



Plainview-Old Bethpage Central School District



Grade 5 Curriculum Overview 2020-2021

Dear Parents and Guardians of Fifth Grade Students,

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

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

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

Our fifth grade students’ day consists of the following: English language arts through reader and writers workshop and ELA/SS inquiries; mathematics, developing fluency with addition, subtraction, multiplication of fractions, extending division to 2-digit divisors, developing fluency with whole number and decimal operations, and developing an understanding of volume; social studies, with a focus on the United States, Canada, and Latin America; and, STEAM education where students engage in activities which apply science, technology, engineering, the arts, and mathematics. This year, our fifth graders will enjoy experiences in the new Discovery Lab located in Mattlin. Our 5th grade program also includes engaging music, art, and physical education classes. To further our fifth graders education, we also provide robust opportunities in library media science, health, Mandarin, and technology. In all subjects, active hands-on experiences are provided and children are encouraged to express themselves, make connections among subject areas, explore issues and problems, and work cooperatively with peers and adults in the pursuit of becoming lifelong learners.

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

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

Sincerely,

A handwritten signature in blue ink that reads "Joanne Mannion".

Joanne F. Mannion
Assistant Superintendent for Curriculum & Instruction



Language Arts

PARENT INFORMATION

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

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

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

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

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



READING

Enriching reading experiences are offered to children at each of the middle 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:

Word Recognition

Word recognition incorporates the use of phonics, syntactic (grammar cues), and semantic (meaning cues) to read unfamiliar words.

- Recognize at sight a large body of high-frequency words and irregularly spelled content vocabulary
- Use knowledge of a variety of decoding strategies to read unfamiliar words

Background Knowledge and Vocabulary Development

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

- Acquire new vocabulary by connecting to prior knowledge, reading books, and other print sources
- Use word structure such as roots, prefixes, and suffixes to determine meaning
- Use self-monitoring strategies to identify specific words causing comprehension difficulties
- Determine the meaning of unfamiliar words by using context clues, dictionaries, and other resources
- Use a thesaurus to identify synonyms and antonyms

Fluency

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

- Sight-read automatically high frequency words and irregularly spelled words
- 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
- Use self-monitoring strategies, such as rereading, adjusting rate of reading, attending to vocabulary to determine meaning of text
- Use comprehension strategies such as connecting to prior knowledge, predicting, self-questioning, inferring, summarizing, and synthesizing information
- Work cooperatively with others to determine meaning
- Differentiate and discern the elements of a variety of texts and genres (e.g., historical fiction, realistic fiction, fantasy, non-fiction, and biographies)
- Read grade-level texts and answer literal, inferential, and evaluative questions
- State main idea and/or point of view with support and details from the text
- Note and describe aspects of the writer's craft (crafting a strong lead, incorporating voice, or crafting sentences of various lengths and different beginnings)
- Demonstrate comprehension of grade-level text through a variety of responses such as writing, drama, and oral presentation
- Recognize the theme or message of a text
- Determine author's purpose (e.g., to describe, to entertain, to persuade, to explain, or to give information)
- Determine the relationship between cause and effect
- Identify authors' biases
- Identify literary elements (e.g., setting, plot, characters, figurative language, and conflict)
- Decipher the language used often in multiple-choice questions (e.g., best, most likely, and except)

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 texts, both literary and informational
- Read independently and silently for extended periods of time, including longer fiction and chapter books
- Show familiarity with titles and authors of well-known literature



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

Fifth Grade English Language Arts Pacing Overview

2020-21

	Reading Units of Study	Writing Units of Study
Sept/Oct	Fiction: Interpretation Book Clubs	Narrative Craft
Nov/Dec	Tackling Complexity: Moving Up Level of Nonfiction	Informational Writing
Jan/Feb	Argument and Advocacy: Researching Debatable Issues	Research-based Argument Essay
March	Writing about Reading	Writing About Reading
April/May	Fantasy: The Magic of Themes and Symbols	Literary Analysis Essay

GRAMMAR:

