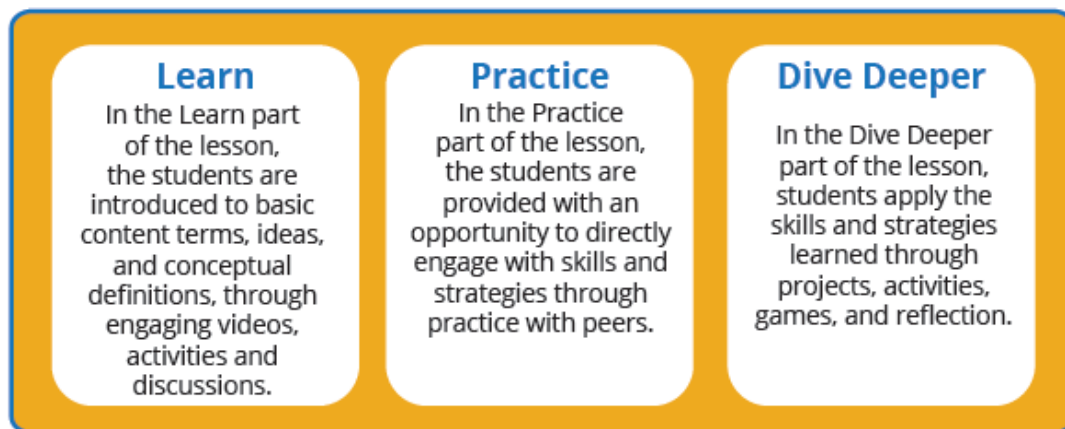


## Welcome to Rethink Ed's Social Emotional Learning Solution!

We are very excited to support your school's initiative to provide an environment that promotes Culturally Responsive Education (CRE). Rethink Ed SEL is an evidence-based program developed for every educator and student. Delivered on a digital platform and designed for easy implementation, Rethink Ed SEL provides a flexible and scalable solution that empowers educators to successfully incorporate SEL into their educational environment.

**Professional Development:** Rethink Ed provides professional development focused on SEL for the adult learner. Investing in teachers benefits not only every student they teach, but every colleague and parent that they work with. The best teachers are learners first, and act as role models for the SEL skills they want to see in their students. 30, video-based training modules support educators in understanding the concept of Social Emotional Learning as well as how to apply SEL strategies in direct applications. We will be incorporating **Professional Learning Communities (PLCs)** into our schedule to support your professional development and understanding of SEL.

**SEL Curriculum:** Written by experts in the field, every lesson plan breaks down the target skill to enable developmentally appropriate **scaffolding** of student learning. Lessons come with **engaging videos** as well as teacher resources. There are **120** student lessons for **general education** with accommodation and modification strategies (Tiers 1 and 2) and **120** lessons for students with advanced SEL/ MH needs and/or instruction (Tier 3). All lessons come with a short introduction activity in the LEARN section, and additional expansions for learning in the PRACTICE and DIVE DEEPER sections. A brief description of each is listed below. In the chart on page 2, you will find how our PBIS Themes are aligned to each of the Focus Areas of the SEL curriculum. A monthly breakdown is provided for instructional planning.



# TRIMESTER 1

(10/4/2022 - 11/29/2022) – Lessons to be completed by 11/29/2022

## Mineola Foundational Benchmark #1:

*I am a learner: I can identify and manage my emotions and my response to those emotions. (NYS 1A)*

### RethinkEd - MUST DO:

Awareness of Self and Others	Self-Management	Self-Management
Emotions	Self-Control	Focus
Pre-K: "Basic Emotions" K: "It's a Feeling" 1 <sup>st</sup> : "My Feelings Monster" 2 <sup>nd</sup> : "Feelings Detectives"	Pre-K: "Take 5" K: "Breathe In, Breathe Out" 1 <sup>st</sup> : "Wait for It!" 2 <sup>nd</sup> : "Take 5!"	Pre-K: "Stepping Up" K: "Following Instructions" 1 <sup>st</sup> : "Hocus Pocus: Focus!" 2 <sup>nd</sup> : "The Focus Toolbox"

### Mineola Grows - MUST DO:

During Trimester 1, please be sure to find authentic opportunities to teach and reinforce the concepts and language in the [Mineola Grows: Neuroscience of Learning Series](#). These videos introduce and support the "Mineola Learner Language" that is foundational to cultivating a "learner identity" and maintaining a growth mindset in all learners as they experience challenges throughout and beyond their years in early elementary school.

