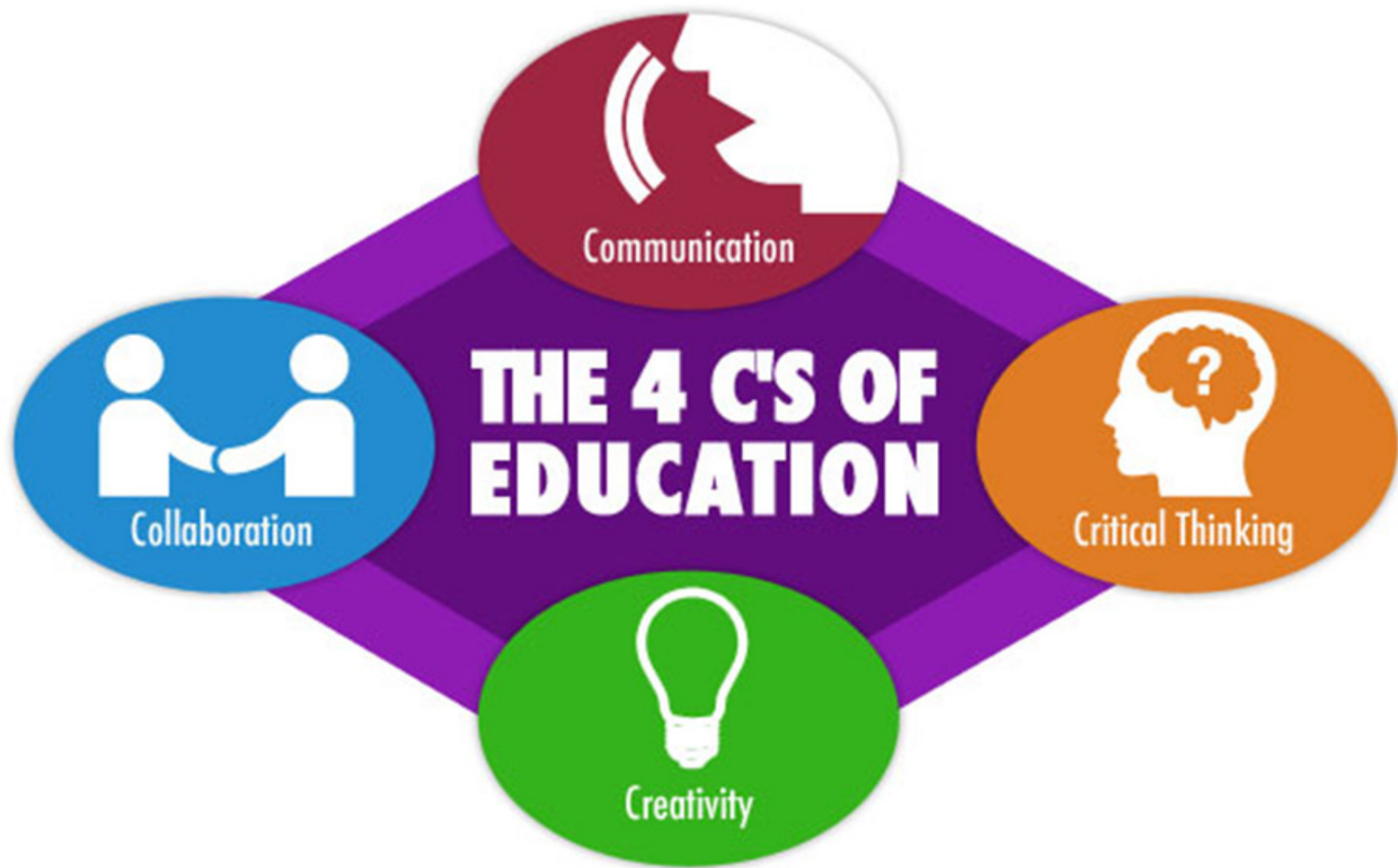
