



# Plainview-Old Bethpage Central School District



Grade 4

Curriculum Overview  
2024-2025

Dear Parents and Guardians of Fourth 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.

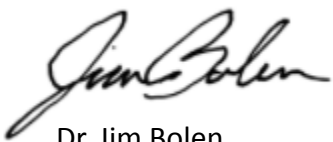
Our elementary program is a balance among academic, social and emotional, and mindfulness teaching and learning. Our teachers, support staff, administrators, and parents work cooperatively to provide our students with stimulating and nurturing classroom experiences that focus on your child’s well-being 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 fourth grade students’ day consists of the following: English language arts through reader and writers workshop and ELA/SS inquiries; mathematics, to develop an understanding with multi-digit multiplication, dividing to find quotients, fraction equivalence, addition, subtraction and multiplication of fractions, and understanding and analyzing geometric figures; social studies, with a focus on local history and local government; 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 fourth 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,

A handwritten signature in black ink, appearing to read "Jim Bolen". The signature is fluid and cursive, with the first name "Jim" being more prominent than the last name "Bolen".

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. This guide reflects how we have raised our own expectations for our students while continuing to meet the goals of the New York State Standards.

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
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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 strategies (context clues, syntactic (grammar) cues, and semantic (meaning) cues)
- Decode grade-level words using knowledge of letter-sound correspondence and 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
- Use word structure such as roots, prefixes, and suffixes to determine meaning
- Acquire new vocabulary by reading books and other print sources
- Use self-monitoring strategies to 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
- 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)
- Read with confidence from a variety of grade-level texts with appropriate speed, accuracy, and expression

## **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 (e.g., writing, drama, and oral presentations)
- Use comprehension strategies to monitor own reading (e.g., predict/confirm, reread, attend to vocabulary, self-correct, cross-checking, 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
- Review book genres to identify their characteristics and understand 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 main 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)
- 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
- Work cooperatively with others to determine meaning

## **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 voluntarily for different purposes
- Self-select books and read independently and silently, including longer fiction and chapter books, for approximately 30 minutes
- 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

## Fourth Grade Pacing Overview

Month	Writing TC Units of Study	Grammar:
<b>Sept/Oct</b>	The Arc of Story: Writing Realistic Fiction	<u>End-of-year goals:</u> (Grammar focus for units to be determined at grade level meetings) <ul style="list-style-type: none"> <li>Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.</li> <li>Form and use regular and irregular plural nouns.</li> <li>Form and use regular and irregular verbs.</li> <li>Correctly use frequently confused words (e.g., to, too, two; there, their).</li> <li>Use commas and quotation marks in dialogue</li> <li>Form and use possessives.</li> <li>Use quotation marks or italics to indicate titles of works.</li> </ul>
<b>Nov/Dec</b>	Boxes and Bullets: Personal and Persuasive Essays	
<b>Jan/Feb</b>	Bringing History to Life	
<b>Mar</b>	Literary Essay	
<b>May/Jun</b>	Graphic Novels	

### 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
- Respectfully participate in and contribute to group discussions

**Content Literary** encompasses the skills and strategies necessary to acquire new content knowledge. Through the integration of 4th 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.

## 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.

## 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.*

## 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](http://www.ducksters.com)

[www.historicalhelper.weebly.com](http://www.historicalhelper.weebly.com)

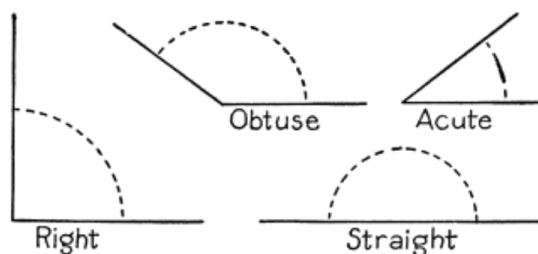
[www.buzzle.com](http://www.buzzle.com)

## **CONTACT**

Ms. Eileen Annino, English Language Arts Chair K-6, can be reached at (516) 434-3254 or via e-mail at [eannino@pobschools.org](mailto:eannino@pobschools.org)