- Immerse students in good literature while inviting them to experience self-discovery as they begin to see the possibilities of writing by looking closely at mentor texts
- Encourage students to notice the decisions the mentor authors made and why
- Use commas and quotation marks to direct speech and quotations from a text
- Use a comma before a coordinating conjunction in a compound sentence
- Use a comma to separate an introductory element from the rest of the sentence
- Use punctuation to separate items in a series
- Writing simple, complex, compound sentences
- Using prepositions, conjunctions, interjections



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 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 a variety of texts
- Use grade-level vocabulary and conventional grammar to communicate for different purposes
- Include details that are relevant for the audience
- Communicate ideas in an organized and cohesive manner
- Vary formality of language according to the audience and purpose of communication
- Speak with expression, volume, pace, and gestures appropriate for the audience and purpose of communication
- 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 5th 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.

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.pobschools.org/>

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:

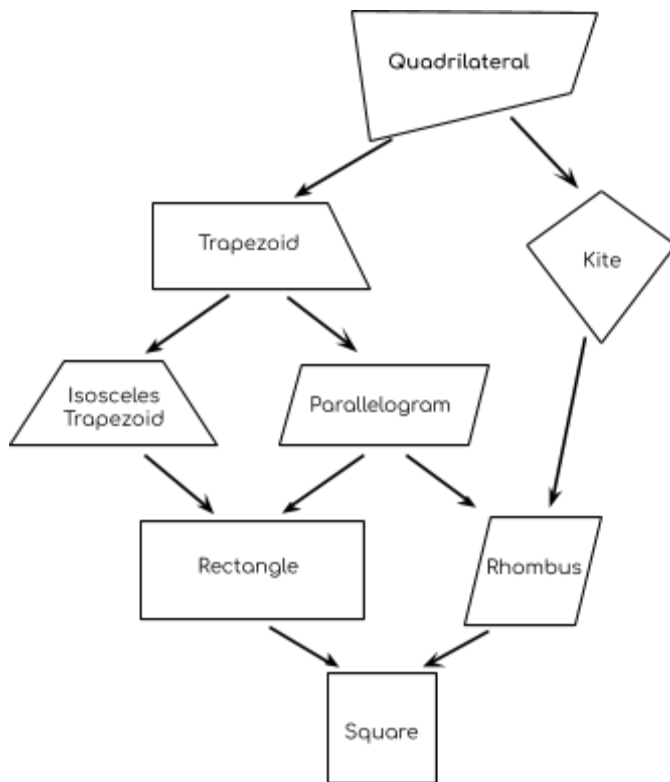
<http://schools.nyc.gov/Academics/EnglishLanguageArtsParentResources/Helpful+Websites+for+Parents+of +Elementary +School+Students.htm>

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

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

Mathematics - Grade 5



PARENT INFORMATION

Listed below are the specific **math content topics** based on the NYS Next Generation Learning Standards that your children will be studying in class during this school year. We 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**. Students need practice, over extended periods of time, in committing 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 Next Generation Standards.

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

Thank you for your continued support!

VOCABULARY

- Composite, prime, factor, multiple, digit
- Divisor, product, quotient, remainder, multiplier, decimal divisor
- Multiplication as scaling
- Commutative property, distributive property, distribute
- Number sentence, equation (has an equal sign), inequality (has $<$ or $>$), expression (no $=$, $>$, or $<$)
- Equivalence
- Elapsed time
- Exponent
- Place value, tenths, hundredths, thousandths
- Expanded form ($135 = 1 \times 100 + 3 \times 10 + 5 \times 1$), standard form (135), unit form ($135 = 1$ hundred 3 tens 5 ones), word form (135 = one hundred thirty-five)
- Estimate, round, substitute, variable, evaluate, order of operations, simplify
- Least, greatest, less than ($<$), greater than ($>$)
- Conversion factor, equivalent measures
- Decimal, decimal fraction
- Benchmark fraction, equivalent fraction, numerator, like/unlike denominators, between, fractional unit, mixed numbers, unit fractions
- Mean
- Perimeter, area
- Base (of a three-dimensional solid), volume, cubic units
- Bisect

