

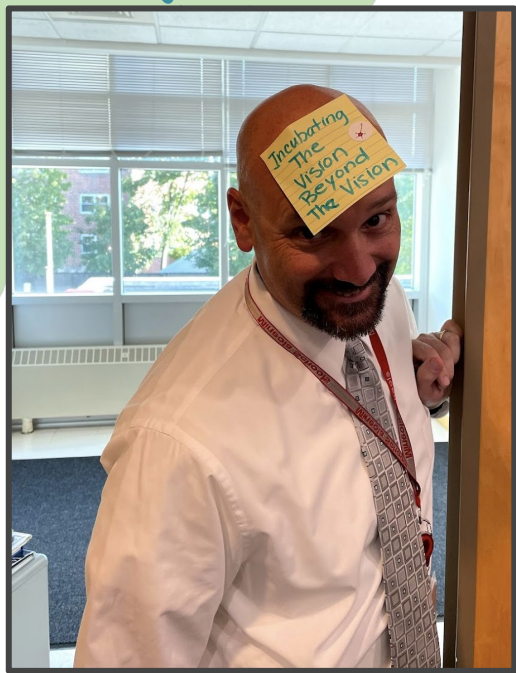


# Synergy

**Education Reimagined**

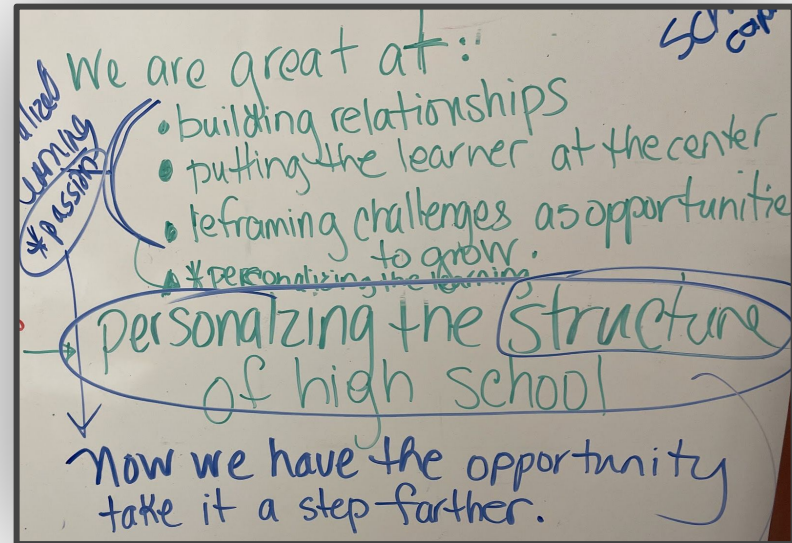
**Changing the High School Experience  
&  
Empowering Learners**

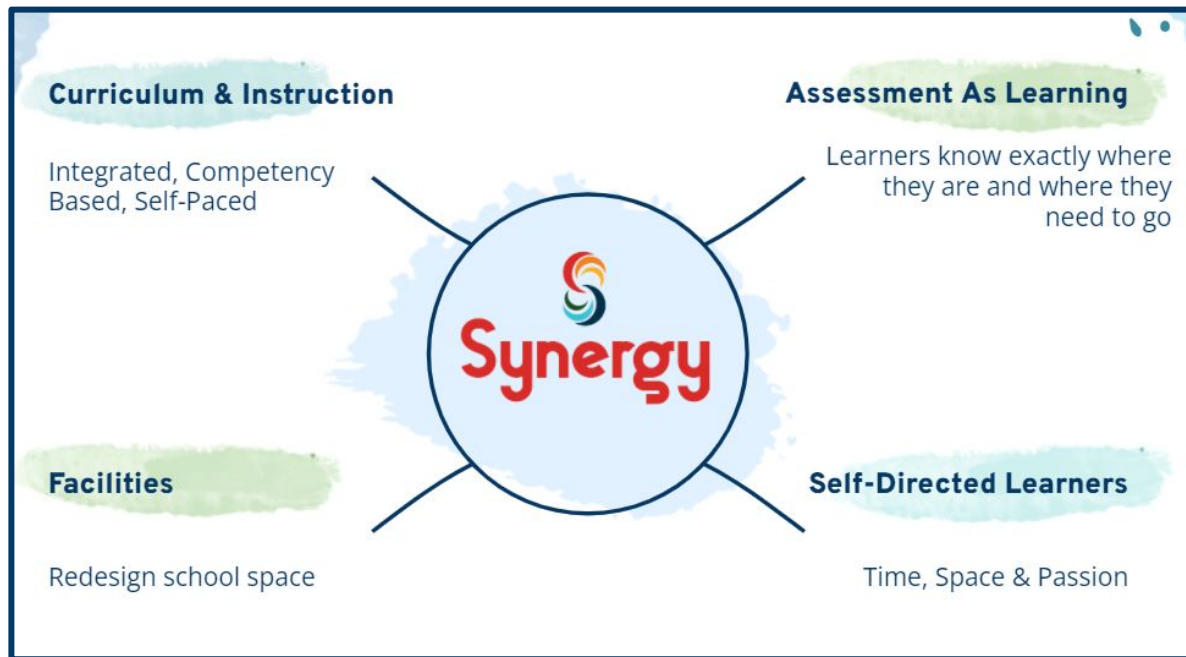




# The vision beyond the vision...

We are living in a moment that requires big, audacious ideas-and bold action-in education...





