



Plainview-Old Bethpage Central School District



Grade 3 Curriculum Overview 2020-2021

Dear Parents and Guardians of Third Grade Students,

Welcome to the Plainview-Old Bethpage Central School District and the 2020-2021! Our theme for this year is “Lighting the Way Forward” which entails our steps in ensuring a well-lit pathway to a safe, nurturing, and meaningful learning environment.

Our elementary program is a balance among academic, social and emotional, and mindfulness teaching and learning. Our teachers, support staff, administrators, and parents work cooperatively to provide our students with exceptional instructional experiences with a focus on your child’s well-being to optimize learning.

Throughout the year, we will provide you with relevant information about your child’s school experience. This booklet provides an overview of our curricular offerings. Our goal, through the curriculum, is to stimulate a variety of interests in our students and to foster skills and habits of mind that will enable them to reach their fullest potential.

Our third grade students’ day consists of the following: English language arts through reader and writers workshop and ELA/SS inquiries; mathematics, to extend understanding of base-ten notations, building fluency with addition and subtraction, using standard units of measure, and analyzing and classifying two dimensional shapes; social studies, with a focus on “Communities around the World – Learning about People and Places”; STEAM education where students engage in activities which apply science, technology, engineering, the arts, and mathematics. Students enjoy instruction and participation in music, art, physical education and trips to our Discovery Lab. To further our third graders’ education, we also provide robust opportunities in library media science, health, Mandarin, and technology. In all subjects, active hands-on experiences are provided and children are encouraged to express themselves, make connections among subject areas, explore issues and problems, and work cooperatively with peers and adults in the pursuit of becoming lifelong learners.

By working collaboratively, we can ensure your child is equipped with the skills and competencies necessary for his/her success. Please take the time to read this information, share it with your child, and discuss the school year ahead. Making a connection with your child’s teachers and communicating regularly throughout the year will be essential to our partnership with your family.

Together, we have an opportunity to make a difference in your child’s future.

Sincerely,



Joanne F. Mannion
Assistant Superintendent for Curriculum & Instruction



Language Arts

PARENT INFORMATION

The major goal of our English Language Arts program continues to be the enjoyment and appreciation of reading and writing. Students are encouraged to read for pleasure and for information in a variety of genres such as fiction, non-fiction, poetry and drama. Reading and writing are mutually supportive of each other and, therefore, are integrated across the curriculum. Skills and strategies will assist the students in becoming independent, confident learners in the areas defined below. However, these skills and strategies are not isolated entities, but rather embedded in our Language Arts program.

We encourage parents to support their child's development by being involved in the learning process. A strong home-school partnership is essential for ensuring your child's academic success. For additional support, we've provided website links and contact information.

All students will be expected to meet the New York State Standards for English Language Arts. That means that students will:

- Read, write, listen and speak for information and understanding
- Read, write, listen and speak for literary response and expression
- Read, write, listen and speak for critical analysis and evaluation
- Read, write, listen and speak for social interaction

During the year the children will be exposed to the following skills:



READING

Enriching reading experiences are offered to children at each of the elementary schools. Reading offers an opportunity to focus on effective reading strategies using a variety of genres and authors. Students will strive to develop literacy competencies in the area of reading in:

Decoding Including Phonics and Structural Analysis

Phonics refers to being able to identify familiar letter patterns as one strategy to "sound out" or spell unfamiliar words. Structural Analysis is using information about word parts (root words, prefixes, and suffixes) to figure out the meaning of words in text.

- Find parts of words embedded in longer, unknown words
- Determine meaning of unfamiliar words using context clues
- Decode grade-level words using knowledge of word structure (e.g., roots, prefixes, suffixes, verb endings, plurals, contractions, and compounds)

Background Knowledge and Vocabulary Development

Background knowledge and vocabulary development allows for students to use their knowledge of words and concepts to communicate effectively and comprehend meaning.

- Study categories of words to learn new grade-level vocabulary, understand concepts from reading, and to make connections to prior knowledge
- Identify specific words causing comprehension difficulties in oral or written language
- Use a dictionary to learn the meanings of words and a thesaurus to identify synonyms and antonyms
- Connect new ideas and information to own experiences and prior knowledge
- Identify story elements

Fluency

Fluency is being able to read text orally with appropriate speed, accuracy, and expression.

- Sight-read automatically grade-level common, high-frequency words
- Sight-read grade-level texts with decodable and irregularly spelled words
- Use a variety of strategies to identify unknown words:
 - Phonetic cues (sound-symbol relationship)
 - Semantic cues (context/meaning)
 - Syntactic cues (language structure)

Comprehension Strategies

Comprehension is the process of making sense from reading text or constructing meaning while listening.

Comprehension is assessed both orally and in writing.