**Success Criteria:** By the end of the school year, all learners should be able to (at their developmental level) use the language of the neuroscience of learning to demonstrate that they are in control of their own growth and "getting smarter" In addition, all learners should be able to (at their developmental level) identify their emotions using non-verbal and verbal language and articulate learned and/or new strategies that they can choose to use in order to self-regulate.

- ▶ Hello Learners! Meet Your Brain! | Lesson 1
- ▶ Meet Your Neurons! | Lesson 2
- ▶ Pop, Buzz, Zap! | Lesson 3

### RethinkEd - MAY DO:

Awareness of Self and Others	Self-Care
Learning Skills	Self-Advocacy
Pre-K: "Good Listening" K: "Learning with Our Senses" 1 <sup>st</sup> : "Whole Body Listening" 2 <sup>nd</sup> : "How We Learn"	Pre-K: "Help Please!" K: "Ask for Help" 1 <sup>st</sup> : "Speak Up and Ask!" 2 <sup>nd</sup> : "Get Your Needs Met"

# TRIMESTER 2

12/1/2022 - 3/20/2023 – Lessons to be completed by 3/20/2023

## Mineola Foundational Benchmark #2:

*I am a learner: I learn and demonstrate skills throughout my personal and academic goal attainment process. I monitor and reflect on my progress, reframe obstacles and setbacks as growth opportunities, and use strategies to adjust as necessary in order to achieve my goals. (NYS 1C)*

## RethinkEd - MUST DO:

Self-Management	Self-Care	Awareness of Self and Others	Self-Management	Social Awareness
Goal Setting	Self-Efficacy	Growth Mindset	Problem Solving	Social Contributions
Pre-K: "Follow the Pictures" K: "Say the Goal!" 1 <sup>st</sup> : "Steps to the Goal" 2 <sup>nd</sup> : "Set a Goal"	Pre-K: "I Can Do It" K: "Mistakes Are a Part of Learning" 1 <sup>st</sup> : "Believe!" 2 <sup>nd</sup> : "You Can Do It!"	Pre-K: "I Can Do That!" K: "I'm Growing!" 1 <sup>st</sup> : "I Can Do It!" 2 <sup>nd</sup> : "Mistake Masterpieces"	Pre-K: "What's Wrong?" K: "Say the Problem" 1 <sup>st</sup> : "Whose Problem Is It?" 2 <sup>nd</sup> : "What's the Problem?"	Pre-K: "Clean Up Time" K: "I Can Help!" 1 <sup>st</sup> : "I Spy a Helper" 2 <sup>nd</sup> : "I Can Help My Family"

## Mineola Grows - MUST DO:

During Trimester 2, please be sure to find authentic opportunities to teach and reinforce the concepts and language in the [Mineola Grows Self Regulation Series](#). These videos reinforce the foundational "Mineola Learner Language" and introduce new language and strategies that support learners in recognizing their big emotions and empowering them to use specific strategies to self-regulate. Model and design opportunities, routines and practices to support learners' agency in using the hand-brain model signal and identifying their emotions, and choosing strategies to self-regulate.

**Success Criteria:** By the end of the school year, all learners should be able to (at their developmental level) use the language of the neuroscience of learning to demonstrate that they are in control of their own growth and "getting smarter" In addition, all learners should be able to (at their developmental level) identify their emotions using non-verbal and verbal language and articulate learned and/or new strategies that they can choose to use in order to self-regulate.