**Let's get designing...**

# Preview

**01**

**History**

**02**

**The Research &  
Question**

**03**

**Shift 1: Curriculum  
Competency Based**

**04**

**Shift 2:  
Instruction**

**05**

**Shift 3:  
Assessment As  
Learning**

**06**

**Next Steps: Living our  
Learning**

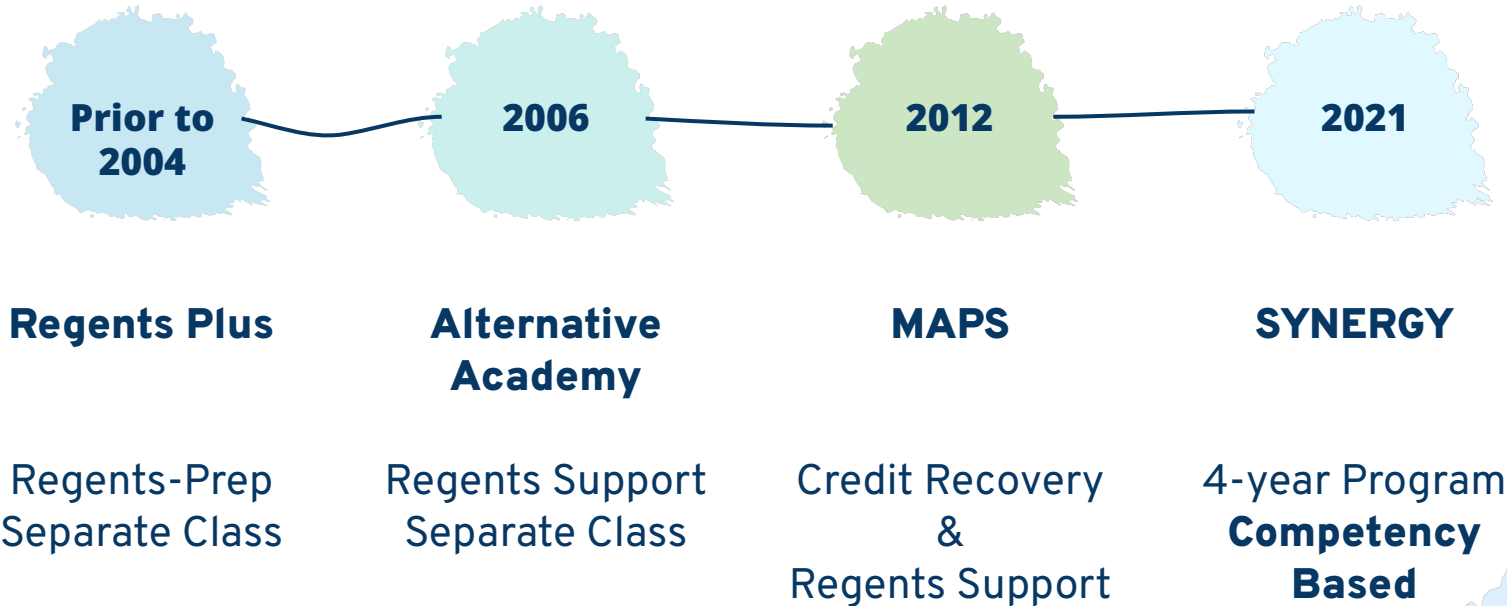


# 100 Years of Schooling



# Mineola's Evolution

Creating learner-centered communities  
where all learners  
thrive

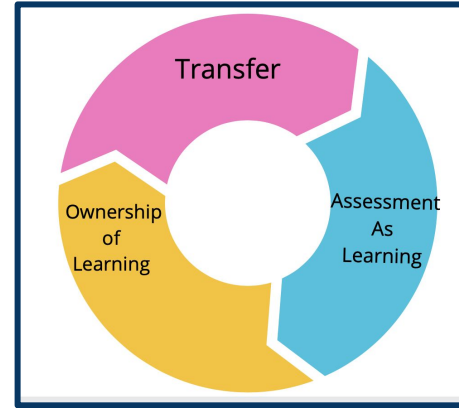


# The Shift





# How might school look if we could reimagine it?



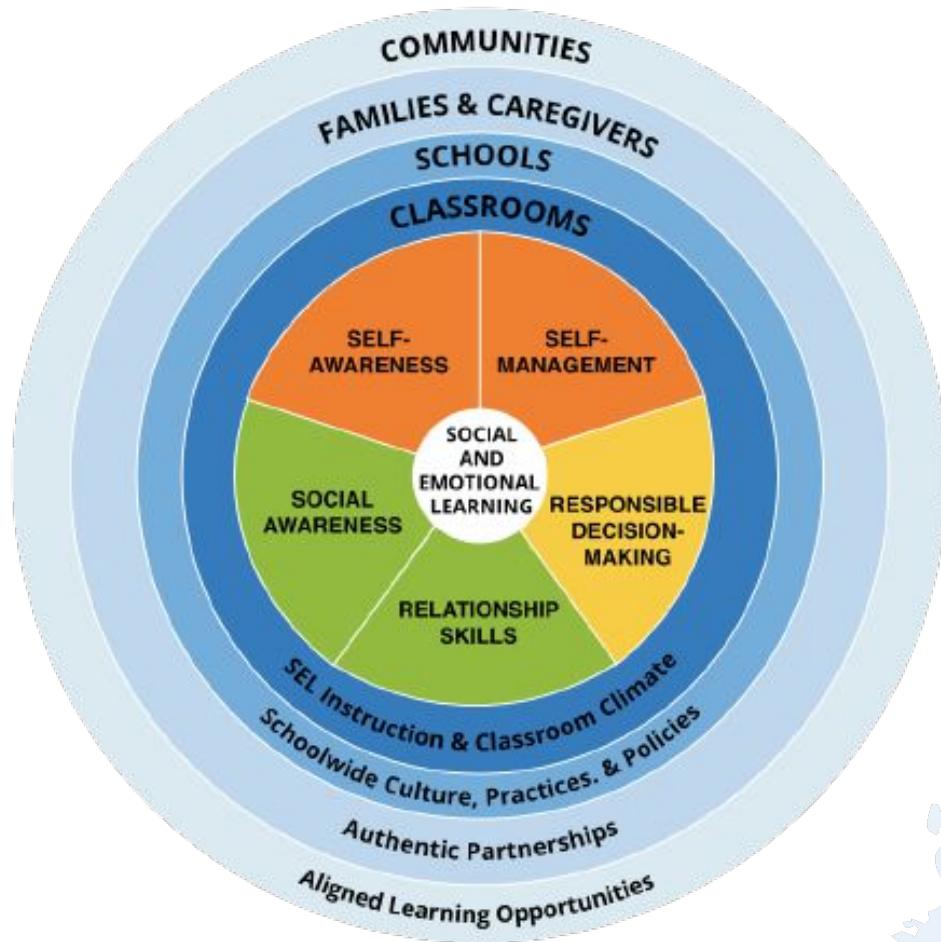
Self Directed Learners:  
**Essential Life Skills**  
**Transfer Competencies**



**“Transfer is about intelligently and effectively drawing from your repertoire, independently, to handle particular contexts on your own”**

“A modern education should equip learners to use executive functions to apply their learning to address new-- even unpredictable opportunities and challenges within and outside of school. In other words, school must develop *know-how*, not just knowledge”-- McTighe & Willis

**How might we create an environment that focuses on transfer?**





NEW YORK STATE  
SOCIAL EMOTIONAL LEARNING BENCHMARKS