# Mathematics - Grade 4



## 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 have listed **vocabulary terms** 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, square number, long division, partial product, divisible, remainder
- Associative property, Commutative property, Distributive property
- Composite number, prime number
- Greater than ( $>$ ), less than ( $<$ ), equivalent, congruent, similar, symmetrical, not equal ( $\neq$ )
- Equation or number sentence (has an equal sign), inequality (has  $<$  or  $>$ ), expression (no  $=$ ,  $>$ , or  $<$ )
- Variables
- Formula
- Standard algorithm
- Base ten number system, place value, digits, expanded form, tenths, hundredths
- Millions, ten millions, hundred millions
- Expanded form, standard form, word form
- Compose, decompose
- Number line, halfway, endpoint, distance
- Area, arrays, length, width, non-standard units, perimeter
- Kilometer, mass, milliliter, liter, meter, kilogram, centimeter mixed units, convert, capacity
- Cup, gallon, ounce, pint, pound, quart
- Bar graph, data, graph scale, pictograph (picture graph), table, line plot
- Circle, hexagon, rhombus, square, trapezoid, parallelogram, pentagon, quadrilateral, equilateral triangle, isosceles triangle, right triangle, scalene triangle
- Cone, cube, cylinder, sphere, prism, edge, face
- Estimate (friendly numbers), round (to specific place, ex. tens place)
- Numerator, denominator, fraction, common denominator, decimal number, improper fraction, mixed number, fraction expanded form, benchmark fraction
- Decimal expanded form, decimal fraction, decimal number, decimal point, hundredth, tenth

# Mathematics - Grade 4

## VOCABULARY (Continued from previous page)

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- Even number, odd number, skip count
- Fact family
- Angle, acute, obtuse, right
- Intersecting lines, parallel lines, perpendicular lines, lines of symmetry, line segments, rays, complementary angles, degree measure of an angle, interior of an angle, right angle, straight angle, supplementary angles, vertex, vertical angles
- Tape diagram, protractor

## CURRICULUM OVERVIEW

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In Grade 4, instructional time should focus on three areas: (1) developing understanding and fluency with multi-digit multiplication, and developing an understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

1. Through their learning in the **Number and Operations in Base Ten** domain, students:
  - generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place;
  - apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers;
  - select and accurately apply appropriate methods to estimate or mentally calculate products, depending on the numbers and the context;
  - develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems;
  - apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends; and
  - select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.
2. Through their learning in the **Numbers and Operations—Fractions** domain, students:
  - develop understanding of fraction equivalence and operations with fractions;
  - recognize that two different fractions can be equal (e.g.,  $15/9 = 5/3$ ), and develop methods for generating and recognizing equivalent fractions; and
  - extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.
3. Through their learning in the **Geometry** domain, students:
  - deepen their understanding of properties of two-dimensional shapes (e.g., angles, parallelism, and symmetry).

# Mathematics - Grade 4

## REQUIRED KEY FLUENCIES

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Grade 3	Multiply /divide within 100 Add/subtract within 1,000
Grade 4	Add/subtract within 1,000,000
Grade 5	Multi-digit multiplication

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### Note on *Fluency with Procedures*

*Fluency with procedures (procedural fluency)* means students are accurate, efficient, flexible, and know when and how to use them appropriately. Developing fluency requires understanding why and how a procedure works. Understanding makes learning procedures easier, less susceptible to common errors, less prone to forgetting, and easier to apply in new situations. Students also need opportunities to practice on a moderate number of carefully selected problems after they have established a strong conceptual foundation of the mathematical basis for the procedure.

## MATHEMATICAL PRACTICES

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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

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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 NYS Revised 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 4 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 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.

# Mathematics - Grade 4

## HELPFUL NYSED WEBSITES

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[NYS Next Generation Learning Standards for Mathematics](#)

[Grade 4 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 [Math Department's website](#) to access these links by clicking on "[Updates from NYSED – Next Generation Standards.](#)"

## FREE INTERACTIVE WEBSITES

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[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.](#)"



Regina Lee, Mathematics Chairperson, K-12

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# Science – Grade 4



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 Grade 4 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 4th Grade are:

- Shaping Our Earth
- Waves
- Understanding Energy
- Structures and Functions of Life

## **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](http://www.sciencewithme.com)

HHMI Cool Science for Curious Kids: [www.hhmi.org/coolscience/forkids](http://www.hhmi.org/coolscience/forkids)

