

Plainview-Old Bethpage Central School



Grade 3

Curriculum Overview 2024-2025

Dear Parents and Guardians of Third Grade Students,

Welcome to the Plainview-Old Bethpage Central School District and the 2024-2025 school year! Our theme for this year is "Every Student Matters, Every Moment Counts" which reminds all of us about the precious time we get to spend with our students in the classroom, and how we can make the most of our time together to cognitively engage our students as they take ownership of their learning. As we welcome new and returning students back to our classrooms, our focus remains intently on providing the best possible learning experiences for the students of Plainview-Old Bethpage.

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 stimulating and nurturing classroom experiences that focus on your child's well-being and growth.

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 awaken 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. We look forward to working with you to help make every moment count.

Sincerely,

Dr. Jim Bolen

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

<u>During the year the children will be exposed to the following skills:</u>



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:

<u>Decoding Including Phonics and Structural Analysis</u>

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

<u>Fluency</u>

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 tests
- 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:
 - o Informational texts
 - o Biographies and autobiographies
 - o Historical fiction
 - o Traditional literature
 - o 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 (Book 1)	End-of-year goals: (Grammar focus for units to be determined at grade level meetings)	
Nov/Dec	The Art of Information Writing (Book 2)	 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 	
Dec/Jan	Changing the World: Persuasive Speeches, Petitions, and Editorials (Book 3)		
Feb/Mar	Baby Literary Essay (Curricular Calendar)	 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) 	
Apr	Genre Study / Writing in Response to Reading		
May/Jun	Writing about Research (Curricular Calendar)	 Use spelling patterns, roles and generalizations (eg. word families, syllable patterns, endings rules) in writing words. 	

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

<u>Content Literary</u> 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/EnglishLanguageArts

ParentResources/Helpful+Websites+for+Parents+of+Elementary

+School+Students.htm

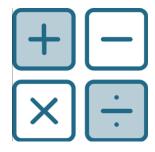
Literacy:

www.ducksters.com www.historicalhelper.weeblv.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

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.

- 1. 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.
- 2. 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.
- 3. 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.
- 4. 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

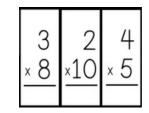
Grade 2 Add/subtract within 20

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



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 five 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 <u>may</u> 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

Parent Roadmap

NYS Next Generation Mathematics Learning Standards Glossary for Grades PreK-8

Please click on any of the links above or refer to the <u>Math Department's website</u> to access these links by clicking on <u>"Updates from NYSED – Next Generation Standards."</u>

FREE INTERACTIVE WEBSITES

Sheppard SoftwarePBS KidsSplash Mathabcya

The Math Learning Center Hit The Button

Education.com cK-12

Please click on any of the links above or refer to the <u>Math Department's website</u> to access these links by clicking on <u>"Helpful Math Websites, Grades K-12."</u>



Regina Lee, Mathematics Chairperson, K-12

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Science - Grade 3



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.

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. Our mission for science instruction at Plainview-Old Bethpage is for our 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.

K-5 classes follow the OHM BOCES Science Center curriculum. Units for 3rd Grade are:

- Adaptations and Survival
- Forces in Physics
- Global Climate
- Life Cycles

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

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

OHM BOCES Science:

 $\underline{https://www.oneida-boces.org/cms/lib/NY01914080/Centricity/Domain/65/2017-2018-kit-info-descripti}$

on.pdf

Contact

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

Social Studies - Grade 3



In "Communities around the World," students learn about communities around the globe and about global citizenship. Students bring with them knowledge about their communities. In this course, students make comparisons across time and space, examining different communities and their cultures. Culture includes social organization, customs and traditions, language, arts and literature, religion, forms of government, and economic systems. Students are introduced to the concepts of prejudice, discrimination and human rights, as well as to social action. Social Studies Practices are taught and practiced throughout the year of study.