- Read grade-level texts with comprehension and for different purposes
- Use comprehension strategies to monitor own reading (e.g., predict/confirm, reread, attend to vocabulary, self-correct, draw conclusions) to clarify meaning of text
- Organize and categorize text information by using knowledge of a variety of text structures (e.g., cause and effect, compare and contrast, fact and opinion, directions, time sequence)
- Use graphic organizers
- Identify author's purpose
- Use knowledge of the structure of imaginative text to identify and interpret plot, character, and events
- Listen to or read grade-level texts and ask questions to clarify understanding
- Listen to or read grade-level texts and answer literal, inferential, and critical/application questions
- Summarize central idea or theme from informational texts and details from imaginative text orally and in writing
- Support point of view with details from the text
- Lead and participate in discussion about grade-level texts by integrating multiple strategies (e.g., ask questions, clarify misunderstandings, support point of view, summarize information)
- Demonstrate comprehension of grade-level text through creative responses such as writing, drama, and oral presentation
- Recognize and use organizational features (e.g., table of contents, glossary, index, headings, charts, tables, graphs, maps) to understand informational text
- Read and understand written directions



Motivation to Read

Motivation to read for a wide range of purposes, including academic, work, or pleasure, is crucial to lifelong literacy.

- Show interest in reading a wide range of grade-level children’s text, including historical and science fiction, folktales and fairy tales, poetry, and other imaginative and informational texts
- Read independently and silently, including longer fiction and chapter books
- Show familiarity with titles and authors of well-known literature
- Share reading experiences to build relationships with peers or adults (e.g., read together silently or aloud)

Additionally, through teacher “read alouds”, a component of the Reader’s Workshop approach, students will:

- Build good reading habits
- Differentiate between the various elements of a story
- Focus on how characterization is expressed
- Understand and differentiate the components of various genres:
 - Informational texts
 - Biographies and autobiographies
 - Historical fiction
 - Traditional literature
 - Poetry
- Use strategies to build fluency and develop comprehension
- Make connections between texts and their own lives
- Use various sources of information as they read

WRITING



Overview:

Our comprehensive writing curriculum includes units of study for each grade that align to the NYS Next Generation Standards. In every unit teachers model for students how to: read like writers, use a variety of writing strategies, and interact with mentor texts. Modeling, with sample language, is a foundational part of the mini-lessons. Teachers are strategically reading aloud, prompting personal connections, and encouraging students to discuss, listen and ask questions. Mentor texts are used as an inspiration for writing.

Every writing unit of study methodically and routinely guides students through each stage of the writing process.

Immersion – reading and analyzing mentor texts, learning the features of the genre
Generating Ideas – writing short entries in the writers notebook, some of these ideas will be published into stories
Selecting – choosing a central idea for a fiction story or choosing a central topic for a nonfiction piece
*Collecting – researching an idea or topic and writing more information in the writers notebook
Drafting – organizing ideas and writing out the whole piece on separate paper
Revising – reworking the draft by adding literary features, working on sentence variety, and/or sensory details
Editing – correcting spelling, punctuation, capitalization, grammar and/or paragraphing
Publishing – planning and writing a final copy (could be typed, hand written, a book, a poster, an essay, a speech, etc.)
Evaluation – using a standards based rubric to assess different qualities of writing, including: purpose/meaning, structure/organization, craft/style, and conventions
Reflection – students reflect on the skills learned during the unit and the stages of the writing process

Third Grade Pacing Overview

Month	Writing -Units of Study	Grammar:
Sept/Oct	Crafting True Stories <i>(Book 1)</i>	<p><u>End-of-year goals:</u> <i>(Grammar focus for units to be determined at grade level meetings)</i></p> <ul style="list-style-type: none"> ● Produce simple, compound, and complex sentences. ● Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. ● Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences. ● Capitalize appropriate words in titles. ● Use correct capitalization. ● Use conventional spelling for high-frequency words, and to add suffixes to base words (eg. sitting, smiled, cries, happiness) ● Use spelling patterns, roles and generalizations (eg. word families, syllable patterns, endings rules) in writing words.
Oct/Nov	Changing the World: Persuasive Speeches, Petitions, and Editorials <i>(Book 3)</i>	
Nov/Dec	The Art of Information Writing <i>(Book 2)</i>	
Jan/Feb	Baby Literary Essay <i>(Curricular Calendar)</i>	
Mar (2 weeks)	Writing in Response to Reading	
Mar/Apr	Once Upon a Time: Adapting and Writing Fairy Tales <i>(Book 4)</i>	
May/June	Writing about Research <i>(Curricular Calendar)</i>	

LISTENING



Through listening, students will be exposed to a range of grade-level materials for pleasure and information. The development of listening skills enables students to develop language, expand vocabulary, and increase attention span. Students who are making adequate progress in speaking are able to:

- Listen attentively to books read aloud and for different purposes for a specified period of time
- Listen respectfully without interrupting when others speak
- Listen courteously to discussions, each other, and to guest speakers
- Listen to and follow multi-step oral directions
- Use note taking and graphic organizers to organize information and ideas recalled from stories read aloud



SPEAKING

Through speaking activities, students will be exposed to a range of grade-level materials for pleasure and information. Development of speaking skills enables students to develop language, expand vocabulary, and increase attention span. Students who are making adequate progress in speaking are able to:

- Speak in response to the reading of imaginative and informational text
- Use grade-level vocabulary and conventional grammar to communicate orally ideas, emotions, or experiences for different purposes (e.g., share ideas about personal experience, books, or writing)
- Recognize what is relevant and irrelevant for a particular audience
- Communicate ideas in an organized and cohesive manner
- Vary formality of language according to purpose (e.g., conversations with peers, presentation to adults)
- Speak with expression, volume, pace, and facial or body gestures appropriate to the purpose of communication, topic, and audience
- Participate in and contribute to group discussions

Content Literary encompasses the skills and strategies necessary to acquire new content knowledge. Through the integration of 3rd grade ELA and Social Studies students will learn critical comprehension skills and develop an interpretive voice through their writing and speaking. They will read, comprehend, critique and write about multiple forms of print while immersing themselves in specific content related inquiries.