Mathematics - Grade 5

VOCABULARY (Continued from previous page)

- Kilometer, meter, centimeter, millimeter, kilogram, gram, mile, yard, foot, inch, gallon, quart, pint, cup, pound, ounce, hour, minute, second
- Attributes, hierarchy (classifying two-dimensional figures)
- Quadrant, coordinates, axes, coordinate pair, coordinate plane, ordered pair, origin
- Pattern, sequence, line plot
- Angle, angle measure, degrees (for angle measure), horizontal, vertical, Parallel lines, perpendicular lines, rule (that affect an ordered pair)
- Inverse operation (ex: addition vs. subtraction, multiplication vs. division)
- Sample space, outcomes

CURRICULUM OVERVIEW

In Grade 5, instructional time should focus on three areas: (1) developing fluency with addition and subtraction of fractions, and developing an understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimals into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

1. Through their learning in the **Number and Operations – Fractions** and **Operations and Algebraic Thinking** domains, students:
 - apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators;
 - develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them; and
 - use the meaning of fractions, multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)
2. Through their learning in the **Operations and Algebraic Thinking** and **Number and Operations in Base Ten** domains, students:
 - develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations;
 - apply understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths;
 - develop fluency with decimal computations to hundredths, and make reasonable estimates of their results; and
 - use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense.
3. Through their learning in the **Measurement and Data** and **Geometry** domains, students:
 - recognize volume as an attribute of three-dimensional space;
 - understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps;
 - understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume;
 - select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume;
 - decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes; and
 - measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.

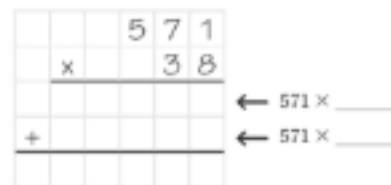
Mathematics - Grade 5

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

REQUIRED KEY FLUENCIES

Grade 4	Add/subtract within 1,000,000
Grade 5	Multi-digit multiplication
Grade 6	Multi-digit division
	Multi-digit decimal operations



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.

When students break divisors and dividends into sums of multiples of base-ten units, they are seeing and making use of structure and attending to precision. Initially for most students, multi-digit division problems take time and effort, so they also require perseverance and looking for and expressing regularity in repeated reasoning.

ASSESSMENTS

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

Grade 5 students will be given district-wide quarter assessments throughout the school year to gauge the child's understanding with respect to the NYS Learning Standards, inform instruction, and alert teachers and administrators of the potential support needed within this school year and next school year.

Between the quarter assessments, student learning will be monitored through chapter assessments, which occur at the end of each chapter, as well as through formative assessments. Formative assessments are brief informal assessments such as exit tickets, journal entries, think-pair-shares, and one-on-one conversations between the teacher and student.

Mathematics - Grade 5

HELPFUL NYSED WEBSITES

[Next Generation Learning Standards for Mathematics](#)

[Grade 5 Snapshot](#)

[Mathematics Glossary](#)

[Parent Roadmap](#)

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

FREE INTERACTIVE WEBSITES

[Education.com](#)

[Khan Academy](#)

[Math Games by Investigations](#)

[The Math Learning Center](#)

[Hit The Button](#)

[cK-12](#)

[Math Games by NRICH](#)

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



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Science – Grade 5

The middle school science program at Plainview-Old Bethpage offers students a hands-on science experience. The curriculum is aligned to the 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 NYSSLS

Grade 8 Intermediate Science Assessment.

What is our vision for science education?

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

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

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

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

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

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

Our 5th - 8th grade Science program follows the HMH Science Dimensions curriculum. In addition to a rich hands on experience, all students will be given a workbook as well as have on-line access to all resources.