**Goal 1: Develop self-awareness and self-management skills essential to success in school and in life.**

**1C. Demonstrate skills related to achieving personal and academic goals**

Early Elementary (K-3)	Late Elementary (4-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
<p><b>1C.1a.</b> Describe why learning is important in helping students achieve personal goals.</p> <p><b>1C.1b.</b> Identify goals for personal behavior progress, achievement, or success.</p>	<p><b>1C.2a.</b> Describe the steps in setting and working toward goal achievement.</p> <p><b>1C.2b.</b> Monitor progress on achieving a short-term personal goal.</p>	<p><b>1C.3a.</b> Set a short-term goal and develop a plan for achieving it.</p> <p><b>1C.3b.</b> Analyze why one achieved or did not achieve a goal.</p>	<p><b>1C.4a.</b> Identify strategies to make use of resources to overcome obstacles to achieve goals.</p> <p><b>1C.4b.</b> Apply strategies to overcome obstacles to goal achievement.</p>	<p><b>1C.5a.</b> Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement.</p> <p><b>1C.5b.</b> Monitor progress toward achieving a goal and evaluate one's performance against criteria.</p>

## Curriculum & Instruction

Integrated, Competency Based, Self-Paced

## Assessment As Learning

Learners know exactly where they are and where they need to go



## Facilities

Redesign school space

## Self-Directed Learners

Time, Space & Passion

# Curriculum Structure:

Month(s)