NYS TESTING

The New York State Department of Education requires all students in grades three through eight to take a test in English Language Arts (ELA). These tests are designed to measure students' understanding of written, oral, and literal text in keeping with the New York State Standards. As of the summer of 2010, the New York State Board of Regents has vastly raised their proficiency standards in a greater attempt to predict future college readiness. Obtained scores assist in planning student instruction and help identify the need for remediation. They are not, and should not be, viewed as an absolute measure of a child's abilities or potential.

PROGRESS MONITORING

Approximately 3 times per year, students participate in literacy benchmarking to determine reading levels/lexiles, areas of growth and/or areas in need of attention. Additionally, informal and performance assessments are embedded in daily instruction. Summative assessments are given at the end of each reading unit of study. Students' independent reading levels are uploaded and can be found on the parent portal in November, March and June.

WEBSITES



Plainview-Old Bethpage School District: <http://www.pob.k12.ny.us/>

New York State Department of Education Parental Resources: <http://usny.nysed.gov/parents/>

New York State Department of Education Student Resources: <http://usny.nysed.gov/students/>

Plainview-Old Bethpage Public Library: <http://www.nassaulibrary.org/plainv/>

Helpful Websites for Parents of Elementary School Students:

<http://schools.nyc.gov/Academics/EnglishLanguageArtsParentResources/Helpful+Websites+for+Parents+of+Elementary+School+Students.htm>

Literacy:

www.ducksters.com

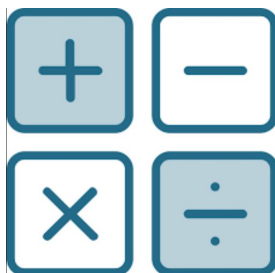
www.historicalhelper.weebly.com

CONTACT

Ms. Eileen Annino, English Language Arts Chairperson K-6 can be reached by phone at (516) 434-3254 or via e-mail at eannino@pobschools.org

Mr. Jeffrey Yagaloff, English Language Arts Chairperson 7-12, can be reached by phone at (516) 434-3185 or via e-mail at jyagaloff@pobschools.org

Mathematics - Grade 3



PARENT INFORMATION

Below are the specific **math content topics** based on the NYS Next Generation Learning Standards for Mathematics that your children will be studying in class during this school year. We listed **vocabulary terms** below that we will be teaching your children. You are encouraged to review these terms with your children at home.

All students will be involved in classroom activities designed to help them develop strategies for **understanding math concepts** and **retaining basic math facts and skills**. All students need practice, over extended periods of time, to commit facts and skills to memory. We encourage parents to support their children's learning via the use of flash cards, card games, and web-based math games. Also included are suggested links to the New York State Education Department to learn more about the NYS Next Generation Learning Standards for Mathematics.

A strong home-school partnership is essential for ensuring our students' academic success.

Thank you for your continued support.

VOCABULARY

- Addend, sum, difference, divide, dividend, divisor, quotient, remainder, product, factor, multiple, squaring a number, repeated addition, equal groups, unknown
- Associative property, Commutative property
- Number line, plot, point, halfway, interval
- Greater than (>), less than (<), equivalent, congruent, similar, symmetrical, not equal (≠)
- Equation or number sentence (has an equal sign), inequality (has < or >), expression
- Base ten number system, place value, digits, expanded form, tenths, hundredths
- Area, arrays, rows, columns, rotate, length, width, non-standard units, perimeter, compose, decompose, attribute
- Bar graph, data, graph scale, pictograph (picture graph), frequent, key, line plot, survey
- Circle, polygon, regular polygon, hexagon, rhombus, square, trapezoid, parallelogram, pentagon, quadrilateral, triangle, diagonal
- Capacity, unit, gram, kilogram, liquid volume, liter, milliliter, centimeter
- Estimate (friendly numbers), round (to specific place, ex. tens place), about, reasonable, approximate
- Numerator, denominator, fraction, whole, partition, half, one-third, one-fourth, etc.
- Even number, odd number, skip count
- Number bond, tape diagram
- Fact family

Mathematics - Grade 3

CURRICULUM OVERVIEW

In Grade 3, instructional time should focus on four areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing polygons based on the number of sides and vertices.

