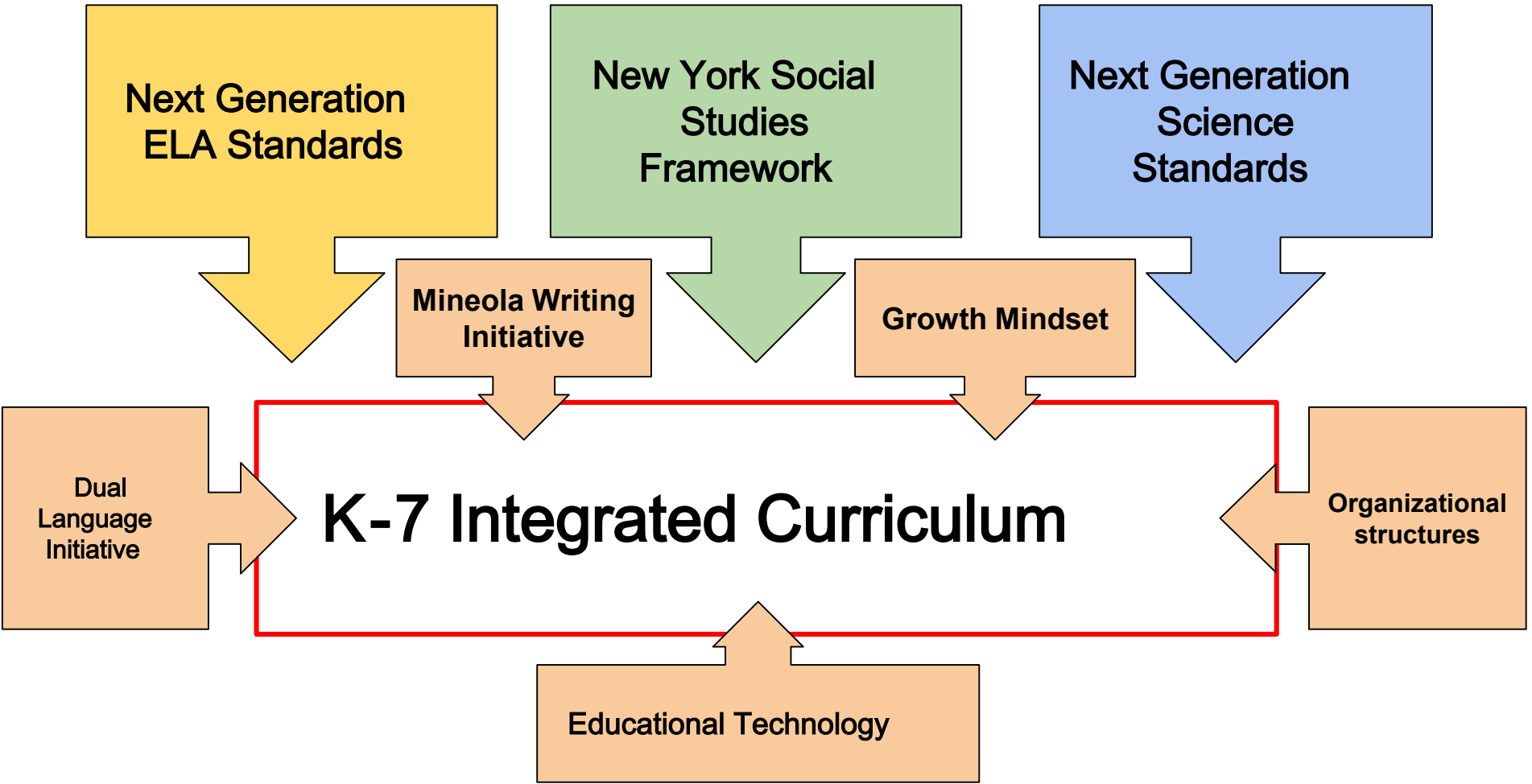


# Mineola's K-7 Integrated Curriculum

BOE Presentation  
August 30, 2018





→ Student Choice & Pathways

→ Transference

→ Connections

→ Equity and Excellence

→ Diverse Perspectives

**#KnowtheWhy**  
**Advancing the Mission**

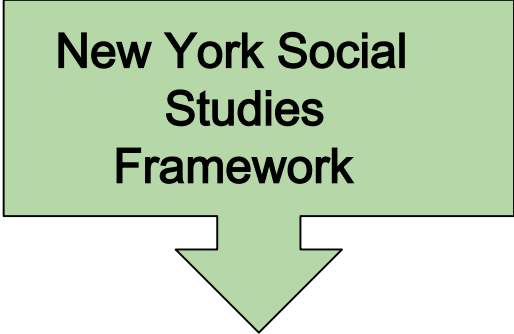


# The Planning Process

Next Generation  
ELA Standards



New York Social  
Studies  
Framework



Next Generation  
Science  
Standards



Building narrative for students, by deliberately designing a “story” of how the different SS, science and ELA standards and concepts connect to each other through a common theme within the units



# Curriculum Format and Structure

How do we do “everything” AND meet the Next Generation standards for ELA, Science and the Social Studies framework?

K	<b>Myself and Others</b>
1	<b>My Family and Other Families, Now and Long Ago</b>
2	<b>My Community and Other Communities</b>
3	<b>Around the World: A Study of 6 Regions</b>
4	<b>The Story of US</b>
5	<b>The Western Hemisphere: A Study of Interdependence and Human Interaction Over Time</b>
6	<b>The Eastern Hemisphere: The Roots of Conflict, The Tree of Change</b>
7	<b>Interdisciplinary Cross Cutting Concepts-ELA, SS, Humanities</b>

**My Community and Other Communities**  
**Grade Two Scope and Sequence 2018-2019**

Unit Title and Duration of Unit	Essential Question and Performance-Based Assessment	Reading Summative Assessment(s)	Writing Summative Assessment	Social Studies	Science	Notes
<p><b>September</b></p> <p><a href="#">Unit 1: Mineola School District, My Home</a></p>	<p><b>Unit 1 Overview:</b></p> <p>To begin the school year, students will learn about the principles of democracy and elections, and about the implementation of rules and laws to maintain order and safety. They will apply these principles to their classroom and begin to investigate how rules and laws apply to the community at large. Additionally, students will use the lens of rules and order to navigate the world of matter in science, and the rules that govern solid, liquid and gas matter. At the end of this unit, students will write a formative writing assessment that will provide data to teachers for Unit 2's summative narrative writing piece. This unit will culminate with students writing about a democratic principle and how it relates to their own life, while also being able to demonstrate an understanding of their role in the classroom and community when they feel a rule is broken or unfair.</p>					