**CASEL Core Competency**

**NYS SEL BENCHMARKS**

2a4a

2a4b

2b4a

2b4b

**Theme/Enduring Issue**

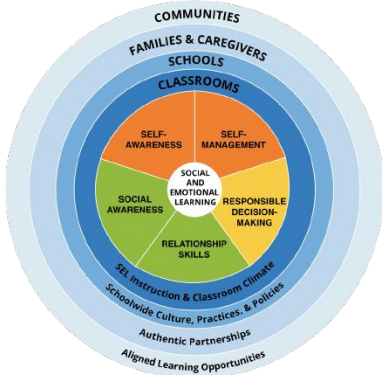
**Essential Question**

**Application of Knowledge Assessment (AKA)**

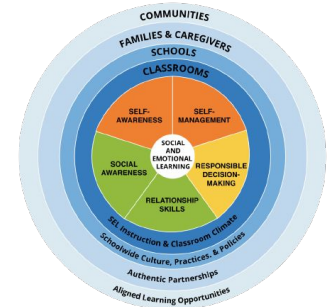


New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

NEW YORK STATE  
SOCIAL EMOTIONAL LEARNING BENCHMARKS



# CASEL Core Competency: Social Awareness



## NYS SEL BENCHMARKS



Early HS (9-10)	Late HS (11-12)
<p><b>2A.4a.</b> Analyze similarities and differences between one's own and others' perspectives.</p> <p><b>2A.4b.</b> Use communication skills to gain understanding of others' feelings and perspectives.</p>	<p><b>2A.5a.</b> Demonstrate how to express understanding of those who hold different opinions.</p> <p><b>2A.5b.</b> Demonstrate ways to express empathy for others.</p>
<p><b>2B.4a.</b> Analyze the origins and negative effects of stereotyping and prejudice.</p> <p><b>2B.4b.</b> Demonstrate respect for individuals from different social and cultural groups.</p>	<p><b>2B.5a.</b> Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.</p> <p><b>2B.5b.</b> Evaluate how advocacy for the well-being and rights of others contributes to the common good.</p>

## Enduring Theme: Conflict and Cooperation

### Essential Question: How can empathy & compassion help a group achieve a goal?

Application of Knowledge Assessment (AKA): Passion Project/Civics Capstone

Learners will answer the question "How can empathy and compassion help a group, community or society, achieve a goal?"

Learners will identify a problem or issue facing an individual, group, community or society that they feel empathy or compassion towards. Through the medium of their choice, they will demonstrate ways to express empathy or compassion for others.

Sept/Oct

1b4a 1c4a  
1c4b 1b4b

Competency: Self Awareness

Theme: Ideas + Beliefs

E.Q How do we know what we know?  
How do we know what we don't know?

Nov / Dec / Jan

1a4c 1c4b 1a4a  
1b4b

Competency: Self Management

Theme: Power + Struggle

EQ: Who has the control?

Feb

2a4ab 2b4a  
2a4b 2b4b

Competency: Social Awareness

Theme: Conflict + Cooperation

EQ how do we build perspective and why does it matter?



April / May

3a4a 3b4a  
3a4b 3c4b

Competency: Responsible + Ethical Decision Making Skills

Theme: Human Impact

EQ: What is my impact?

March

2c4a 2d4a  
2c4b 2d4b

Competency: Interpersonal Skills

Theme: Interconnectedness

EQ: Why do relationships matter?



## SYNERGY

Unit 1: Self Awareness

Common Read Aloud: Where is Luis Velez?

### Self Awareness

September/October

Enduring Theme: Values and Beliefs

#### Essential Question:

*Who am I? What's my why? How does understanding my own identity give me a sense of purpose?*

*"Until you make the unconscious conscious, it will direct your life and you will call it fate." — Carl Jung*

#### Overview:

Values and beliefs are what makes up one's character and short term life outcomes. In the first unit of the year, they will think about their strengths and weaknesses, know what I do know?" and "How does developing them with confidence and purpose?" In this unit, learners will evaluate the enduring themes of personal identity. Learners will evaluate the enduring themes of personal identity. Additionally, learners will think deeply about these emotions. Learners will think deeply about these emotions. Additionally, learners will think deeply about these emotions. Additionally, learners will think deeply about these emotions. Additionally, learners will think deeply about these emotions.

#### Application of Knowledge Assessment (AKA):

Learners will share what they have learned about their understanding of their own identity give me a sense of purpose starting point for their own learner portfolio that will be Suggestions:

- Slam Poetry (Mirrored from the poem *Hands*)
- Video Representation
- Artwork

## Essential Question:

*Who am I? What's my why? How does understanding my own identity give me a sense of purpose?*

### Self Awareness for Self Management

November/December

Enduring Theme: Power, Struggle & Choice

Essential Question: How is the power of choice gained, used & justified?