- Through their learning in the **Operations and Algebraic Thinking** domain, students:
 - develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size;
 - use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors; and
 - compare a variety of solution strategies to learn the relationship between multiplication and division.
- Through their learning in the **Number Sense and Operations—Fractions** domain, students:
 - develop an understanding of fractions, beginning with unit fractions;
 - view fractions in general as being built out of unit fractions, and use fractions along with visual fraction models to represent parts of a whole;
 - understand that the size of a fractional part is relative to the size of the whole. Use fractions to represent numbers equal to, less than, and greater than one; and
 - solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.
- Through their learning in the **Measurement and Data** domain, students:
 - recognize area as an attribute of two-dimensional regions;
 - measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area; and
 - understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.
- Through their learning in the **Geometry** domain, students:
 - classify polygons by examining their sides and vertices; and
 - relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

REQUIRED KEY FLUENCIES

Grade 2	Add/subtract within 20 Add/subtract within 100 (pencil and paper)
Grade 3	Multiply /divide within 100 Add/subtract within 1,000
Grade 4	Add/subtract within 1,000,000

3	2	4
$\times 8$	$\times 10$	$\times 5$
<hr/>	<hr/>	<hr/>

Note on *Fluency with Facts*:

Fluency involves a mixture of just knowing some answers from patterns, and knowing some answers from the use of strategies. *Fluency* means students are fast, accurate, flexible, and have understanding. They use strategies efficiently.

Mathematics - Grade 3

MATHEMATICAL PRACTICES

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

ASSESSMENTS

The New York State Department of Education requires all students in grades 3-8 to take an assessment in mathematics. These tests will assess the content strands and the process strands of the Revised NYS Mathematics Learning Standards. Questions will be developed in accordance with increased problem solving and higher cognitive demands. The New York State Assessment in Mathematics will be administered in April. More information will be provided by your child's teacher.

Students in Grade 3 will be taking six district-wide benchmark assessments throughout the course of the school year to gauge the child's understanding with respect to the NYS Learning Standards as well as inform teachers and administrators of the potential support needed within this school year and next school year. In order to monitor student learning between the benchmark assessments, teachers will utilize formative assessments (i.e. journal entry, exit ticket, math station activity) and **may** give a summative assessment at the end of a chapter depending on the timeframe and need for additional evidence of student learning. The focus throughout the school year will be on the learning, not on the testing.

HELPFUL NYSED WEBSITES

[Next Generation Standards for Mathematics](#)
[Grade 3 Snapshot](#)
[Mathematics Glossary](#)
[Parent Roadmap](#)

Please click on any of the links above or refer to the [Math Department's website](#) to access these links by clicking on "[Updates from NYSED – Next Generation Standards.](#)"

FREE INTERACTIVE WEBSITES

[Sheppard Software](#)
[Splash Math](#)
[The Math Learning Center](#)
[Education.com](#)

[PBS Kids](#)
[abcya](#)
[Hit The Button](#)
[cK-12](#)

Please click on any of the links above or refer to the [Math Department's website](#) to access these links by clicking on "[Helpful Math Websites, Grades K-12.](#)"



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Science – Grade 3

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The elementary science program at Plainview-Old Bethpage offers students a hands-on science experience. The curriculum is aligned to the New New York State Science Learning Standards (NYSSLS) which has been developed to mirror the Next Generation Science Standards. All students are well prepared for the new NYS Science Learning Standard Grade Elementary Science Assessment.

What is our vision for science education?

The NGSS/NYSSLS reflect the latest research and advances in modern science. In order to equip students to think critically, analyze information, and solve complex problems, the standards are arranged such that— from elementary through high school—students have multiple opportunities to build on the knowledge and skills gained during each grade, by revisiting important concepts and expanding their understanding of connections across scientific domains.

The NGSS/NYSSLS enables teachers to offer all students interactive science instruction that promotes analysis and interpretation of data, critical thinking, problem solving, and connections across science disciplines—with a high set of expectations for achievement in grades 3-5.

The science standards complement English/ Language Arts and mathematics standards, enabling classroom instruction to reflect a clearer picture of the real world, where solving problems often requires skills and knowledge from multiple disciplines. Further, these standards are designed to provide an equitable, high-quality science education to all students.

Parents should understand that while some content might be similar to the past, it may look different from how they were taught.

As the science standards are implemented in POB, they will enable students to:

- Develop a deeper understanding of science beyond memorizing facts
- Experience similar scientific and engineering practices as those used by professionals in the field.

Science – Grade 3

Science Units covered in 3rd grade are:

Physical Science

- Matter and Energy
 - Properties of Matter (States, Changes)
 - Energy (Uses, Why important)
 - Heat, Light and Sound (Color)

Earth Science

- Weather and Space
- The Water Cycle
- Earth's Place in the Solar System
 - Seasons, Moon and Planets

Life Science

- Living Things
 - Growth and Change
 - Butterfly Unit
- Plants
 - Types
 - Needs
 - Photosynthesis
- Animals
 - Needs
 - Invertebrates
 - Vertebrates



STEAM at POB

STEAM education is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, the arts and mathematics in contexts that make connections between school, community, work, and the global enterprise enabling the development of STEAM literacy and with it the ability to compete in the new economy. (Tsupros, 2009). Expect to hear more from your children about STEAM in their classrooms.