American Museum of Natural History – Ology: [www.amnh.org/ology](http://www.amnh.org/ology)

Endangered Animal Channel: [www.endangeredtv.com](http://www.endangeredtv.com)

Enchanted Learning: [www.enchantedlearning.com](http://www.enchantedlearning.com)

BBC – KS2 Bite-size Science: [www.bbc.co.uk/schools/ks2bitesize/science](http://www.bbc.co.uk/schools/ks2bitesize/science)

OHM BOCES Science:

<https://www.oneida-boces.org/cms/lib/NY01914080/Centricity/Domain/65/2017-2018-kit-info-description.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 [jbarry@pobschools.org](mailto:jbarry@pobschools.org)

# Social Studies- Grade 4



**Grade 4 Social Studies is focused on New York State and local communities and their change over time, incorporating the study of geography, history, economics, and government. Teachers are encouraged to make and teach local connections throughout the course. The course is divided into seven Key Ideas that span the State's history from before the European colonial era to the modern period. 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 OF NEW YORK STATE:** New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State
- **NATIVE AMERICAN\* GROUPS AND THE ENVIRONMENT:** Native American groups, chiefly the Haudenosaunee (Iroquois) and Algonquian-speaking groups, inhabited the region that became New York State. These people interacted with the environment and developed unique cultures
- **COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK:** European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period.
- **GOVERNMENT:** There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State establishes rights, freedoms, and responsibilities for its citizens.
- **IN SEARCH OF FREEDOM AND A CALL FOR CHANGE:** Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.
- **WESTWARD MOVEMENT AND INDUSTRIALIZATION:** New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Economic activities in New York State are varied and have changed over time, with improvements in transportation and technology.
- **IMMIGRATION AND MIGRATION FROM THE EARLY 1800S TO THE PRESENT:** Many people have immigrated and migrated to New York State contributing to its cultural growth and development

**WEBSITES:**

[iCivics](#)

[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](mailto:mcarnesi@pobschools.org)





# World Languages - Grade 4

## 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 4 we review topics including**

- |             |                |                   |
|-------------|----------------|-------------------|
| ★ Greetings | ★ All about me | ★ Extended Family |
| ★ Feelings  | ★ School       | ★ Zoo Animals     |
| ★ Money     | ★ Community    | ★ Shopping        |
| ★ Sports    | ★ Aquarium     | ★ Ordering food   |

### **CONTACT**

Mr. Leonardo Rivera  
Director K-12, World Languages and ENL  
Office (516) 434-3179  
Email «[LRivera@pobschools.org](mailto:LRivera@pobschools.org)»



# Library- Grade 4

The fourth grade library program continues to promote strong reading habits by digging more deeply into a wide variety of genres. Students will also continue to use technology to independently locate resources and navigate the online world safely and effectively. Please check your school's library website for more information.

## Library Procedures

- Reinforce library rules and manners
- Locate material on shelf using call number
- Formally introduce Dewey Decimal System of Classification
- Increased use of electronic catalog



## Literary Understanding and Appreciation

- Exposure to different cultures through literature
- Review all parts of a book
- 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
- Introduce website evaluation
- Introduce works cited format

## Technology

- Expand use of selected software application
- Use of appropriate electronic databases
- Continued practice of internet safety
- Participate in coding activities
- Use green screen technology to create videos
- Practice keyboarding skills

# Health - Grade 4



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 - 4th 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). Team 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 4

## Classroom Music

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

### Rhythm:

- Read and notate whole, half, quarter, eighth, eighth note triplets, sixteenth notes and rests, ties, 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
- Aurally discriminate between meter in 2 and 3

### Melody:

- 5 line staff, lines/spaces
- Half/whole steps, flats and sharps
- Melodic steps, leaps - melodic direction (upward-downward)
- Play melodies on recorder, voice, other classroom instruments

### Harmony:

- Melody/accompaniment, perform accompaniment on barred instruments
- Sing songs in major/minor/other modalities
- Music textures: unison, polyphony, homophony
- Refine two-part singing and canon work
- Perform melodic/rhythmic ostinati

### Form:

- AB, ABA, Rondo, theme and variations, interlude
- Musical phrases, questions and answer, melodic pattern/contrast
- Contrasting sections, introduction and coda

