

VALLEY STREAM DISTRICT 30

the friendly schools

BOARD OF EDUCATION ANNUAL UPDATE- ENRICHMENT

2016 -17



STRATEGIC PLAN, 2015-2020

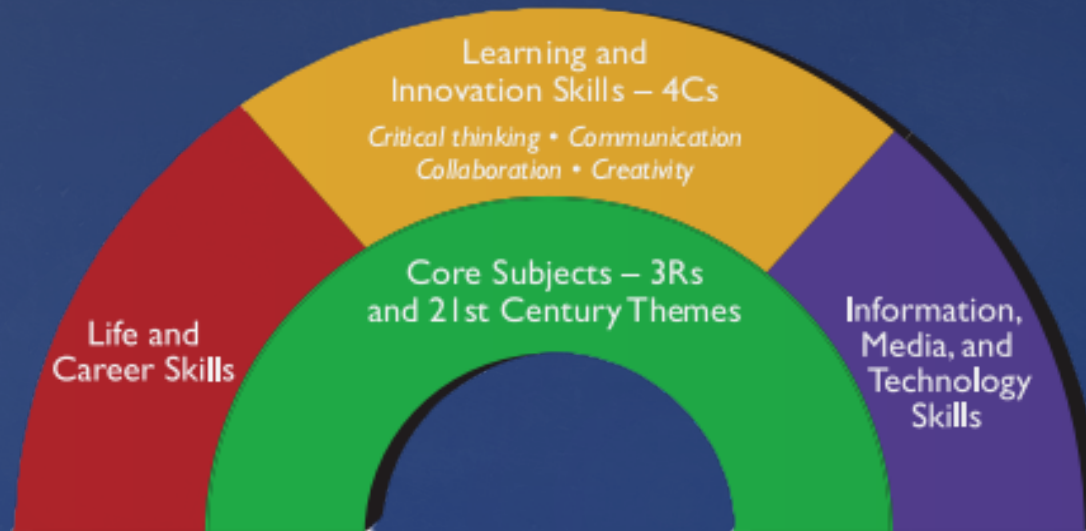
ADOPTED JUNE 15, 2015

CURRICULUM: Enrichment

Presented by: John Singleton, Clear Stream Principal

Danielle Bonaccorso & Ilissa Epstein, Enrichment Teachers

GOAL 1: “To enhance our core curriculum, enabling Valley Stream #30 students to develop 21st century skills that promote life-long learning.”



LEARNING AND INNOVATION SKILLS

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

21st Century Learning Objectives Area: Learning and Innovation Skills

Students will receive instruction that fosters growth in creativity and innovation, critical thinking and problem solving, and communication and collaboration.

Process Objective <i>Phase: Developing</i>	Expand current <u>Quest enrichment program</u> (i.e., Grades 4-6) to other grade-levels as well as increase criteria and rigor of curriculum for the program.
---	---

- ❖ Enrichment Teachers will increase students' self-direction and initiative skills with the use of rubrics
- ❖ Enrichment Teachers will increase Grade 2 parents' understanding of Quest programs and eligibility during Meet the Teacher Night and Parent-Teacher Conferences
- ❖ Enrichment Teachers will provide Quest students opportunities to showcase their work throughout the year (i.e., Lights On event).

QUEST Program - Pull Out

- ❖ Under the instructional leadership of Dr. RG France Quest was expanded to the 3rd grade to include the following enrichment teachers:
 - Ms. Bonoccorso- Grades 3-4
 - Ms. Epstein- Grades 5-6
- ❖ Skill alignment was scaffolded through the grades.
- ❖ Activities in the lower grades included Socratic seminar, mock trial creation, and STEAM projects .
- ❖ In the upper grades student were engaged in Socratic, debate skills, life saving skills and STEAM.

QUEST: Socratic Seminars

- ❖ Students are asked to read, dissect and think critically about a text, advertisement, document or a picture.
- ❖ They 'mark up' the text with their ideas, questions, thoughts and wonderings.
- ❖ Students share their ideas, questions, thoughts and wonderings with the whole group.
- ❖ Students learn to accept/debate different points of view

Socratic Seminars - Ground Rules

1. Speak so that all can hear you.
2. Listen closely.
3. Speak without raising hands.
4. Refer to the text.
5. Talk to each other, not just to the leader.
6. Ask for clarification. Don't stay confused.
7. Invite and allow others to speak.
8. Consider all viewpoints and ideas.
9. Know that you are responsible for the quality of the seminar.