The following topics are covered in the 5th grade:

- Engineering and Technology
- Energy and Matter in Organisms
- Energy and Matter in Ecosystems
- Systems in Space
- Earth Systems
- Matter

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

Next Generation Science Standards: www.nextgenscience.org

HMH Science Dimensions:

<http://www.hmhco.com/shop/education-curriculum/science/science-dimensions#sthash.sUv2HZPs.dpbs>

Science with Me: www.sciencewithme.com

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

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

Endangered Animal Channel: www.endangeredtv.com

Enchanted Learning: www.enchantedlearning.com

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

Contact

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



Social Studies – Grade 5

The grade 5 social studies curriculum stresses the understanding of history, geography, economics, citizenship and cultures related to the Western Hemisphere. These perspectives build on and reinforce historic and political content about the United States included in the grade 4 social studies program. ELA and Social Studies are integrated. In this curriculum reading and writing are aligned to build enduring understandings and develop historical thinking skills about content area topics. As knowledge increases in the digital age, students need to develop and refine the ability to take a critical stance with regard to information. Through the use of inquiry students will be immersed in their learning, while building critical comprehension skills.

History of the Western Hemisphere:

- Different ethnic, national and religious groups have contributed to the cultural diversity of these nations and regions by sharing their customs, traditions, beliefs, ideas and languages
- The migration of groups of people has led to cultural diffusion
- Key turning points and events on these nations can be organized into different historical time periods
- Important historic figures and groups have made significant contributions to the development of these nations
- Industrial growth, development and urbanization have had important impacts on these nations

Geography:

- Maps/geographic representations such as aerial photographs, satellite produced images and computer models can be used to gather, process and report information
- Political boundaries change over time
- The physical and human characteristics of places in these regions today
- The characteristics and complexity of cultures found in these regions

Economics:

- Concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth and systems can be used to study the economics and economic systems of these regions
- The nations of North, Central and South America depend on one another for various resources and products they need
- Science and technology have influenced the standard of living in these regions
- Organizations have formed to promote economic growth and development

Government:

- The people of the Western Hemisphere have held different assumptions regarding power, authority, government and law
- The rights of citizens vary in different areas of the Western Hemisphere
- The rules of citizenship are defined by different constitutions in the Western Hemisphere
- Legal, political and historic documents define the values, beliefs and principles of constitutional democracy
- International organizations like the United Nations, were created to prevent war and to fight hunger, disease and ignorance

WEBSITES

National Archives – Introduction to Documents:

http://www.archives.gov/digital_classroom/introductory_activity.html

National Archives – Document Analysis Worksheets:

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

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

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

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

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

CONTACT

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



WORLD LANGUAGES - GRADE 5

MANDARIN CHINESE - FRENCH - SPANISH

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



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

Students in our middle schools are part of an active community of language learners! We continue our emphasis on developing communicative skills. Our classes provide them with opportunities to put into practice their new language. The Chinese 5 and Romance Language 5 classes meet every other day for one quarter.

In Grade 5 we learn these topics:

- ★ Numbers and Colors
- ★ Time Expressions
- ★ Greetings
- ★ Expressions of Courtesy



CONTACT

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

Library – Grade 5

The library program in grade 5 is focused on providing students with classroom, as well as independent learning opportunities. Students will be able to participate in book groups and workshops that coincide with student interests and learning needs. Please check your school's library website for more information.

Library Procedures

- Reinforce library rules and manners
- Locate material on shelf using call number
- Expand knowledge of the Dewey Decimal System of Classification
- Master use of electronic catalog



Literary Understanding and Appreciation

- Exposure to different cultures through literature
- Increase appreciation of literature
- Distinguish between fact and opinion
- Encourage students to expand reading selections to include a variety of genres
- Direct students to books appropriate to their independent reading abilities

Information Literacy Skills

- Use of electronic and print reference sources
- Learn to create an accurate works cited entry
- Identifying appropriate resources
- Gather, summarize, and organize information
- Writing reports in collaboration with classroom teacher
- Explain plagiarism
- Review website evaluation

Technology

- Increased use of selected software application
- Increased usage of electronic databases
- Continued practice of internet safety
- Participate in coding activities
- Use green screen technology to create videos
- Introduce video editing software

Health - Grade 5



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 health education every other day throughout the year. The curriculum is based on HealthSmart, an evidence-informed, skills-based health education that aligns with NHES Standards & HECAT