	<p><b>Essential Question:</b></p> <p><b>What is your role when rules are broken or unfair?</b></p> <p><b>Application of Knowledge Assessment (AKA):</b>            (To address: <b>What is your role when you feel rules are broken or unfair?</b>)            Sometimes things happen that are unfair. For this assessment your job is to be the judge! You will show how much you know about rules and democracy by determining whether or not things are fair and what you would do to make things fair in a series of mini-stories. Judge these mini-stories in discussion, writing, a skit, a video or drawing. (Teacher should read aloud or pass out different "scenarios" for students to respond to</p>	<p><b>Focus:</b>            Students read a narrative short story and answer questions related to 2R1; 2R3; 2R7</p>	<p><b>Formative for Unit 1</b> (to inform the Summative Narrative in Unit 2):  <b>Narrative #1 (Formative):</b>  <b>Prompt:</b>            Write about: A time when a rule was unfair, a time when you voted for something, A time when you broke a rule, a time when the classroom needed to create or change a new rule or vote for something, A time when a friend or sibling broke a rule, etc.</p>	<p><b>Course 1: Democracy in Action: My Classroom</b></p> <p>2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.  <b>2.3 a, b, c</b></p> <p>2.4 Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.  <b>2.4 a</b></p>	<p><b>Course 2: What's the Matter? The Rules of Liquids, Solids and Gases (Intro. To Properties)</b></p> <p>2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable</p> <p>2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.*</p> <p>2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.</p> <p><a href="#">Suggested Sci Centers (2)</a></p>	<p><b>Read Aloud:</b>            The Year of Billy Miller-Kevin Henkes</p> <p>Class Rules and Routines established in this unit</p> <p>Reading and Writer's Workshop Launch</p> <p><a href="#">Poetry by Unit: Grade 2</a></p>