Science Websites

Harcourt Science Program: www.hspscience.com

ESP Science Kits: www.espsciencetime.org

Science with Me: www.sciencewithme.com

HHMI Cool Science for Curious Kids: www.hhmi.org/coolscience/forkids

American Museum of Natural History – Ology: www.amnh.org/ology

Endangered Animal Channel: www.endangeredtv.com

Enchanted Learning: www.enchantedlearning.com

BBC – KS2 Bite-size Science: www.bbc.co.uk/schools/ks2bitesize/science

Contact

Mrs. Joyce Thornton Barry, Science, Research and Technology Chair K–12, can be reached by phone at (516) 434-3191 or via e-mail at jbarry@pobschools.org



Social Studies – Grade 3

Students in grade 3 study about communities around the world. ELA and Social Studies are integrated. In this curriculum reading and writing are aligned to build enduring understandings and develop historical thinking skills about content area topics. As knowledge increases in the digital age, student need to develop and refine the ability to take a critical stance with regard to information. Through the use of inquiry students will be immersed in their learning, while building critical comprehension skills. Students learn about communities that reflect the diversity of the world’s peoples and cultures. They study Western and non-Western examples from a variety of geographic areas. Students also begin to learn about historic chronology by placing important events on timelines. Students locate world communities and how different communities meet their basic needs and wants. Students begin to compare the roles of citizenship and the kinds of governments found in various world communities. Three representative countries will be explored in depth: China, Nigeria, and Brazil.

Culture:

- What is culture?
- What is civilization?
- How and why do cultures change?
- People in world communities exchange elements of their cultures

Communities:

- World communities have social, political, economic and cultural similarities and differences
- World communities change over time
- Important events can be displayed on timelines
- Calendar time can be measured in terms of years, decades, centuries and millennia using BC and AD as reference points
- Beliefs, customs and traditions differ from place to place
- World communities can be located on maps and globes using latitude and longitude
- Spatial relationships of world communities can be described by direction, location, distance and scale
- Lifestyles in world communities are influenced by environment and geographic factors

Economic Systems:

- Societies organize their economies to answer three fundamental economic questions: What goods and services should be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?
- People in world communities must depend on each other to meet their wants and needs
- People in world communities use human, capital and natural resources

Citizenship:

- People in world communities celebrate various holidays
- People in world communities use monuments and memorials to represent symbols of their nation

Government in World Communities:

- People in world communities form governments to develop rules and laws to govern community members
- The processes of selecting leaders, solving problems and making decision differ in world communities
- Governments in world communities have the authority to make, carry out and enforce laws and manage disputes among them

WEBSITES

National Archives – Introduction to Documents: http://www.archives.gov/digital_classroom/introductory_activity.html

National Archives – Document Analysis Worksheets:

http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/worksheets.html

Geography Olympics: <http://www.geographyolympics.com/challenge.php>

Ellis Island: <http://www.ellisland.org/>

Popular Songs in American History: <http://www.contemplator.com/america/>

PBS Growing Up Global – Kid Cards: <http://www/pbs.org/wnet/wideangle/shows/global/cards.html>

CONTACT

Ms. Maria Carnesi, Social Studies Chair K–12, can be reached by phone at (516) 434-3203 or via e-mail at mcarnesi@pobschools.org.



WORLD LANGUAGES - GRADE 3

MANDARIN CHINESE

Communication is at the very core of the human condition. In light of today's globalized world, and our evolving social landscape, being aware of, and sensitive to other cultures is more important than ever. At Plainview-Old Bethpage Central School District we feel that the study of world languages can help our students develop strong communication skills, develop 21st century skills, foster a love of learning, and develop a cultural awareness that will help them form strong bonds within their community and beyond.

Our world languages courses are grounded in the World Readiness Standards for Learning Languages established by the American Council on the Teaching of Foreign Languages (ACTFL). At its core are the 5 C's of language learning are: Communication, Culture, Connections, Comparison, and Communities. Each dimension weaving with the other form a fabric that helps guide our students to deeper learning and understanding.

Our World Language program introduces our students to Mandarin Chinese in grades 1 through 4. Students participate in a 45-minute class within a 6-day cycle. They are introduced to the basics of world language learning and begin to develop their communicative competence. We promote cultural awareness and understanding throughout the program.

We emphasize the development of auditory and communicative skills by way of engaging projects and techniques such as: total physical response, storytelling, role playing, reading authentic folktales, playing games, and singing songs.

In Grade 3 we learn these topics:

- ★ Getting to Know You
- ★ My Daily Schedule and Routine
- ★ Describing Extended Family Members
- ★ Chinese New Year Dinner Buffet
- ★ Countries, Time, and Money
- ★ The Very Hungry Caterpillar and Insects

CONTACT

Mr. Leonardo Rivera, World Languages Chairperson K-12, can be reached by phone at (516) 434-3179 or via email at «LRivera@pobschools.org».



Library – Grade 3

The third grade library program exposes students to more types of literature from around the world. Students spend time learning about and using a wider variety of library resources. Students will also learn more about what it means to be a digital citizen. Please check your school's library website for more information.