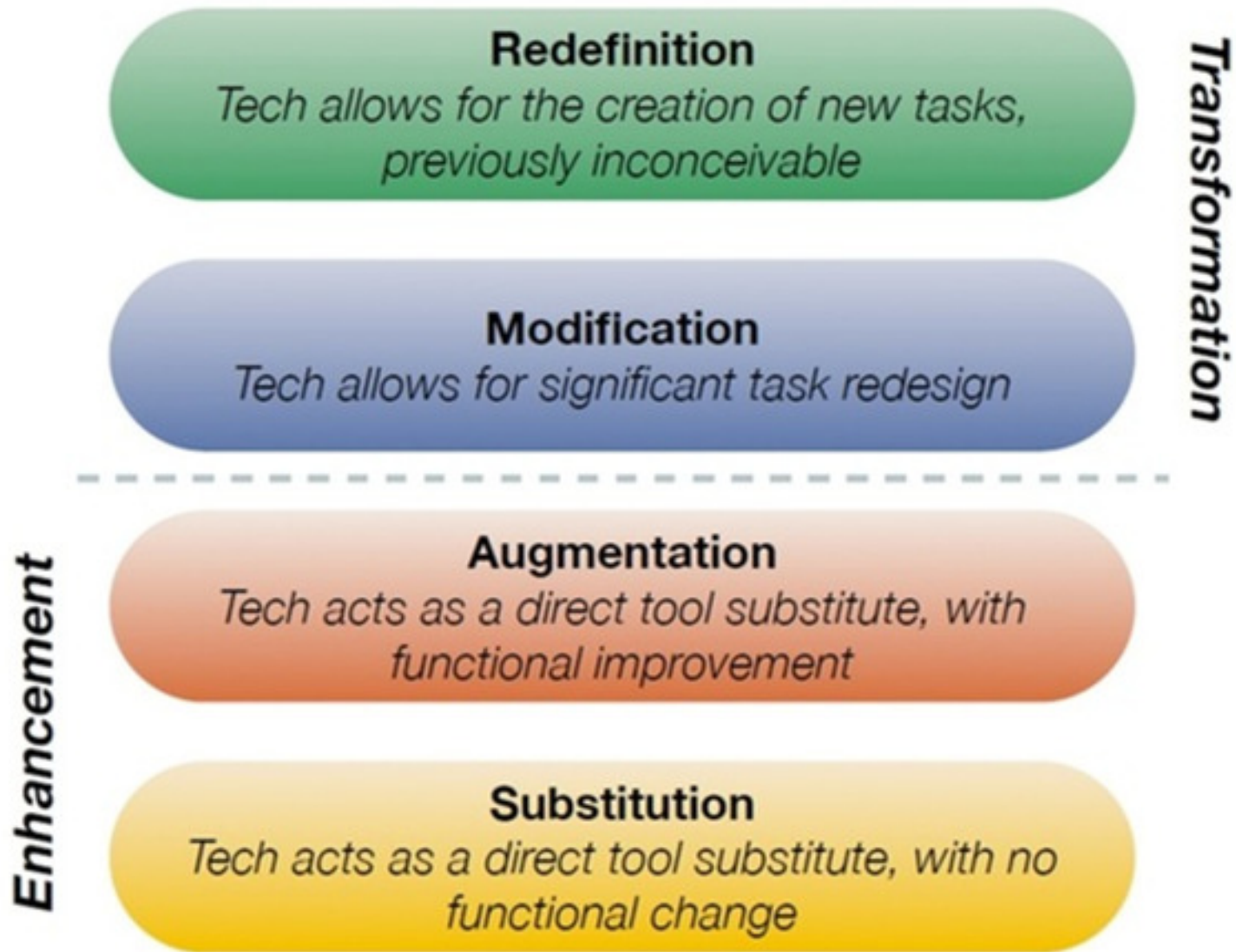