QUEST: Lincoln Douglas Debate

- ❖ Students are given a Resolution and are required to pick a position. For Example:
- ❖ Resolution: "Resolved: Should the Second Amendment (Right to bear arms) be banned." For this resolution, the goal of the debate should be to determine gun ownership by private citizens should remain a right protected by the constitution. Students then research their positions, choose a side and then Debate using the Lincoln Douglas Debate format.
 - Affirmative Constructive- 6 minutes
 - Cross-Examination- 3 minutes
 - Negative Constructive- 7 minutes
 - Cross-Examination- 3 minutes
 - First Affirmative Rebuttal- 4 minutes
 - Negative Rebuttal- 6 minutes
 - Second Affirmative Rebuttal- 3 minutes

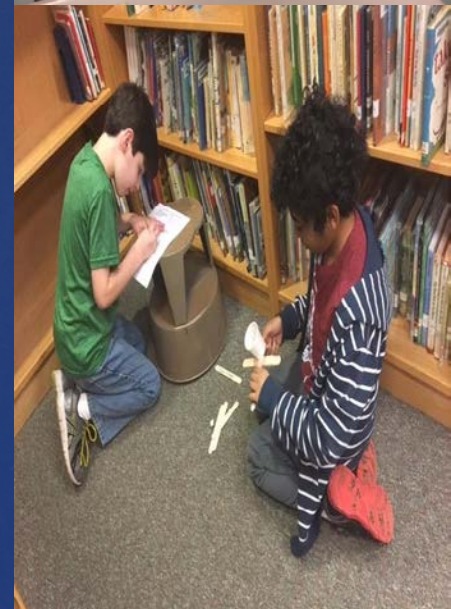
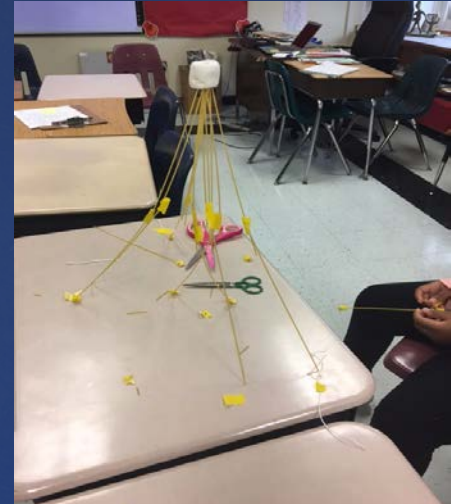


QUEST: STEAM Projects

Start of the year students worked on collaboration tasks.

1. The Marshmallow Challenge
2. Saving Sam
3. Pipe Cleaner Challenge

- ❖ Each challenge is made up of teams of 2-4 students that have to work together to solve a problem
- ❖ Challenges highlight the 4 C's and give children a chance to experience what it means to collaborate.
- ❖ By the third challenge the students realized that if they pooled all of their strengths, their chances for success would be greater would be greater.
- ❖ (https://www.ted.com/talks/tom_wujec_build_a_tower)



Lights On

- ❖ Our Lights On theme was:
 - Moving Full STEAM Ahead
 - Let's Move.
- ❖ Students created presentations that demonstrated how innovation and technology is being used to code high tech machines and vehicles in the 21st Century.
- ❖ Parents students and community members had the opportunities to play with problem solving models where people used trial and error to solve engineering dilemmas.
- ❖ Students also celebrated VS 30's cultural diversity and movement by displaying tri-folds that represented their cultural heritage and performing traditional dances.





Lights On



Process Objective <i>Phase: Developing</i>	Create additional and/or designed K-6 <u>enrichment opportunities</u> in all schools.
--	--

- Enrichment Teachers' Push-in model will focus on 4C's Challenges which provide students with opportunities to communicate, collaborate, critically think, and create
- Library Media Specialists' Push-in model will focus on providing Reading Theater ^{GK-2} and 21st Century Project Theme _{G2-6}
- STEAM Aides will assist teachers in the piloting of STEAM Challenge Wednesdays which provide students with opportunities to use the engineering design method to solve challenges.