Units and Lessons will focus on Mental Health (Wellness, Decision Making, Self Esteem, Stress Management, etc.), Social Health (Bullying and Friendship, Respect, Safety, Puberty, HIV/Aids, and Drugs/Alcohol)

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 - 5th Grade



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

Students will be engaged in various lessons that focus on teaching the skills and concepts of various physical activities. Physical Activities will be organized into 5 distinct areas Invasion Games (Soccer, Football, Basketball, etc...), Net/Wall Games (Tennis, Pickleball, volleyball, etc...), Target Games (curling, bowling, golf, etc...), Striking and Fielding Games (Baseball, Softball, Cricket, etc...) and Individual pursuits (Swimming, Yoga, Fitness, etc...)

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.

POBMS MUSIC REHEARSAL

2020-2021 POBMS Rehearsal Schedule: Currently all ensembles will be done through Google Classroom - this schedule will be implemented once social distancing requirements have been lifted.

	Monday	Tuesday	Wednesday	Thursday	Friday
Zero Period	7-8 Chorus, begins on 9/9	7-8 Band Begins 9/10 5-6 Chorus Symphonic Orchestra 6th-8th	7-8 Chorus	7-8 Band 5-6 Chorus - Symphonic Orchestra 6th-8th (No 6th gr. chorus members)	7-8 Band 5-6 Chorus - 7-8 Chorus Symphonic Orchestra 6th-8th
9th Period	5th & 6th Grade Band String Orchestra (5th)		5th & 6th Grade Band String Orchestra (5th)		

MUSIC - Mattlin Middle School

2020-2021 MMS Rehearsal Schedule: Currently all ensembles will be done through Google Classroom - this schedule will be implemented once social distancing requirements have been lifted.

	Monday	Tuesday	Wednesday	Thursday	Friday
Zero Period	5th and 6th Grade Chorus	6th-8th Grade Orchestra Chorus 7-8 Band 6 Band 7-8	5th and 6th Grade Chorus	6th-8th Grade Orchestra Chorus 7-8 Band 6 Band 7-8	6th-8th Grade Orchestra 5th and 6th Grade Chorus Chorus 7-8 Band 7-8
9th Period	5th Grade Orchestra Band 5		5th Grade Orchestra Band 5		

Music – Grade 5

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
- Tempo: adagio, largo, allegro, presto, etc.
- Conducting patterns in 2, 3, 4, compound meter
- Discriminate between meter in 2, 3 and 4
- Begin to transfer from rhythmic syllables to counting on numbers
- Follow conductor's cues for tempo

Melody:

- Familiarity with key signatures
- Half/whole steps, flats and sharps
- Sight singing simple melodies
- Discriminate between step/skip, visually and aurally
- Awareness of tonal center

Harmony:

- Melody/accompaniment, perform accompaniment on barred instruments
- Sing songs in major/minor/other modalities
- Music textures: unison, polyphony, homophony
- Two and three part singing and canon work

Form:

- AB, ABA, Rondo, theme and variations, interlude
- Musical phrases, questions and answer, melodic pattern/contrast
- Contrasting sections, introduction and coda
- Form symbols (repeat sign, Da Capo, Fine, etc.)

Timbre:

- Continue to experience singing and speaking voice
- Aurally discriminate families of instruments
- Use pitched/non-pitched instruments, body percussion
- Identify instruments from different cultures

Dynamics:

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

Performing Ensembles – Band, Orchestra and Chorus:

Instrumental students are encouraged to continue the band or orchestra instrument they began in elementary school. Students who did not learn an instrument in elementary school can begin to play an instrument at this time. Students who choose to participate in chorus can also participate in an instrumental ensemble (band or orchestra). The students in all ensembles continue to develop their individual musicianship and ensemble skills. The performing ensembles in the middle school are graded classes. Ensemble rehearsals take place either “0” period or period 9. In addition to the full ensemble rehearsals, there are group lessons scheduled on a rotating basis through the day. Parents play an important role in encouraging students to practice at home each day.

Performance ensemble concepts include:

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Proper technique, position, posture, grip, breathing, diction, etc.