*"We don't always have control of what happens, but we do have control of how we respond."*

#### Overview:

What is power? Power is the ability to influence or control the behavior of people and it is a part of every human interaction. Learners will evaluate the enduring themes of power, struggle and choices with the interactions in various settings such as school, sports, business, government and nature both now and throughout history. In this unit, learners will analyze the choices that others make and the results of those choices. They will analyze the role of power and struggle within themselves, their relationships, and their community, as well as through the lens of others in history. Through various mediums and experiences, learners will explore a series of sequential choices that can lead to internal and external struggle - ultimately, we may not be in control of all of the challenges we face, we are in control. Learners will demonstrate a deeper meaning of the EQ, "How is power gained, used & justified?" Learners will learn about power and empowering them to be agents of positive social change and democracy and make informed action to address a civic issue.

#### Application of Knowledge Assessment (AKA): Passion Project/Civics Capstone

Learners will answer the question "How is the power of choice gained, used and justified?" Learners will identify a struggle/problem that they are facing themselves or that others are facing. They will develop a goal and implement a plan to achieve this goal. Learners will identify a goal/actualizing this plan, focusing on identifying challenges or obstacles, and strategies to overcome obstacles/challenges as they work to achieve this goal.

#### Criteria:

- Identify a personal or community based problem
- Create a solution
- Create an action plan with actionable steps
- Identify the strategies to be used
- Monitor and track progress

## Essential Question: How is the power of choice gained, used & justified?

#### Social Awareness:

February

Enduring Theme: Conflict & Cooperation

#### Essential Question:

*How can empathy and compassion help a group, community or society, achieve a goal?*

*"Cooperation isn't the absence of conflict but a means of managing conflict." — Deborah Tannen*

#### Overview:

Becoming a positive contributor to a group, a community or a society involves the ability to understand the perspectives of and show empathy and compassion for others, including those groups and individuals from diverse backgrounds, cultures and contexts. Empathy and compassion are fundamentally different but closely related. Being empathetic allows one to understand someone else's perspective, strengthen one's ability to connect with others and help develop a broader view of the world. However, the desire to help others leads to practicing compassion and ignites change.

Ultimately, the ability to consider other's perspectives is essential to being part of a productive team and becoming a healthy, contributing member of society. Understanding both self and others and working as a team to set and actualize common goals can be learned and developed. This includes feeling compassion for others from diverse backgrounds, cultures, and contexts, understanding broader historical and social norms for behavior in different settings, and recognizing family, school, and community norms and support. Coming up with truly innovative solutions requires seeking diverse perspectives and creating a welcoming environment for people to share their ideas without fear of judgment. Through conflict and compromise, new ideas are brought to light.

In this unit, learners will analyze how cooperation is not the absence of conflict but rather the managing of it through perspective taking, empathy and compassion.

## Essential Question:

*How can empathy and compassion help a group, community or society, achieve a goal?*



# Content Intersecting with Agency...Emphasis Becomes Transfer..Know How

actually  
I can

Thoughts?

Becca Earley

how does self awareness  
imact social awareness

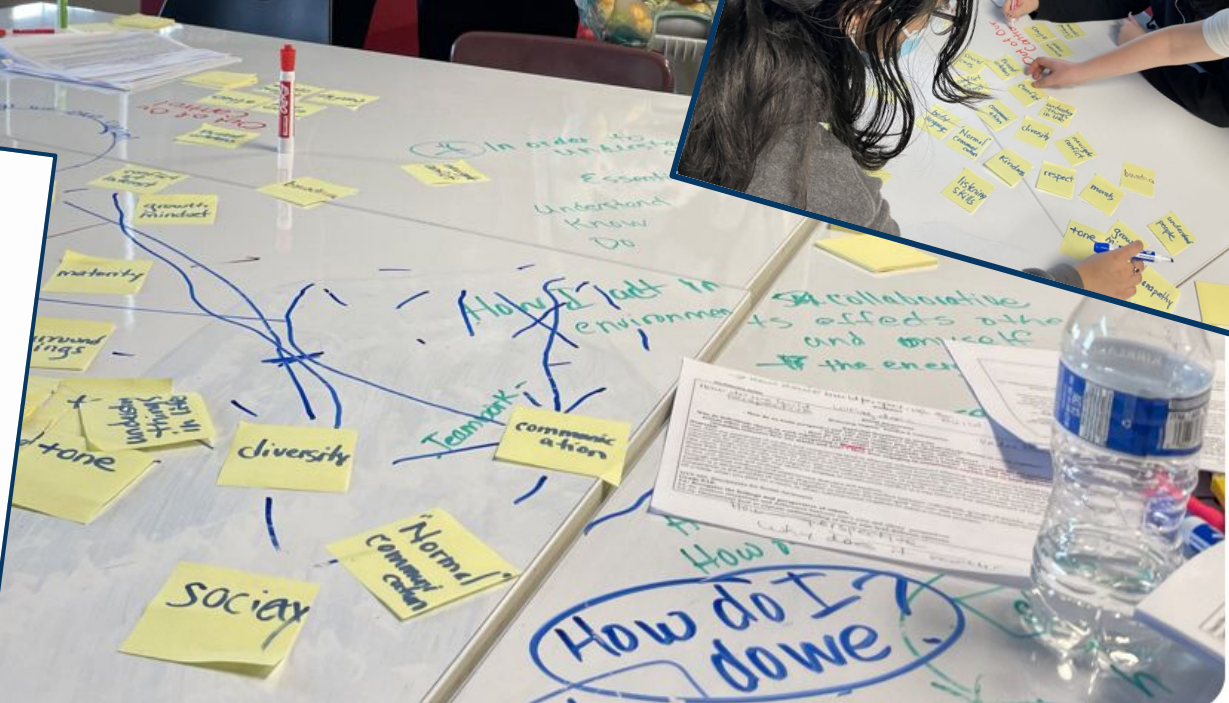
We did a lot of work today  
with your thoughts and  
contributions from the  
other day. These are some  
take aways:

Zara

i think the first three pages  
are really good! you hit the  
key points, although some  
of the wording is excessive  
it still gets the point  
across. kids might not be  
super engaged when  
reading it.

Great point. This  
document is more for the  
educators than the  
students. Perhaps we can  
translate it into student  
language as well

Interpersonal Skills:  
March/April  
Enduring Theme: Interconnectedness  
Essential Question: How do "I" do "we", and why does it matter?



**Unit****AKA/Civic Capstone**

**Who am I? What is my why? How does understanding my own identity give me a sense of purpose?**

Identify a civic issue (problem) facing them, their school, or their community

**How is power gained, used & Justified?**

Analyze a civic issue (problem), evaluate alternative solutions, design and/or execute a solution for this problem.

**How can empathy & compassion help a group achieve a goal?**

Evaluate alternative solutions, design and/or execute a solution for this problem

**How do “I” do “we” and why does it matter?**

Take informed action to address the civic issue

**What is my impact?**

Reflect on what they have learned about their school or community from the Capstone project



## Synergy English: Course Pathway 1

### Unit 1: Self Awareness

**Essential Question:** How do we know what we know? How do we know what we don't know?

**Topic 1:** What is self-awareness and how can it be identified?

- What Self-Awareness Really Is:** Read the linked article. In a brief statement, define self-awareness in your own words. (required)
- Strengths & Weaknesses Journal:** Write a journal entry to your future self. In your entry, identify your **current** strengths and weaknesses. Reflect on these. In 10 years, where would you like to be? What do you need to do **now** to get there? (optional: **choose this or the following prompt**)
- Flipgrid Prompt:** (3 min.) Introduce yourself. Identify who you are and what your strengths and weaknesses are. Then, briefly describe your

## Synergy English: Course Pathway 2

### Unit 2: Self Management

**Enduring Theme:** Power, Struggle, & Choice

**Essential Question:** How is power gained, used, and justified?

**11-12RI:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.

<b>Level 5: Learning Targets</b>  <b>I CAN</b> present ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis.  <b>I CAN</b> implement a plan by using strategies to overcome obstacles to goal achievement.		<b>AKA:</b> Learners will answer the question "How is the power of choice used, gained, and justified?"  <b>Follow these steps:</b> Identify a personal or community-based problem Create a solution Create an action plan with actionable steps Identify the strategies to be used Monitor and track progress Reflect & Evaluate progress  <a href="#">Plan your attack!</a>	
<b>Level 4: Learning Targets</b>  <b>I CAN</b> present ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis.  <b>I CAN</b> implement a plan by using strategies to overcome obstacles to goal achievement.		<b>LO: 1</b>  <b>Complete:</b> Graphic organizer for argumentative essay: <b>Body 1 &amp; 2</b> (use the same organizer you wrote your claim on)  <b>While group:</b> Body 1 (Modeled)  <b>Independent:</b> Body 2  <a href="#">Plan your attack!</a>	<b>LO: 2</b>  <b>Watch:</b> <a href="#">What is a counterargument?</a>  <b>Complete:</b> <a href="#">Graphic organizer</a> for argumentative essay: <b>counterargument</b>  *Intro and conclusion paragraphs will be done on Friday (whole group)  <a href="#">Plan your attack!</a>
<b>Level 3: Learning Targets</b>  <b>I CAN</b> present ideas sufficiently, making adequate use of specific and relevant evidence to support analysis.  <b>I CAN</b> implement a plan by using strategies to overcome obstacles to goal achievement.		<b>LO: 1</b>  <b>Read:</b> <a href="#">Sudanese Tribes Confront Modern War</a>  <a href="#">Plan your attack!</a>	<b>LO: 2</b>  <b>16 Habits of Mind:</b> Using this <a href="#">visual</a> , identify how Salva utilized the 16 Habits of Mind to overcome his obstacles. Find three pieces of textual evidence that demonstrate how Salva uses the Habits of Mind.  <a href="#">Plan your attack!</a>
<b>Level 2: Learning Targets</b>  <b>I CAN</b> present ideas briefly, making use of some specific and relevant evidence to support analysis.		<b>LO: 1</b>  <b>Journal:</b> 2 entries  1. How does Salva manage his feelings in the first two chapters of the novel?	<b>LO: 2</b>  <b>Write:</b> Body paragraph of literary essay  *use <a href="#">checklist!</a> for support
		<b>LO: 3</b>  <b>Literary Essay:</b> Intro and conclusion  <b>Question:</b> How does the author use conflict to develop the following	