Enrichment for ALL Opportunities

Enrichment for All-4C's Challenges

We have been incorporating the 4 C's

- Communication
- Creativity
- Collaboration
- Critical Thinking

- ☞ Ms. Bonoccorso and Ms. Epstein, push into K-6 classrooms in all three buildings.
- ☞ 21 century skills are taught by reinforcing inquiry based learning.
- ☞ Teachers also implemented the inquiry based learning model of instruction.
- ☞ This resulted in teaching higher order thinking skills and strategies to our students throughout the grade levels.



**THINKING &
RESPONDING
ABOUT
READING**

Achieve 3000
Great Books
NEWSELA

**INQUIRY
ACTIVITIES**

STEAM
Challenges
C3s Inquiries

CURRICULUM: Enrichment
Presented by: John Singleton



1. ASK

- What are the Problems?
- What are the Constraints?



2. IMAGINE

- Brainstorm Ideas
- Choose the Best One



3. PLAN

- Draw a Diagram
- Gather Needed Materials

4. CREATE

- Follow the Plan
- Test It Out!



5. IMPROVE

- Discuss What Can Work Better
- Repeat Steps 1-5 to Make Changes

The Engineering Design Process

Reader's Theater

Library Media Specialist have been implementing Readers Theater in their classrooms.

Readers Theater provides a forum for students to read dramatically in class from a script.

Students concentrate on character development, literary themes and voice inflection when participating.

In Third Grade - Great Kapok Tree.

The characters in the story represented the animals in the rain forest. The students gave voice to the animals and how the destruction of the Rainforest affected them.

	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6
21st Century Theme	Health Literacy	Global Awareness	Environmental Literacy	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy
5 Topics to Choose from	<ul style="list-style-type: none"> -Nutrition/Diet -Physical Activity (Exercise) -Rest/Sleep -Social/emotional Wellbeing -Hobby -Hygiene 	<ul style="list-style-type: none"> -Water supply -Customs, - Superstitions -Weather -Notable People -Art, Music, - Literature, sports 	<ul style="list-style-type: none"> Native American Belief (motivation) -Climate Change -Ocean Pollution -Destruction of Rainforest -Industrialized Agriculture -Endangered Species 	<ul style="list-style-type: none"> -careers -famous entrepreneurs -Companies/producers -”How to be an Entrepreneur” 	<ul style="list-style-type: none"> -Race relations in the U.S. -Diversity -Immigration -Discrimination -Principles of Justice -Historical Activists
Essential Questions	What is a healthy lifestyle and why is it important?	How can we learn from and work with people of diverse cultures and backgrounds?	How has our modern day life impacted natural world resources as embraced by Native Americans?	How can we be successful entrepreneurs?	What are the current and historical perspectives of the positive and negative effects immigration has had on our social and economic structures in the United States?

21st Century Themes Library

Research Project

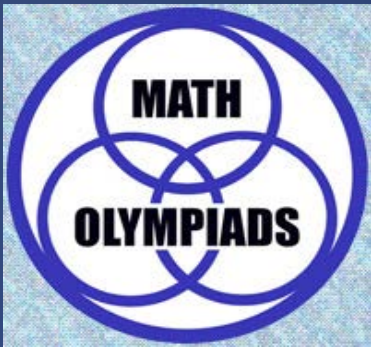
Learning & Innovation				
Communication and Collaboration				
Collaborate with Others				
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
Demonstrate ability to work effectively and respectfully with diverse teams	Consistently listens to others. All statements, responses and body language, are respectful and appropriate. Always listens to, shares with, and supports the efforts of others.	Listens to, shares and supports others. Statements and responses are respectful and appropriate body language was exhibited.	Most statements, responses and body language are respectful; occasionally had a negative tone. Does not always listen to, share with, and support the efforts of others.	Statements, responses and/or body language were consistently not respectful. Rarely listens to, shares with, and supports the efforts of others
Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal	Always listens to ideas and demonstrates compromise allowing the group to meet its full potential.	Is willing to compromise with group to accomplish a common goal.	Attempts to compromise with group to accomplish a common goal, but sometimes interferes group from meeting its full potential.	Typically does not compromise with group to accomplish a common goal, and often interferes with group from meeting its full potential.
Assume shared responsibility for collaborative work, and value the individual contributions made by each team member	Motivates all members to share in contributions equally by valuing all members' ideas and contributions.	Participates and contributes to group's work equally. Values all members' ideas and contributions.	Attempts to share responsibility of groups' work, but ends up completing most of the work, without utilizing input of others in group.	Either does most or very little of the group's work and does not share or respect others' ideas.