Mineola High School

2014-2015







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Snapshot Trailblazer

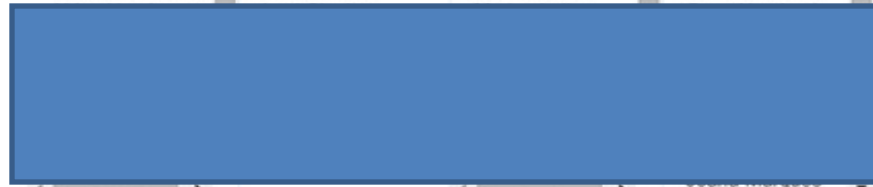
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Results for EE.8c - Expressions and Equations

Solve real-world and mathematical problems leading to two linear equations in two variables.

Meets: Borderline: Behind: Incomplete:



Send

[Next](#)



Segment addition Assessment

Type your note here...

Students behind/borderline in EE.8c

10/25/2014

Cancel

Submit

KHANACADEMY Subject: 8th grade (U.S.) About Donate Search for subjects, skills, and videos Log In Sign Up

Algebraically determining segment length

Equation practice with segment addition

Get the first 1 correct, or 3 in a row

if:
 $JT = 3x + 5$,
 $CT = 69$, and
 $CJ = 4x + 8$,

Find JT .

Answer Acceptable formats

Check Answer

Show me how

I'd like a hint

Stuck? Watch a video.



Results for L.4a - Language

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

■ Meets: ■ Borderline: ■ Behind: ■ Incomplete:

A large, solid blue rectangular area, likely representing a redacted or obscured section of a report.

Reports Schedule Me

Free Resource

VOCABULARY and Context Clues - YouTube
Video

The READING TAKS has 4 objectives. Vocabulary is part of the Objective One unit - Basic Understanding. A student may not know the actual

[Back](#) [Next](#)

VOCABULARY and Context Clues - YouTube* from OpenEd

Context Clues

skill - vocabulary

The bus **wasn't air-conditioned**, and the hot, heavy air was almost as stifling as the **handcuffs**.

which phrase below best describes stifling?

- a) air conditioned
- b) hot, heavy air
- c) bus wasn't
- d) almost as



- English 9
 - <http://voice.adobe.com/v/KCj95UAgHRE>
 - <http://voice.adobe.com/v/7QuPo6c-cFZ>
- Social Studies 8
 - http://voice.adobe.com/v/6n_7bC3rdVx
- Italian 2
 - http://voice.adobe.com/v/A5GonN--9_b
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10:26 AM
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Classes & Groups

- BYOD - Class of 2018
Join Code: NZGOC9IXQ
No Current Assignment
- Integrated Algebra 8H - Section 1 - ...
Join Code: KYEHVSA7G
Next Assignment Due: Thu 11/13 8:00 AM
- BYOD - Class of 2019
Join Code: 4W9SOZL27
No Current Assignment
- zEighth Grade Math Modules
Join Code: RSIYKP42J
No Current Assignment
- Integrated Algebra 8 - Sec...
Join Code: 3KIRV9SLH
Next Assignment Due: Thu 11/13 8:00 AM

Add Class or Group

Lisa Marino

iPad 10:56 AM 69%

Close Day 3 - CW and HW WS 4-3 var both sides.pdf

Grade and Review

Change This Review

Name: [Redacted]

Reviewed

Class: Integrated Algebra 8H - Section 1...

Assignment: Homework

From: Marina Iodice

Submitted: Nov 10, 2014, 7:23 AM LATE

File Name: Day 3 - CW and HW WS 4-3 var b...

Open Submitted File

Comment: Sorry did not know we had to upload it

Reviewed By: Lisa Marino

Grade:

Review: You actually didn't have to hand this one in, but I'm glad you did! Look over my corrections. Try to attend extra help before Friday's

Solve, graph, and write your answer us

1) $2x + 1 < x + 11$

$\frac{2x + 1}{3} < \frac{x + 11}{3}$ $x < 10$

$2x + 1 < x + 11$
 $-x + 1 < 10$
 $-x < 9$
 $x > -9$

$2x < x + 10$
 $-x < 10$
 $x > -10$

Interval Notation: $x < 10$

3) $\frac{x}{3} + 11 > 2x$

$\frac{x}{3} > 2x - 11$
 $\frac{x}{3} > \frac{6x - 33}{3}$
 $x > 6x - 33$
 $33 > 5x$
 $x < 6.6$

Interval Notation: $x > 3.6$

4) $7 - 4x < 3x - 7$

$7 < 7x - 7$
 $14 < 7x$
 $2 < x$

Interval Notation: $(2, \infty)$

1 of 3



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WELCOME TO OUR EARTH SCIENCE WIKI.