- ▶ Welcome to the Self-Regulation Series!
- ▶ A Tour of the Brain! | Self-Regulation Lesson 1
- ▶ The Hand-Brain Model! | Self-Regulation Lesson 2
- ▶ What Is My Lizard Brain? | Self-Regulation Lesson 3
- ▶ Zones of Regulation | Self-Regulation Lesson 4
- ▶ Get Back to the Green Zone! | Self-Regulation Lesson 5

## RethinkEd - MAY DO:

Self-Care	Self-Care	Self-Management
Self-Compassion	Mindfulness	Resilience
Pre-K: "Super Powers" K: "Look What I Can Do!" 1 <sup>st</sup> : "I Like Me!" 2 <sup>nd</sup> : "What I Like About Me"	Pre-K: "Let It Go!" K: "Notice With Your Senses" 1 <sup>st</sup> : "The Big Breath" 2 <sup>nd</sup> : "My Mindful Body"	Pre-K: "First _____, Then _____" K: "Get it Done!" 1 <sup>st</sup> : "Bounce Back!" 2 <sup>nd</sup> : "Challenge Accepted!"

# TRIMESTER 3

3/21/2023 - 6/23/2023 – Lessons to be completed by 6/23/2023

## Mineola Foundational Benchmark #3:

*I am a learner: I develop and use new and learned communication and social skills and strategies, including recognizing the feelings and perspectives of others, to interact effectively with others. (NYS 2 A & 2C)*

### RethinkEd - MUST DO:

Social Skills	Social Skills	Social Skills	Social Awareness	Social Awareness
Cooperation	Relationships	Conflict Resolution	Empathy	Actions and Consequences
Pre-K: "Classroom Chores" K: "Let's Cooperate!" 1 <sup>st</sup> : "Fair is Fun" 2 <sup>nd</sup> : "Work Together"	Pre-K: "Say Something Nice!" K: "People We Meet" 1 <sup>st</sup> : "Kindness Kaleidoscope" 2 <sup>nd</sup> : "Be a Good Classmate"	Pre-K: "Problems with Others" K: "Getting Along" 1 <sup>st</sup> : "I'm Sorry!" 2 <sup>nd</sup> : "Let's Get Along"	Pre-K: "Different Feelings" K: "My Feelings, Your Feelings" 1 <sup>st</sup> : "How Someone Else Might Feel" 2 <sup>nd</sup> : "The Case of Caring"	Pre-K: "The Things You Do" K: "Fix Your Mistake" 1 <sup>st</sup> : "Actions and Consequences" 2 <sup>nd</sup> : "STOP Then Decide"

### Mineola Grows - MUST DO:

During Trimester 3, please reinforce the concepts and language in the [Mineola Grows Neuroscience of Learning Series](#) and the [Mineola Grows Self Regulation Series](#). Using a shared verbal and non-verbal language for learning supports consistent development of the academic mindsets necessary for learners to thrive in and beyond the classroom. Learners will build upon this foundational language each year as they transition through their school years in Mineola.

**Success Criteria:** By the end of the school year, all learners should be able to (at their developmental level) use the language of the neuroscience of learning to demonstrate that they are in control of their own growth and "getting smarter" In addition, all learners should be able to (at their developmental level) identify their emotions using non-verbal and verbal language and articulate learned and/or new strategies that they can choose to use in order to self-regulate.

### RethinkEd - MAY DO:

Social Skills	Social Awareness	Social Awareness
Respect	Safe and Ethical Behavior	Cultural Competence
Pre-K: "Mind Your Manners" K: "Spreading Kindness" 1 <sup>st</sup> : "Mind Your Manners" 2 <sup>nd</sup> : "Show Some Respect!"	Pre-K: "Classroom Rules" K: "Telling or Tattling" 1 <sup>st</sup> : "Rules, Rules, Rules" 2 <sup>nd</sup> : "A Buddy or a Bully?"	Pre-K: "People Are People" K: "Me and You" 1 <sup>st</sup> : "Our Families" 2 <sup>nd</sup> : "Cultures Around the World"