Student Rubrics

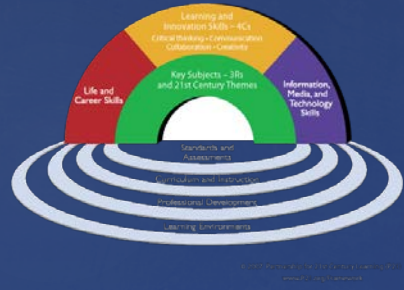
	Essential Question	Supporting Questions
K	Why Do We Have Rules?	<p>Why do we have rules in our school, home and community?</p> <p>What would happen if we didn't follow these rules?</p> <p>If you were the teacher, what rule would you add to your class charter?</p>
1	What is a responsible Citizen?	<p>What does it mean to be a responsible citizen of my classroom?</p> <p>How can I be a responsible citizen of my community?</p> <p>In what ways can I be a responsible citizen of the world?</p>
2	What Makes our Community Successful?	<p>How do we distinguish between goods and services?</p> <p>What services are we familiar with within our own community?</p> <p>How do people in our own community count on one another to satisfy our personal needs and wants?</p>
3	Why is it important we live in a tolerant world?	<p>How does my family's cultural history contribute to our community?</p> <p>How does having different kinds of families make our community richer?</p> <p>Rich in Culture: Compare and contrast the many benefits that our diversity brings to the community and the world.</p>
4	Why should we have Empathy?	<p>What is empathy and why is it important to have?</p> <p>How are empathy and immigration related?</p> <p>Has the attitude towards immigration changed since the 1800's? Are people more empathetic towards immigrants?</p>
5	Why is it important to be Resilient?	<p>What is resilience?</p> <p>How do I know if I could be struggling with a change?</p> <p>How can I help others through change?</p>
6	How can we use global awareness to bring unity?	<p>Why is it important to recognize the needs of the people in your community?</p> <p>On a global scale, how can we help homeless people?</p> <p>How does volunteering change the world?</p>



C3 Inquiry Based Lessons



P21 Framework for 21st Century Learning



A foreign language program for children



Enrichment Clubs

	K	1-2	3	4	5	6
Initiative & Self Direction:	Follows directions. Focuses on task at hand. Works independently.		Follows direction. Works independently. Uses time effectively. Completes homework assignments.	Uses time effectively. Works independently. Completes homework assignments		
Productivity & Accountability:	Uses appropriate letter formation when writing. Puts effort into achieving quality work. Completes homework assignments.	Handwriting is neat and legible. Displays pride in achieving quality work. Completes homework assignments.	Displays pride in achieving quality work.			
Flexibility & Adaptability:				Uses organizational skills to manage assignments		
Leadership & Responsibility:	Demonstrates grade appropriate use of technology with integrity.					
Social& Cross Cultural Skills:	Works collaboratively with peers.					

Report Card: 21st Century Learning Skills

STEAM Video

Long Island Children's Museum

https://www.youtube.com/watch?v=hLbmRwOn_P4

How are we doing?



Students will receive instruction and show grade appropriate growth in the following core subjects: English Language Arts, Arts, Mathematics, Science, and Social Studies as measured by local assessments.

Process Objectives	Met	Partially Met	Did Not Meet
Expand current <u>Quest enrichment program</u> (i.e., Grades 4-6) to other grade-levels as well as increase criteria and rigor of curriculum for the program.	√		
Create additional and/or designed K-6 <u>enrichment opportunities</u> in all schools..	√		

VALLEY STREAM DISTRICT 30

the friendly schools