Social Studies Practices:

- Gathering, Interpreting and Using Evidence
- Chronological Reasoning
- Comparison and Contextualization
- Geographic Reasoning
- Economics and Economic Systems
- Civic Participation

Key Ideas:

Geography, Humans, and the Environment:

- Geographic regions have unifying characteristics and can be studied using a variety of tools.
- The location of world communities can be described using geographic tools and vocabulary.
- Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.

Time, Continuity, and Change:

- Each community or culture has a unique history, including heroic figures, traditions, and holidays.
- Communities share cultural similarities and differences across the world.
- Communities from around the world interact with other people and communities and exchange cultural ideas and practices.

Civic Ideals and Practices:

- Governments in communities and countries around the world have the authority to make and the power to
 enforce laws. The role of the citizen within these communities or countries varies across different types of
 governments.
- The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.

<u>Interaction of Economic Systems:</u>

- Communities meet their needs and wants in a variety of ways, forming the basis for their economy.
- Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?

WEBSITES:

<u>iCivics</u>

Statue of Liberty & Ellis Island

https://earth.google.com/web/@0,-2.11130005,0a,22251752.77375655d,35y,0h,0t,0r Smithsonian Learning Lab

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

At Plainview-Old Bethpage Central School District we feel that the study of world languages helps our students develop strong communication skills, 21st Century Skills, foster a love of learning, cultural awareness, and form strong bonds within their community and beyond. Our world languages courses are rooted in the 2021 NYS/ACTFL World Language Anchor Standards. At the core of language learning are the 5-C's: Communication, Culture, Connections, Comparisons, and Communities. The interplay of these aspects gives our students a well-rounded educational experience.

Our elementary 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, singing songs, and using engaging apps and websites.

In Grade 3 we review topics including

- ★ Greetings ★ All about me ★ Clothing
- ★ Body ★ School ★ Insects
- ★ Healthy Food ★ Halloween ★ New Year in Asia
- ★ Time ★ Springtime ★ Historical Figures

CONTACT

Mr. Leonardo Rivera Director K–12, World Languages and ENL Office (516) 434–3179

Email «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.



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





Grade 3 Art

Grade Level Curriculum Guide for Plainview-Old Bethpage Central School District

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PAINTING

Painting Objectives:

- Develop brush stroke techniques: dry brush, thick, thin, short, long brush selection
- Mixing of paint colors: tints, shades, neutral, warm, cool, complimentary
- Effects of light and color in a painting
- Create a mixed piece using oil pastel, color pencil, or marker

DRAWING

Drawing Objectives:

- Use of line to suggest texture, pattern, and value
- Illusion of depth strategies: size, color, detail, and placement
- Symmetrical and asymmetrical balance
- Demonstrate a basic understanding of face and body proportion
- Understanding of the parts of a drawing: foreground, middle ground, and background

PRINTMAKING

Printmaking Objectives:

- Successful transfer of series of prints
- Experimental use of rubbing or stamping
- The proper use of a brayer and printmaking ink
- Discovery of design possibilities such as repetition, rotation, symmetry
- Manipulation of cardboard to create a collagraph plate

COLLAGE

Collage Objectives:

- Manipulation of cut and torn paper to create representational or imaginary subjects
- Further experimentation with cutting shapes and adding more detail
- Further understanding of overlapping to create scale and depth
- Using both cut and torn paper to create textures

3-DIMENSIONAL

3-Dimensional Objectives:

- Awareness of different sculptural viewpoints
- Application of surface texture: smooth and rough
- Multiple layers to achieve a specific goal
- The use of an armature to form a base

Suggested themes:

- · Family life
- · Neighborhood/Landscape

THEMES AND ARTISTS

- Seascape
- Animal Life
- Still life
- Portraiture

Artists of Influence:

- Alexander Calder
- Frank Lloyd Wright
- Maya Lin
- Leonardo da Vinci
- Henri Rousseau

GOALS

The following goals are designed specifically for our elementary school curriculum. Through the exploration of art materials and techniques, students exercise imagination, construct meanings, and depict their experiences; work in two-dimensional and three-dimensional art forms, use basic art tools, and gain knowledge of media and compositional

Students will utilize the elements of art and design in order to apply them to said mediums.