Teachers creation of self-paced grids & pathways



## Math & Science

### Throughout this unit learners will build the transfer skills that

Learners will explicitly build their collaboration skills as they work in teams or groups to solve a problem or reach a common goal. Specifically:

- Active listening skills
- Awareness of self in a group setting
- Leadership skills

Learners will understand, apply and reflect on their individual progress as they build these skills.

### NYS SEL Benchmarks:

**2A: Recognize the feelings and perspectives of others.**

**2B: Recognize individual and group similarities and differences.**

**2C: Use communication and social skills to interact effectively with others**

### Cross Cutting Standards:

**SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others**

**SL4: Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience**

**W2c: Use precise language and content-specific vocabulary to express the appropriate complexity of a topic**

**W2d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts**

#### Science:

Unit 3 Focus Transfer Skills: Social Awareness  
(Perspective Taking) Active Listening, Collaboration

#### Math

Unit 3 Focus Transfer Skills: Social Awareness  
(Perspective Taking) Active Listening, Collaboration



## Curriculum & Instruction

Integrated, Competency Based, Self-Paced

## Assessment As Learning

Learners know exactly where they are and where they need to go

## Facilities

Redesign school space

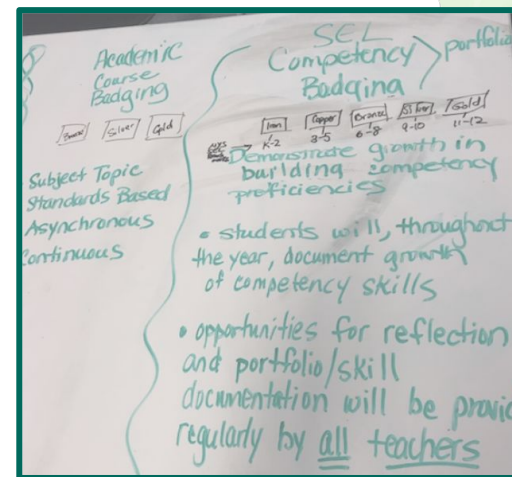
## Self-Directed Learners

Time, Space & Passion

# Assessment As Learning

Criteria	Evidence/Feedback Week 2	Midunit Evidence/Feedback Week 4	Evidence/Feedback Week 6	End Of Unit Evidence/Feedback Week 8	Badge
<p>I CAN present ideas briefly, making use of some specific and relevant evidence.</p> <p>I CAN implement a plan by using strategies to overcome obstacles to goal achievement.</p> <p>I completed 70% of the Unit 2 GRID</p> <p>I can define self-management</p> <p>I can identify the ways in which I self- manage when I experience stress</p> <p>I can engage and participate in whole-group discussions/activities</p>					75
<p>I complete 85% of the Unit 2 GRID</p> <p>I can develop writing skills through journaling</p> <p>I can determine how an author utilizes a literary device in order to teach the central idea of a text (literary analysis essay)</p> <p>I can analyze plot and character development by completely reading and responding to prompts in A</p>					85

<p>I completed 95% of the Unit 2 GRID</p> <p>I can identify a personal or community-based problem and solution in order to demonstrate how the power of choice is used, gained, and justified.</p> <p>I can develop a strong argument and support it with concrete evidence in the format of a 5-paragraph essay</p>					95
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### 2 Badging Systems

**Course/Credit Bearing Badges**

**Competency Badges**

- Subject/Topic Specific
- Standards Based
- Asynchronous
- Can work towards continuous improvement at any time

- NYS SEL Benchmarks
- Demonstrate growth in building proficiency in competencies
- Learners will, throughout the year, document their personal growth as they cultivate each competency
- Explicit opportunities for reflection and documentation/demonstration of competencies will be provided regularly by all teachers in all areas



# Personal Assessment & Reflection of Growth

Goal: Contribute more to society.

Step 1: Collect information

**In thinking about your goals this semester, have you made progress? How do you know?**

- Yes, one of my goals was to get a grade over 75 because I didn't get that last year. The smaller class size and the flexible class structure helps me learn better. A goal is to work on self-confidence trying to stay more focused.

**What was your favorite activity we did in class? Why?**

- The chair activity. For the creative aspect + choosing which chair is in power, feeling all powerful over chairs is something I liked.