Library Procedures



- Reinforce library rules and manners
- Review circulation procedures
- Locate material on shelf using call number
- Review electronic catalog

Literary Understanding and Appreciation

- Exposure to different cultures through literature
- Expand parts of a book (Title page, index, glossary, table of contents)
- Increase appreciation of poetry
- Expand book selection to a wider variety of genres
- Direct students to books appropriate to their independent reading abilities

Information Literacy Skills

- Use of electronic and print reference sources
- Locate and use biographies
- Summarizing
- Note taking
- Organizing
- Paraphrasing
- Location
- Evaluation
- Use of information

Technology

- Expand computer-related vocabulary
- Reinforce computer log-on procedures
- Use of computer hardware and software appropriate to grade level
- Increase exposure to appropriate electronic databases
- Reinforce internet safety
- Participate in coding activities
- Use green screen technology to create videos
- Practice keyboarding skills

Health - Grade 3



The Health Education program is a skills-based program is a critical component of a student’s well-rounded education in that it must be taught in order to support healthy and academically successful students.

Students will receive 10 health education lessons throughout the school year. The curriculum is based on HealthSmart, an evidence-informed, skills-based health education that aligns with NHES Standards & HECAT

National Health Education Standards (NHES)

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.



Physical Education - 3rd Grade



The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

Students will be engaged in various lessons that focus on movement patterns and pathways (i.e. tempo, force, zig-zag, straight, etc...), locomotor (walking, jogging, jumping, running, etc...) and non-locomotor skills (stretching, bending, pulling, pushing, swaying, twisting, log rolling and balancing). Teams activities will also begin to be introduced and game concepts will be a focus.

Lessons will also emphasize sportsmanship, respect, cooperation, following directions/instructions, teamwork, and communication.

SHAPE America National Physical Education Standards

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

MUSIC – Grade 3

The soprano recorder is introduced at this time. The recorder is an ideal first instrument, and it allows students to perform, compose, read music, and explore all other aspects of the general music curriculum.

Through recommended activities such as singing, moving, playing instruments, playing the recorder, reading music, creating and listening, students will study the following concepts:

Rhythm:

- Read and notate whole, half, quarter, eighth, sixteenth notes and rests, syncopated rhythms
- Duple, triple meter – strong and weak beats
- Long/short patterns, more advanced rhythm reading
- Tempo: adagio, largo, allegro, presto, etc.
- Conducting patterns in 2, 3, 4



Melody:

- 5 line staff, lines/spaces
- Melodic steps, leaps - melodic direction (upward-downward)
- Melodies on recorder, voice, other classroom instruments

Harmony:

- Melody/accompaniment, perform accompaniment on barred instruments
- Perform songs in major/minor/other modalities
- Begin to discern music textures: unison, polyphony, homophony

Form:

- Simple forms, e.g. AB, canon, rondo
- Musical phrases, questions and answer, melodic pattern/contrast
- Contrasting sections, introduction and coda

Timbre:

- Families of instruments, voice types
- Pitched/non-pitched instruments
- Instruments from different cultures

Dynamics:

- Piano, mezzo-piano, mezzo-forte, forte, crescendo, decrescendo
- Dynamic contrast/shading, conducting dynamics

3rd Grade Beginner Instrumental Program:

- Orchestral Introduction

WEBSITES

Plainview-Old Bethpage Music Department: <http://www.pob.k12.ny.us/MUSIC/musicdepartment.htm>

Music Association of Plainview-Old Bethpage (MAPOB): <http://www.pob.k12.ny.us/MAPOB.HTM>

New York State School Music Association: <http://nyssma.org/>

Nassau Music Educators Association: <http://www.nmea.us/>

Long Island String Festival Association: <http://www.lisfa.org/>

National Association for Music Education: <http://www.pob.k12.ny.us/MUSIC/musicdepartment.htm>

CONTACT

Mr. Michael Rodgers, Director of Music K–12, can be reached by phone at (516) 434-3283 or via e-mail at MRodgers@pobschools.org



MUSIC ASSOCIATION OF PLAINVIEW-OLD BETHPAGE

MAPOB

A district-wide organization dedicated to developing our student's musical skills in all the music disciplines: band, chorus and orchestra. We encourage parents, faculty, students and community members to join together to provide organized support for the music programs in the POB School District and community.

Please show your support! Dues are only \$10.00 per family!

MAPOB dues provide:

- Scholarships for graduating seniors
- Instrument Zoo
- Informational programs for district parents & students



Janet Herman
President
MAPOBJFK@gmail.com

Member's Name _____ Phone _____

Address _____ Town _____

E-Mail Address _____

Name of Student(s)	School	Performing Ensemble/Grade
_____	_____	_____
_____	_____	_____
_____	_____	_____

_____ Enclosed is \$10.00 for MAPOB membership. Make checks payable to MAPOB.

_____ Enclosed is an additional contribution to the *Scholarship Drive* for music students in POBJFKHS.

**MAIL TO: MAPOB membership
C/o Janet Herman
49 Knickerbocker Rd. E.
Plainview, New York 11803**

K-6 Visual Arts: Grade 3



The Plainview-Old Bethpage elementary art program is designed to reach all students and offer them a broad range of experiences and activities. While supporting the New York State Standards for the Arts, art instruction is based on the Basic Elements of Art and Principles of Design. Children are exposed to creative opportunities in various mediums and areas of self-expression, which are enriched further with art history and the works of accomplished artists. The art program is an integral part of the elementary interdisciplinary curriculum and plays a significant role in community activities as well.