STUDENT WORK











GRADES K - 8 ART RESOURCE WEBSITES

- Plainview-Old Bethpage Art Department: https://www.pobschools.org/domain/208
- The Metropolitan Museum of Art: https://www.metmuseum.org/
- MoMa: https://www.moma.org/
- Google Arts & Culture: https://artsandculture.google.com/
- · Google Draw:
 - https://docs.google.com/drawings/d/1ya_AdGmWgZ3zacQCY4OprgG_7-UKEINEf6E_ZGY OrO8/edit
- Chrome Canvas: https://canvas.apps.chrome/
- Pixilart: https://www.pixilart.com/draw
- Nassau County Museum of Art: https://nassaumuseum.org/
- Heckscher Museum of Art: https://www.heckscher.org/

Prepared by our 2023 K-8 Art curriculum writing team:

 Ms. Melissa Goscinski, Ms. Sarah Holden, Ms. Lynne Holland, Mr. Raymond Horton, Ms. Jordana Prince, and Ms. Nirel Weinstein

CHILD CARE PROGRAM



Plainview-Old Bethpage Central School District offers Child Care for children in the elementary schools K-4. Both the Before School Program and the After School Program will begin on September 4, 2024, 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 is completed on Family ID. The link is on the district website under *Families/Child Care*. 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 as long as there is space available. 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 (or 30 days from the first day of school) 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 physicals must be completed on the mandatory NYS physical form by your doctor. 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 and students in grades K, 1, 3, 5, 7 and 11th as well as any other time as it may be deemed necessary.

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. A parent must bring the medication to the nurse, students may not transport medication.

<u>Contact Information:</u> 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 (Normal School Day)

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 conditions will improve sufficiently to allow for the arrival of staff and students, the Superintendent may authorize a two-hour (or threehour) delay in the start of the school day. This alternative to closing schools permits greater flexibility in meeting the 183-day minimum session requirement. A delayed opening schedule means the following:

- 1. Classes will start later than normal (see details below) and transportation will be provided two or three hours later than the normal pickup for all district and private schools.
- 2. Staff, apart from Buildings and Grounds and custodial personnel, will report as soon after normal arrival time as possible, but no later than the delayed starting times noted below.

3. In the event of a delayed opening, parents and staff will be notified via ParentSquare.

		2-Hour Delayed	3-Hour Delayed
School	Regular Start Time	Start Time	Start Time
High School	7:25am	9:25am	10:25am
Middle Schools	8:40am	10:40am	11:40am
Elementary Schools	9:20am	11:20am	12:20pm

If schools are closed or delayed due to weather or other emergency, a message will be sent via ParentSquare. The district website, district Facebook page and Channel 12 News will also be updated.

Mission Statement:

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

We do this by putting all students first providing the necessary resources and support to:

- create a safe, inclusive environment that is focused on academic excellence, equity and where all students feel a sense of belonging.
- meet each student's academic, social, emotional, and physical needs.
- engage our learning partners in active collaboration and communication; and,
- include opportunities for student voices to be a part of the decision-making process.

Core Values:

We believe that we can achieve our vision and accomplish our mission if in all our work we focus on clearly defined and consistently demonstrated core values.

To that end, in all our actions and interactions we will always:

- Actively listen and welcome all perspectives in the pursuit of the greatest good for all students and community members.
- Make decisions that attend to equity and inclusion.
- Engage in continuous learning that forwards the District Mission and Vision.
- · Commit to academic excellence for all.
- Demonstrate kindness, empathy, respect, and integrity to all in the school community.
- Develop and support leaders who model a commitment to the District's Mission and Vision.
- Remain fiscally responsible to our taxpayers.