Please be respectful and recall the Mineola UFSD Acceptable Use Contract

1. Respect Yourself
2. Protect yourself
3. Respect Others
4. Protect Others
5. Respect Intellectual/Physical property
6. Protect Intellectual/Physical Property
7. Comply with District and Federal Policies

PROLOGUE

Component	Earth's crust (a)	Human body (b)
Oxygen	49.5%	65%
Silicon	25.7%	-
Carbon	-	18%
Hydrogen	-	10%
Other	9.2%	7%
Aluminum	7.5%	-
Iron	4.7%	-
Calcium	3.4%	-

EARTH DIMENSIONS

Home
pages changes

All Pages

- home
- Reference Materials
- Prologue
- Earth's Dimensions
- Astronomy
- Weather and Climate
- Weathering, Erosion and Deposition
- Rocks and Minerals
- Dynamic Crust
- Earth's History
- Regents Review



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ROOM: 277950
Select Activity

Dashboard No activity Refresh

Recent All Quizzes Space Races Exit Tickets Short answers Archived

Select an Activity

- How would you feel if this happened to you? What would you do if this happened to you and your family? Archived
- How would you feel if this happened to you? What would you do if this happened to you and your family? Archived
- If you were a pioneer heading west in the mid-1800s, which type of frontier job would you do and why? Archived
- What was the most surprising thing you learned about cowboys yesterday? - October 16, 2014 at 12:00 Archived

How would you like your report(s)?

E-mail Download Google Drive View Chart View later

Which report(s) would you like?

Whole Class Excel

Individual Student(s) PDF

Question Specific PDF

Submit Cancel

B8 I would be caught off guard if this happened because if that was my land fo

A	B
How would you feel if this happened to you? What would you do if th	
Tuesday, October 21 2014 08:14 AM	
Room: 277950 (gcocoman@mineola.k12.ny.us)	

Student Name	Student Answer
	i would obviously feel horrible, confused, scared, and angry. if this happened i would follow what everyone else is doing, grab my stuff, and stay with my family.
	If this happened to me, I would be very upset, and angry. I would leave, but then gather people up and attack the town.
	I would be caught off guard if this happened because if that was my land for so many years it would surprise and confuse me if someone else came in and claims my land as their own. However, although I would be i would feel horrible because all my land was just taken and not even sold, and i could never come back it would be awefull. i would probably just take my things and leave because there would probably be so much i would feel very sad, outraged, and mad because it is my house and they dint have thr right to throw me out just for their own cause. If so, I would have to agree to leave and I wonder if they would do the



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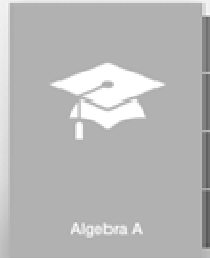
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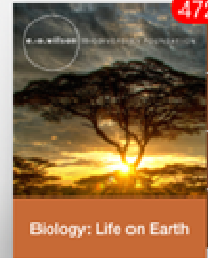
Living Environment