At the conclusion of each year, there is a celebration of the Visual Arts in the form of the Annual Elementary Art Expo, held at the POB Middle School Art Visions Gallery.

Dr. Ben Wiley

Director of Art and Digital Instruction

Students will be introduced to various cultures and the art they contribute using:

- Line
- Shape
- Color
- Texture
- Space
- Patterns
- Movement/
Rhythm
- Balance

Examples may include:

- **Drawing**
 - Machines
 - Expressions
- **Painting**
 - Landscape
- **Printing**
 - Repetition
- **3-Dimensional work**
 - Wood sculpture
- **Slab relief (clay)**
 - Additive method
- **Art History**
 - Art specific to a culture
 - Visit to Heckscher Museum connects artistic style to hands-on classroom projects
- **Pastels**
 - Wet paper
- **Clay**
 - White kiln clay
- **Paper**
 - Positive/negative
 - Introduction to origami

Possible mediums:

- **Paint**
 - Tempera - compositions
 - Watercolor - wet paper
- **Crayon**
 - Batik

K-12 Art Department *Director Contact*

Dr. Ben Wiley, Director of Art and Digital Instruction

106 Washington Ave
Plainview, New York 11803

Phone: (516) 434-3014
Email: BWiley@pobschools.org

K-6 Art Resource Websites

- Plainview-Old Bethpage Art Department: <http://www.pobschools.org/domain/208>
 - Metropolitan Museum: <http://www.metmuseum.org>
- Just for Kids: <http://www.princetonol.com/groups/iad/lessons/middle/for-kids.html>
 - J. Paul Getty Museum: <http://www.getty.edu>
 - Art Institute of Chicago: <http://www.artic.edu>
 - Cleveland Museum of Art: <http://www.clemusart.com>
 - National Gallery of Art: <http://www.nga.gov>
 - Kids Zone: <http://www.nga.gov/kids/zone/zone.htm>
 - Tessellations: <http://tessellations.org/animation-aquarium.htm>
 - Optical Illusions: http://www.michaelbach.de/ot/mot_sigma/index.html



CHILD CARE PROGRAM



Plainview-Old Bethpage Central School District offers childcare for children in the elementary schools K-4. Both the Before School Program and the After School Program will begin on September 14, 2020 for all four elementary schools. Breakfast will be available daily to all children in the Before School Program, which starts at 7:00 AM, and a snack will be provided to all children after school at no additional charge. The after school program is available until 6:15 PM at the elementary schools. Registration forms can be found on the district website under *Parents and Community*. The childcare office is located at the Stratford Road School Administrative Annex at 33 Bedford Road.

Registration for all programs is accepted throughout the year. For more information, contact Cheryl Dender at the Child Care office 434-3124 between the hours of 4:00 PM and 6:30 PM during the school year.

HEALTH SERVICES

The Registered Nurse is a resource for the planning, coordination, and implementation of an effective program meeting all the requirements set forth in the New York State laws and the Commissioner's regulations. These include monitoring of physical examinations, immunizations, as well as vision, hearing and scoliosis screening. A cumulative health record is maintained for all students. Registered nurses are available for emergency care as well as consultation in all matters pertaining to the health and well-being of the students.

Physical examinations are required by October 1st for all new entrants, kindergartners, students entering 1st, 3rd, 5th, 7th, 9th and 11th grade. Physicals are also required for any student participating in a sports activity.

All students are required to have Diphtheria, Pertussis, Tetanus, Measles/Mumps/Rubella (MMR), Polio, Hepatitis B and Varicella vaccines as mandated by NYS law. All students entering school are required to have DTap – 4-5 doses (with one dose being given after the 4th birthday), Polio – 4 doses (with one dose being given after the 4th birthday), MMR – 2 doses, Hepatitis B – 3 doses, and Varicella – 2 doses. In addition, all students entering grade 6 must have a Tdap vaccine by their 11th birthday and at least one dose of Meningococcal conjugate vaccine (MenACWY) entering grades 7, with a 2nd dose after their 16th birthday. If a student has not had the required vaccines, they will be excluded from school as per the NYS guidelines.

Hearing and vision screening will be performed by the school nurse for any new entrant in grades K, 1, 3, 5, 7, 9 and 11 as well as any other time as it may be deemed necessary.

Due to the Pandemic there will be NO Vision, Hearing or Scoliosis screenings for the 2020 – 2021 school year.

If your child is to be excused from Physical Education for the day, a note is required. If a student visits a doctor and is to be medically excused from participating in class, a doctor's note is required with the length of time for excuse. A parent's note can be accepted for one day only after which a note from a physician is required.

If your child must take medication in school, please contact the school nurse. **The school may not give your child any medication (including over-the-counter) internally and externally, unless there is a written direction by the family physician and parent.** Students are **not** permitted to administer their own medication in school.

Contact Information: It is most important that the contact information form be returned to the school office. The individuals you choose for this responsibility should be able to come to school during the day to pick up your child if necessary.

Please update your contact information for Infinite Campus, with the school registrar 516-434-3045, as necessary.

EMERGENCY SCHOOL CLOSINGS / DELAYED OPENINGS

In the event of inclement weather or emergency conditions, the Superintendent of Schools determines whether schools will be closed or there will be a delayed opening of schools.