**Grade 2 Scope and Sequence**  
**2018-2019**

**Grade 2**  
Unit: 1

Overarching Theme for the Year:  
**My Community and Other Communities**

Unit 1: *Mineola School District, My Home*

Essential Question:  
**What is your role when rules are broken or unfair?**

**Unit Course 1 (SS)**  
Democracy in Action- My Classroom

Guiding Questions  
based on Standards

Texts, Lessons, activities, choice

Reader's/Writer's  
Workshop/Centers

**Unit Course 2 (Sci)**  
What's the matter?

Guiding Questions  
based on standards

Texts, lessons, activities, choice

Reader's/Writer's  
Workshop/Centers

**Course =**  
*series of core lessons assessing ELA standards through SS/Sci content*

**Application of Knowledge Assessment**  
Sometimes things happen that are unfair. For this assessment your job is to be the judge! You will show how much you know about rules and democracy by determining whether or not things are fair or following the rules and what you would do to make things fair in a series of mini-stories. Judge these mini-stories in writing, a skit, a video or drawing.

# Grade 6

The Eastern Hemisphere:  
Roots of Conflict; Tree of Change





Grade 6 Unit 1:  
Age Old Conflicts in Eastern Hemisphere

**Essential Question:**  
**How do we learn from obstacles?**

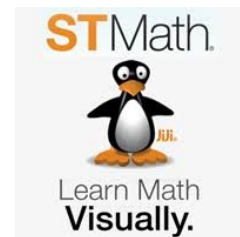
<b>Course 1 - Social Studies</b>  <b>The Middle East- How Did We Get Here?</b>	<b>Course 2 - ELA</b>  <b>Will there be resolution?</b>
<p><b>6R1</b> -Cite textual evidence</p> <p><b>SS 6.1</b> PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY</p> <ul style="list-style-type: none"><li>- Geography</li><li>- Environment</li><li>- Issues have roots in the past</li></ul>	<p><b>6R1</b> -Cite textual evidence</p> <p><b>SS 6.1</b> PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY</p> <p><u><i>Enemy Territory</i></u></p> <p><u><i>I am Malala</i></u></p> <p><u><i>The Breadwinner</i></u></p>

**Grade 6 Unit 2:  
How the Story of History Begins**

**Essential Question :**  
**How do turning points lead to dynamic change?**

<b>Course 1 - Social Studies</b> <b>The Historical Exposition and Rising Action</b>	<b>Course 2- Social Studies</b> <b>The Change and Resolution</b>	<b>Course 3 - ELA</b> <b>The Dynamic Character</b>
6R3: - Plot development; character change  SS 6.2 - The First Humans	6R3: - Plot development; character change  SS 6.3 - Mesopotamia - Ancient Egypt - India	6R3: - Plot development; character change  <u>Tiger Rising</u>