MHS Parent University



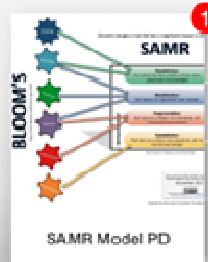
Algebra A



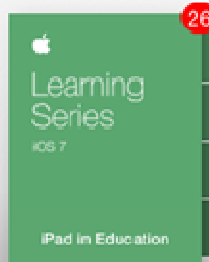
Biology: Life on Earth



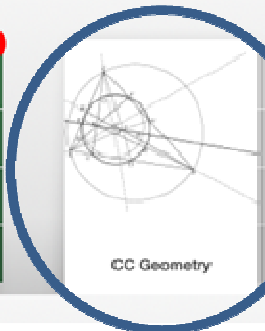
Guidance Department



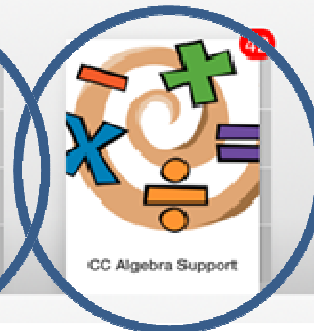
SAMR Model PD



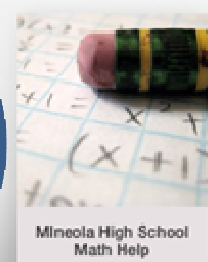
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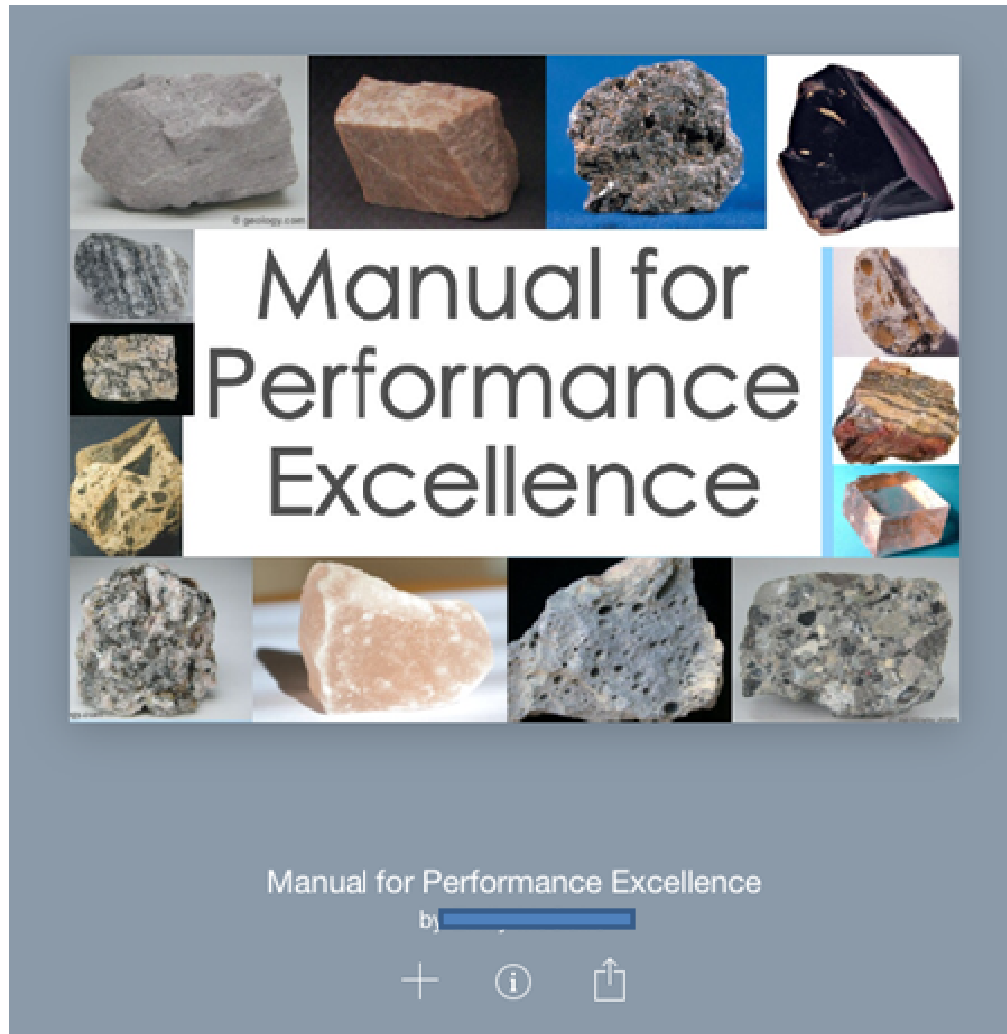
CC Geometry