**Have you talked about your new learnings with anyone outside of school? -with whom?**

- Yes (parents)

1. In thinking about our work around self awareness awareness for self management:

- What was one problem, issue, or concern that you had for yourself or the community that you identified and attempted to solve?
- What were your action steps?
- What are you most proud of and why?

2. We have explored so many things this semester, content based and about ourselves:

- Provide at least 2 examples of things that you learned this semester.
- How do you know you learned it?
- Did you talk about your new learnings with anyone outside of school? -with whom?

3. In thinking of everything you thought about this semester:

- What are some questions that you had over the course of the semester in this course?
- What were the answers you figured out?

4. In thinking about everything you have written for class or for your personal life:

What was the most interesting thing you wrote this semester?

What are you most proud of?

Why?

What was the most interesting part of all of the conversations/discussion we had?

What was your favorite discussion and why?

What did you learn in the discussion?

**In thinking about your goals this semester, have you made progress? How do you know?**

- Definitely, I've participated more in group discussions and I've gotten better at analyzing political cartoons and explaining them.

**What was your favorite activity we did in class? Why?**

- Stations but with cartoons. It's fun and a little exercise. Also it's easier for me to stay on task doing things like that.

**Have you talked about your new learnings with anyone outside of school?**

- Yes, (my dad and Jason) Goal: being able to better analyze written docs.

# Setting Priorities, Choosing Strategies & Overcoming Obstacles

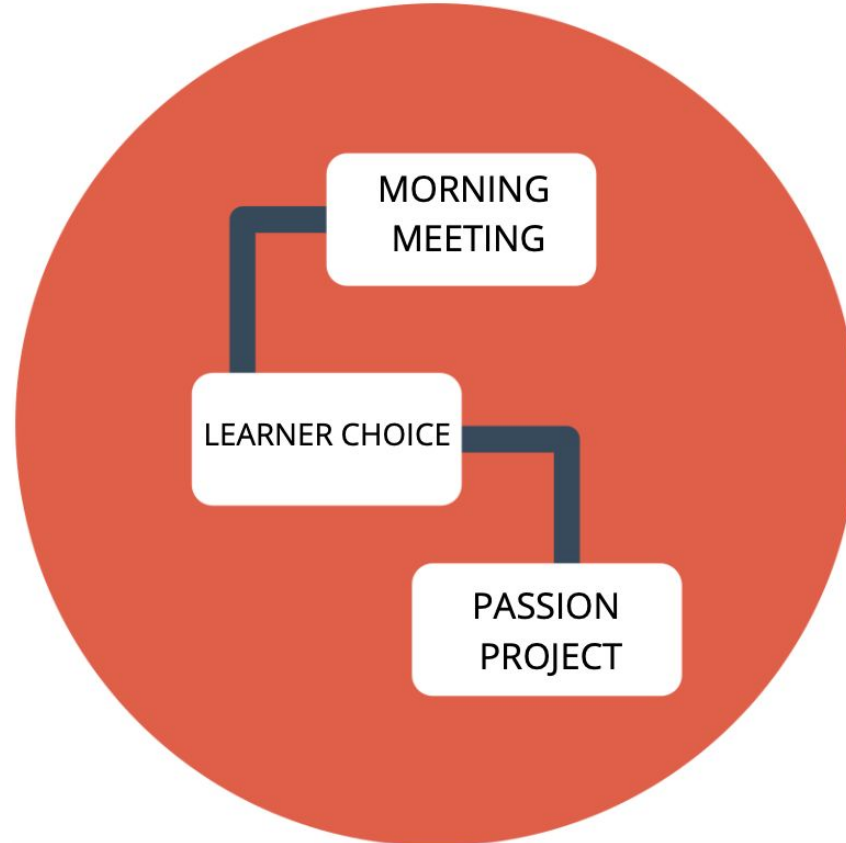
Unit 2: Self-Awareness for Self-Management Power, Struggle and Choice How is the power of choice gained, used and justified? <small>Create a personal goal using Understandings and Guiding Questions from Unit 2</small>					
Beginning Unit Reflection		Mid Unit Reflection		End Unit Reflection	
My Personal Goal:		My Personal Goal:		My Personal Goal:	
Date:		Date:		Date:	
Where am I now?	Evidence/Artifacts	Where am I now?	Evidence/Artifacts	Where am I now?	Evidence/Artifacts
Where am I going?		Where am I going?		Where am I going?	
How will I get there?		How will I get there?		How will I get there?	

I want to . . . .  
learn my strengths  
so I can improve

I want to know my  
strengths first before I do  
anything else

I want to . . . .  
learn my strengths that could help  
improve myself and my learning.

Practicing the skills learners need to know, understand and build that will support them in “navigating life”



*Thank  
You*



**Synergy**

**Education Reimagined**