If it is determined that the conditions will allow for the safe arrival of staff and students, the Superintendent may authorize a two hour delay in the start of the school day. This alternative to closing the schools permits greater flexibility in meeting the 180 day minimum session requirement for students set by the New York State Education Department.

A delayed opening schedule means that classes will start two hours later than normal and transportation will be provided two hours later than the normal pickup for all district and private schools.

Delayed Starting Time

Mattlin Middle School	10:40 am
Plainview-Old Bethpage Middle School	10:40 am

In the event that schools are closed or delayed in opening because of inclement weather or other emergency, the following radio/TV stations will be notified and will make announcements, usually from 7:00 am-9:00am.

WCBS 880AM	WBAB 102.3FM	WKJY 98.3FM	WHLI 1100AM
WALK 97.5FM	WINS 1010AM	WGBB 1240AM	Cablevision Ch. 12

In addition, "School Messenger" will send a message to all families with active phone numbers in our system. Please make sure the school has your current telephone number in order for you to receive this call.

Plainview~Old Bethpage CSD



Save the Dates

Thursday, October 29, 2020

Thursday, March 4, 2021

Family Nights

Take the night off from the hustle & bustle and spend quality family time together.

Dine-in or take-out
Restaurant discounts will be made available.

- ❖ Watch a Movie
- ❖ Make a Family Photo Album
- ❖ Work on a Puzzle
- ❖ Share Read-Alouds
- ❖ Listen to Music
- ❖ Play Games



***No Homework – No Tests the Next Day
No District Events!***

PLAINVIEW-OLD BETHPAGE CENTRAL SCHOOL DISTRICT

SCHOOL CALENDAR 2020-2021

September 2020 (18)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020 (21)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020 (17)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020 (17)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021 (19)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021 (14)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021 (20)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021 (18)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021 (17)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021 (19)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- September 1 Supt Conf Day
Schools Closed-Teachers Report
- September 2 First Day of School (K-12)
- September 4 Schools Closed
- September 7 Labor Day
- September 28 Holiday
- October 12 Columbus Day
- November 3 Election Day/Supt Conf Day
Schools Closed-Teachers Report
- November 11 Veterans' Day
- November 26-27 Thanksgiving
- December 24-31 Holiday
- January 1 Holiday
- January 18 Martin Luther King, Jr. Day
- February 12 Holiday
- February 15-19 Holiday
- March 29-April 5 Holiday
- May 13 Supt Conf Day
Schools Closed—Teachers Report
- May 31 Memorial Day
- June 25  Last Day of School
- June 27 Graduation
- "Snow Days" 
 - (1) April 6
 - (2) May 27
 - (3) May 28
- Conference Days 

Student Attendance Days = 180 days + 3 (Conference Days) + 3 (Snow Days)

Approved 11/18/19
Revised 5/4/2020

2020-2021
BOARD OF EDUCATION
 Debbie Bernstein, President
 Seth Greenberg, Vice President
 Gary Bettan
 Ginger Lieberman
 Tara Rock
 Lauren Sackstein
 Susan Stewart

CENTRAL ADMINISTRATION

Administration:		
Dr. Mary O'Meara	Superintendent of Schools	434-3001
Dr. Vincent K. Mulieri	Asst. Superintendent for Human Resources	434-3040
Mr. Richard Cunningham	Asst. Superintendent for Business	434-3050
Joanne Mannion	Asst. Superintendent for Curriculum & Instruction	434-3010
Mr. Chris Donarummo	Asst. Superintendent for Student Safety & Transportation	434-3074
Pupil Personnel Services:		
Ms. Dolores Espinosa	Director of Pupil Personnel Services	434-3020
Ms. Jennifer Lott	Asst. Director of Special Education, Grades Preschool-4	434-3020
Justin Gioia	Asst. Director of Special Education, Grades 5-8	434-3032
Ms. Sandra Permentier	Asst. Director of Special Education, Grades 9-12	434-3025
Other Important Contacts:		
Mr. Joseph Braico	Director of Phys Ed, Recreation, Athletics and Health	434-3100
Dr. Ben Wiley	Director of Art and Instructional Technology	434-3274
Ms. Joyce Barry	Chairperson of Science and Technology	434-3191
Ms. Maria Carnesi	Chairperson of Social Studies	434-3203
Mr. Jeff Yagaloff	Chairperson of English (Gr. 7-12)	434-3185
Ms. Genevieve LaGattuta	Chairperson of Math	434-3197
Mr. Leonardo Rivera	Chairperson of World Language (K-12)	434-3179
Ms. Eileen Annino	Chairperson ELA (Gr. K-6)	434-3254
Mr. Michael Rodgers	Director of Music	434-3283
Dr. Guy Lodico	Director of Technology	434-3099
Mr. Andrew Ward	Director of School Facilities and Operations I	434-3110
Mr. Seth Brown	Transportation Supervisor	434-3075

MISSION STATEMENT

The mission of the Plainview-Old Bethpage Central School District is to prepare civic-minded students to productively participate in a diverse and ever-changing world as self-directed, confident, curious, respectful and empathetic learners.