- Rhythm, articulation and phrasing
- Sight reading
- 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



MUSIC ASSOCIATION OF PLAINVIEW-OLD BETHPAGE

MAPOB

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

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

MAPOB dues provide:

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



Janet Herman
President
MAPOBJFK@gmail.com

Member's Name _____ Phone _____

Address _____ Town _____

E-Mail Address _____

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

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

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

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

K-6 Visual Arts: Grade 5

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

Dr. Ben Wiley

Director of Art and Digital Instruction

The middle school art program builds on the strengths of the foundation established by the elementary art concepts and practices and bridges to the high expectations of the competitive high school art program. The following outline presents a general overview of each grade level experience and identifies some of the mediums and areas of emphasis. Projects, interpretations and outcomes vary from year to year and from class to class.

At each middle school, student's artwork is often displayed throughout the classroom, school hallways, and Art gallery spaces.

Students will be introduced to design elements and basic art vocabulary for:

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

Examples may include:

- **Drawing**
 - Gesture
 - Self-portrait
- **Painting**
 - Color and Design
 - Cityscape
- **Printing**
 - Overlapping
- **3-Dimensional work**
 - 3D Printed Design
 - Puppetry
 - O'Keefe style reliefs
- **Art History**
 - Surrealism
 - Famous sculptors

Possible mediums:

- **Paint**
 - Tempera - on mixed media such as cardboard, fabric, plastic
 - Watercolor - dry paper
- **Pastels**
 - Oil-based
- **Clay**
 - Slab method
- **Paper**

K-12 Art Department

Director Contact

Dr. Ben Wiley, Director of Art and Digital Instruction

106 Washington Ave
Plainview, New York 11803

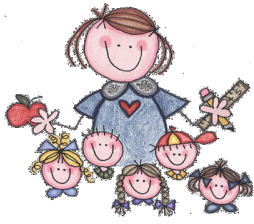
Phone: (516) 434-3014
Email: BWiley@pobschools.org

K-6 Art Resource Websites

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



CHILD CARE PROGRAM



Plainview-Old Bethpage Central School District offers childcare for children in the Middle Schools 5-8. Both the Before School Program and the After School Program will begin on September 14, 2020 for both Middle 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 6:00 PM at the middle schools. Registration forms can be found on the district website under *Parents and Community*. The childcare office is located at the Stratford Road School Administrative Annex at 33 Bedford Road.

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

HEALTH SERVICES

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

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

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

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

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

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

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

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

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

EMERGENCY SCHOOL CLOSINGS / DELAYED OPENINGS

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

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

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

Delayed Starting Time

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

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

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

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

Plainview~Old Bethpage CSD



Save the Dates

Thursday, October 29, 2020

Thursday, March 4, 2021

Family Nights

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

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

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



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

PLAINVIEW-OLD BETHPAGE CENTRAL SCHOOL DISTRICT

SCHOOL CALENDAR 2020-2021

September 2020 (18)

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

October 2020 (21)

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

November 2020 (17)

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

December 2020 (17)

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

January 2021 (19)

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

September 1 Supt Conf Day
Schools Closed-Teachers Report

September 2 First Day of School (K-12)
September 4 Schools Closed

September 7 Labor Day

September 28 Holiday

October 12 Columbus Day

November 3 Election Day/Supt Conf Day
Schools Closed-Teachers Report

November 11 Veterans' Day

November 26-27 Thanksgiving

December 24-31 Holiday

January 1 Holiday

January 18 Martin Luther King, Jr. Day

February 12 Holiday

February 15-19 Holiday

March 29-April 5 Holiday

May 13 Supt Conf Day
Schools Closed—Teachers Report

May 31 Memorial Day

June 25  Last Day of School

June 27 Graduation

"Snow Days" 

(1) April 6

(2) May 27

(3) May 28

Conference Days 

February 2021 (14)

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

March 2021 (20)

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

April 2021 (18)

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

May 2021 (17)

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

June 2021 (19)

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

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

CENTRAL ADMINISTRATION

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

MISSION STATEMENT

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