### Timbre:

- Families of instruments, voice types
- Discriminate families of instruments
- Pitched/non-pitched instruments, body percussion
- Instruments from different cultures

### Dynamics:

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



# Music – Grade 4

## **Chorus**

All students in 4<sup>th</sup> grade participate in the chorus and perform in the winter and spring concerts. Different styles of choral literature will be selected for performance. Concepts include:

- Posture, breathing, support
- Sight-singing, solfege
- Harmony, partner songs, rounds
- Diction

## **Instrumental Music**

All fourth grade students have the opportunity to learn a band or orchestra instrument. Students participate in band or orchestra rehearsals and also small group lessons. Band and Orchestra ensemble rehearsals begin in January, in preparation for a school spring concert. Parents play an important role in encouraging students to practice at home each day.

Instrumental concepts include:

- Proper technique, position, posture, grip, etc.
- Rhythm
- Sight reading
- 

Articulation and phrasing

- Tone production
- Dynamics
- Practice techniques
- Rehearsal procedures/ensemble playing
- Instrument maintenance

Some holiday music may be included in concerts. For more information regarding concert selections, please contact your child's music teacher.

## **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](mailto:MRodgers@pobschools.org)



# Grade 4 Art

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

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516.434.3015

### PAINTING

#### Painting objectives:

- Develop detail and experiment with visual problem solving
- Mix tints, shades, and tones of primary and secondary colors
- Thoughtful use of watercolor paint including different techniques
- Use of a variety of mixed materials to create a new image
- Differentiate between types of brushes for various application and effects
- Design a composition using foreground, middle ground, and background

### DRAWING

#### Drawing objectives:

- Create an imaginative interpretation of an observed subject
- Explore line orientation for example; horizontal, vertical, and diagonal
- Identify and combine shapes to represent a subject
- Render detail within a composition
- Experimental use of pencil, color pencils, and pastels through blending, mixing, and layering
- Create actual and/or implied texture through mark making
- Design a composition using foreground, middle ground, and background

### PRINTMAKING

#### Printmaking objectives:

- Utilize the reverse side of an image to create a print
- Develop a variety of lines, shapes, and textures to construct an expressive engraving or monoprint
- Apply a brayer and barron to ensure an even print
- Create a multiple series of prints



## COLLAGE

### Collage Objectives:

- Cut and glue paper to represent realistic subject matter
- Advanced use of scissors to construct shapes and details
- Apply glue effectively
- Tear paper to create textures, shapes, details and layers
- Compose positive and negative space within a composition

## 3-DIMENSIONAL

### 3-Dimensional Objectives:

- Analyze weight and proportions within a three-dimensional form
- Utilize an array of materials such as cardboard, wood, and found objects
- Discover various methods of cutting and taping to create a unified piece
- Explore unique placement of materials that suggest gesture, movement, and expression

## THEMES AND ARTISTS

### Suggested themes

- Neighborhood/ Cityscape
- Animal life
- Abstract
- Imaginary World
- Still Life
- Negative and Positive Space
- Portraiture

### Artists of Influence:

- Jim Dine
- Georgia O'Keeffe
- Claes Oldenburg
- John James Audubon
- Kehinde Wiley
- Kiki Smith

## 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 elements.

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\\_ZGYOrO8/edit](https://docs.google.com/drawings/d/1ya_AdGmWgZ3zacQCY4OprgG_7-UKEINEf6E_ZGYOrO8/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 516-434-3124 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 1<sup>st</sup>** (or 30 days from the first day of school) for all new entrants, kindergartners, students entering 1<sup>st</sup>, 3<sup>rd</sup>, 5<sup>th</sup>, 7<sup>th</sup>, 9<sup>th</sup> and 11<sup>th</sup> 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 4<sup>th</sup> birthday), Polio – 4 doses (with one dose being given after the 4<sup>th</sup> 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 11<sup>th</sup> birthday and at least one dose of Meningococcal conjugate vaccine (MenACWY) entering grades 7, with a 2<sup>nd</sup> dose after their 16<sup>th</sup> 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.**

**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 (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.

School	Regular Start Time	2-Hour Delayed Start Time	3-Hour Delayed 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.