# Technology & The Integrated Curriculum



## Mineola Alignment Grade 1 for Footsteps2Brilliance

Grade 1 Unit Title Duration	Literacy Standards	Foundational Skills	Social Studies Connection	Science Connection	Writing
<p><b>Unit 1:</b> <i>Myself, My Family, My School</i></p> <p><b>Essential Question:</b> Why are there rules and roles in groups?</p> <p><b>Duration:</b> September</p>		<ul style="list-style-type: none"> <li>Letter formations (a-z)</li> <li>Alphabetical Order</li> <li>Letter Names</li> <li>Key Words</li> <li>Short Vowels</li> <li>Consonants</li> <li>Blending CVC</li> </ul>	<p>Citizen of my Classroom</p> <p>My Family and Other Families (similarities and differences)</p>	<p>Getting Together – Animals that Live in Groups</p>	<p>Narrative Prompt:</p> <p>Draw and write an example of a time you were a good citizen in school</p> <p><b>1W3:</b> Write narratives that recount real or imagined experiences or events.</p>
<p><b>Footsteps2Brilliance:</b></p> <p><i>Read Marissa Monkey and Cassidy Cat (Blue Level) – School Citizenship</i></p> <p><i>Read Ellie the Elephant, Hal the Hippo and Geraldine the Giraffe (Yellow Level) – Animals that live in Groups</i></p>	<p>Use graphic organizers provided in Teacher Toolkit to record key ideas and details.</p>	<p><b>Letter formations:</b> Better Big Letters (Red Level) Better Little Letters (Red Level)</p> <p><b>Alphabetical Order:</b> A-B-See Order (Blue Level)</p> <p><b>Letter Names:</b> See It Catch It (Red Level) Mega Mouth Decoder Books (Red Level)</p> <p><b>Key Words:</b> Diplo; Sight Word Games (Red Level)</p> <p><b>Short Vowels:</b> Mega Mouth Decoder Books and Games (Red Level)</p> <p><b>Consonants:</b> Classy Classification Mega Mouth Decoder Books and Games (Red Level)</p> <p><b>Blending CVC:</b> Word Wall (Red Level)</p>	<p><b>Marissa Monkey and Cassidy Cat</b> is a modern day fable about two characters (a monkey and a cat who are in the same classroom)</p> <p>Cassidy follows school rules such as doing homework and being an honest school citizen. Marissa cheats and doesn't do her homework.</p> <p>Use the text to discuss school rules and how the two characters in the story are very different.</p> <p>Make a "T-Chart" to develop each of the character's attributes related to school citizenship.</p>	<p>Compare the three books about African Animals that live in groups.</p> <p>What things do they have in common?</p> <p>How are they different?</p> <p>Play <b>Book Buddies</b> and the *Games at the end of each book to learn more about these animals.</p> <p>*Fast Facts game can be used to help record details and information about the animal in the story.</p>	<p>Use <i>My Journal</i> at the end of Marissa Monkey and Cassidy Cat to write a narrative about being a good citizen in school.</p> <p>Use details to describe what a good citizen looks like in the classroom.</p> <p>Use your "T-Chart" to add information about each of the character's behaviors as it relates to good school citizenship.</p>

Example of  
Educational  
Technology  
Partnerships

**Differentiated**  
to meet students  
where they are...

**Learning  
Pathways**

**Macro  
Badges**

# A New Paradigm Shift to Demonstrate Learning

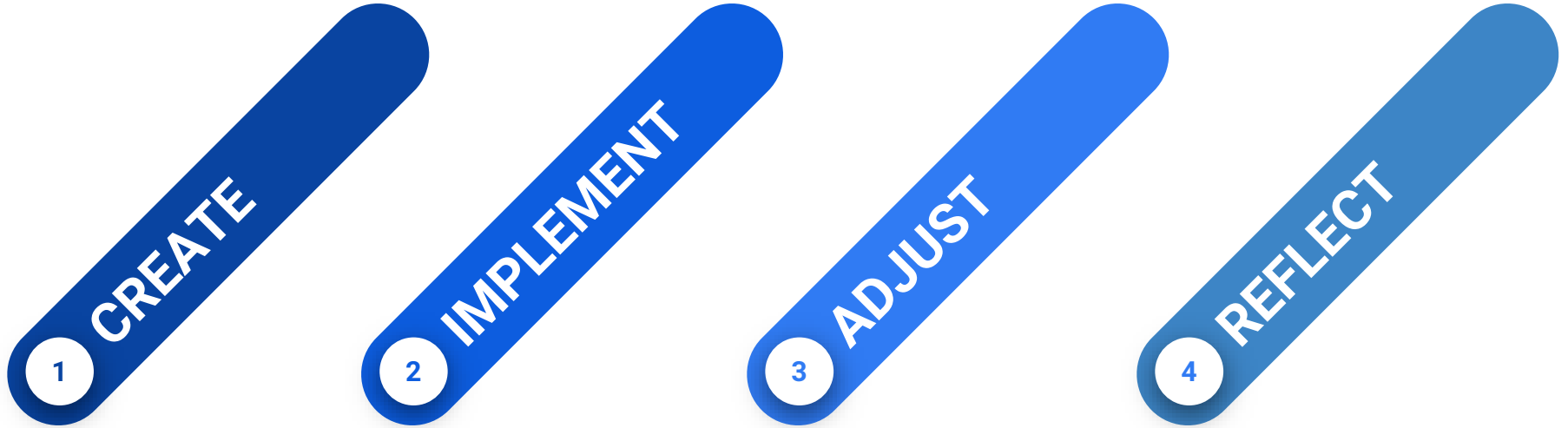
**Micro  
Badges**

**Challenges**

**Mastery  
Badges**

**Choice** is  
embedded in the  
pathway model

# Planning, Roll -Out, and Reflection



**Looking forward to an exciting  
school year!**