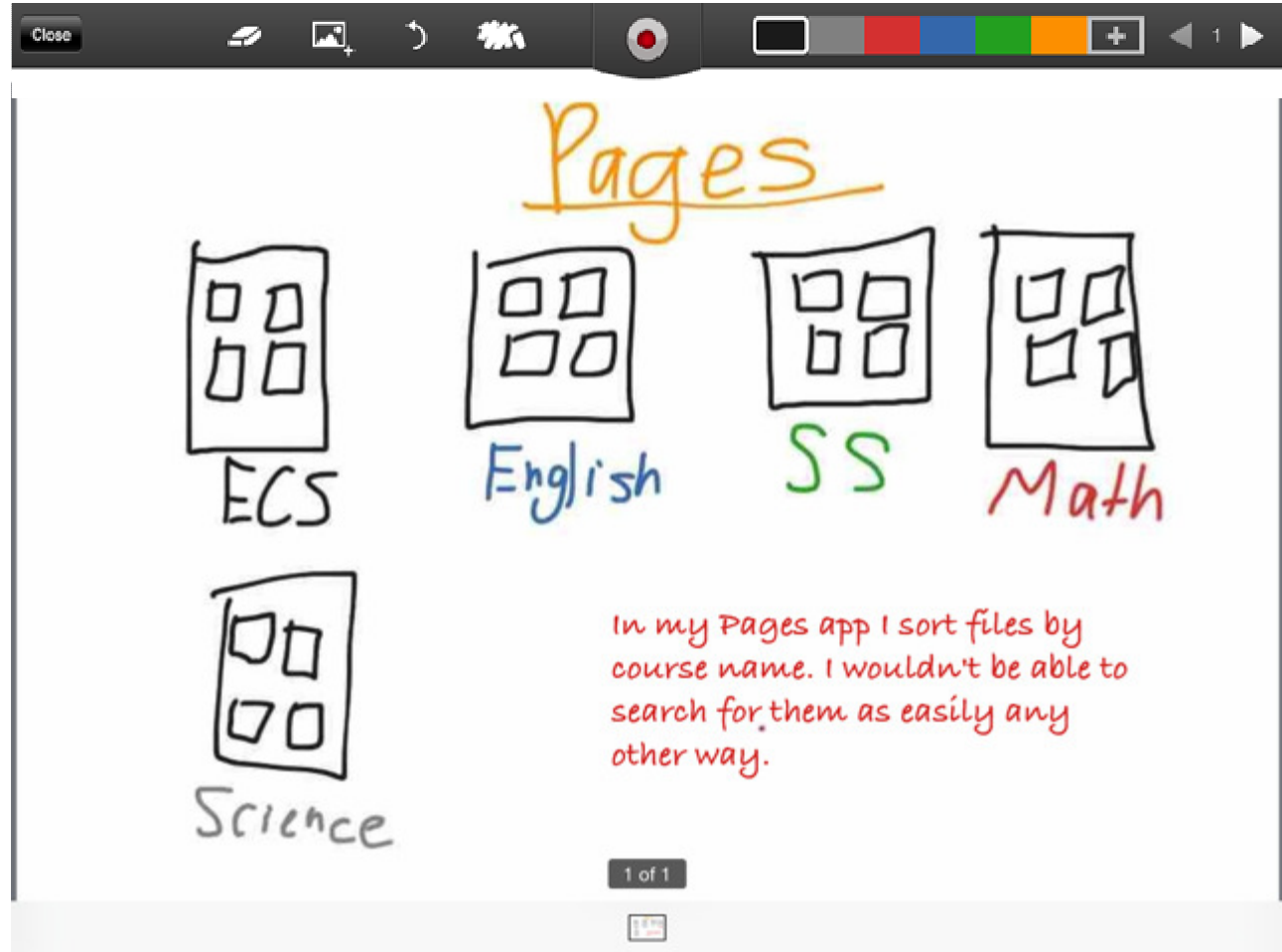


CC Algebra Support



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Math Help



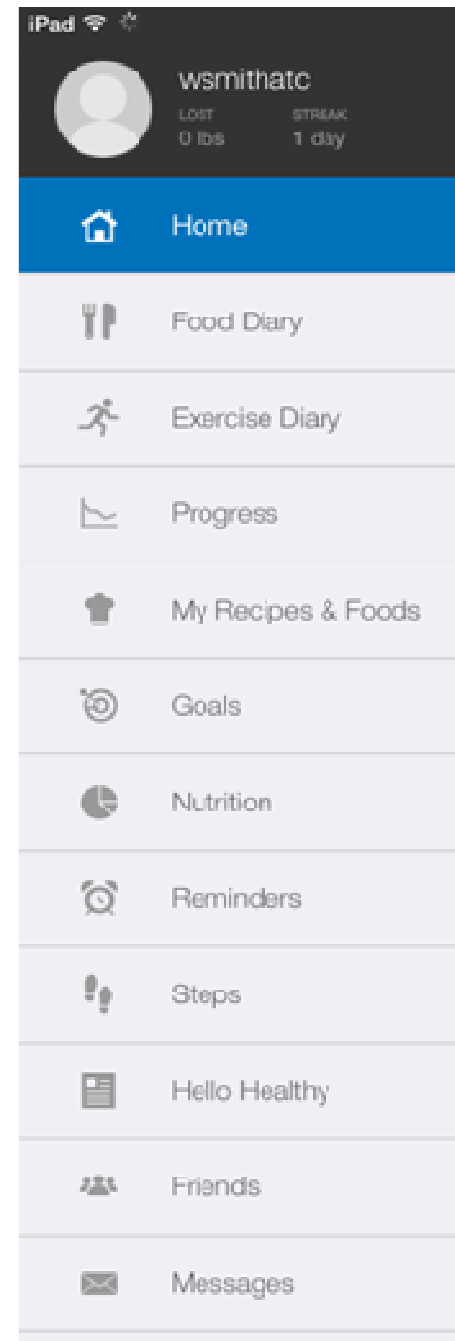


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<http://www.showme.com/sh/?h=wJKBNAm>

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NEWS

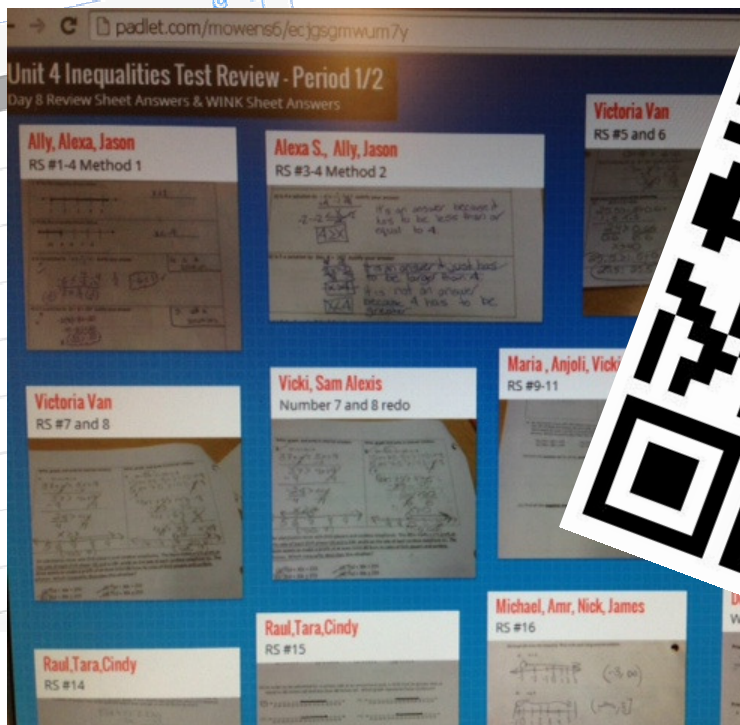
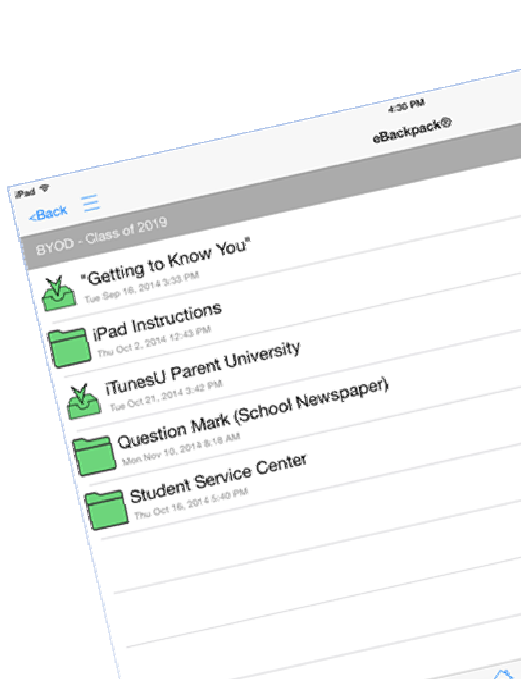
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- ▶ [SAMR Model](#)

10 Armstrong





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THE MAKER'S BILL OF RIGHTS

- Meaningful and specific parts lists shall be included.
- Cases shall be easy to open. ■ Batteries shall be replaceable. ■ Special tools are allowed only for darn good reasons. ■ Profiting by selling expensive special tools is wrong, and not making special tools available is even worse. ■ Torx is OK; tamperproof is rarely OK.
- Components, not entire subassemblies, shall be replaceable. ■ Consumables, like fuses and filters, shall be easy to access. ■ Circuit boards shall be commented.
- Power from USB is good; power from proprietary power adapters is bad. ■ Standard connectors shall have pinouts defined. ■ If it snaps shut, it shall snap open. ■ Screws better than glues. ■ Docs and drivers shall have permalinks and shall reside for all perpetuity at archive.org. ■ Ease of repair shall be a design ideal, not an afterthought. ■ Metric or standard, not both.
- Schematics shall be included.

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Defined by Make! Make! with assistance from Philip Torrone and Steven Hill.

"Education is not the learning of facts, but the training of the mind to think."
-Albert Einstein

THINK

T = Is it True?
H = Is it Helpful?
I = Is it Inspiring?
N = Is it Necessary?
K = Is it Kind?