



Plainview-Old Bethpage Central School District



Grade 5

Curriculum Overview
2024-2025

Dear Parents and Guardians of Fifth 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.

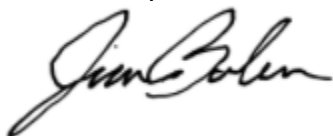
While in a middle school building, fifth grade is an elementary level program with a balance among academic, social and emotional, and mindfulness teaching and learning. Our teachers, support staff, administrators, and parents work cooperatively to provide our students with stimulating and nurturing 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

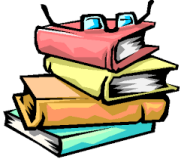
Our fifth grade students’ day consists of the following: English language arts through reader and writers workshop and ELA/SS inquiries; mathematics, developing fluency with addition, subtraction, multiplication of fractions, extending division to 2-digit divisors, developing fluency with whole number 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. In addition, we have a bank of lessons as part of our Fifth Grade Academy which helps students in their transition to the middle schools from elementary school, which focus on character development and student behavior.

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", with a stylized, flowing script.

Dr. Jim Bolen
Assistant Superintendent for Curriculum & Instruction



Language Arts

PARENT INFORMATION

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

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

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

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

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

	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		Literary Essay
Jan/Feb	Argument and Advocacy: Researching Debatable Issues	
March	Writing about Reading	Writing About Reading
April/May	Fantasy: The Magic of Themes and Symbols	Research-Based Argument 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:

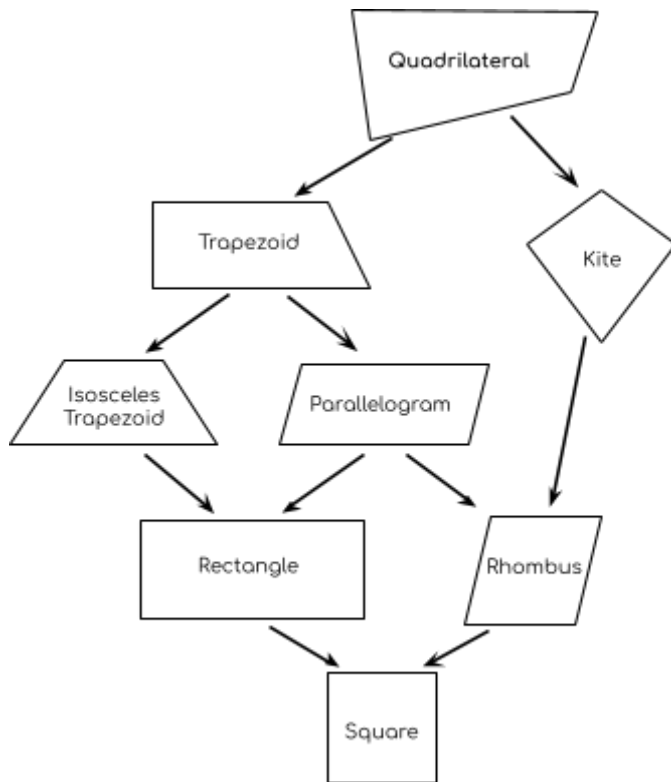
<http://schools.nyc.gov/Academics/EnglishLanguageArtsParentResources/Helpful+Websites+for+Parents+of +Elementary +School+Students.htm>

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 ($135 = 1 \text{ hundred } 3 \text{ tens } 5 \text{ ones}$), 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.

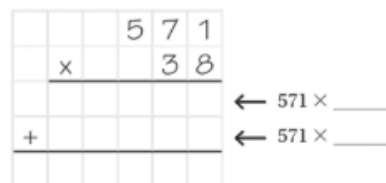
Mathematics - Grade 5

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](#)
[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](#)
[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 "[Helpful Math Websites, Grades K-12.](#)"



Regina Lee, Mathematics Chairperson, K-12
reglee@pobschools.org ♦ (516) 434-3125



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 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 5 Elementary Science Assessment in the spring. (Note, this is the first year of the 5th Grade Elementary Level 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 5th Grade are:

- Earth Systems
- Space Systems
- Chemistry in Our World
- Energy 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

Next Generation Science Standards: www.nextgenscience.org

Science with Me: www.sciencewithme.com

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

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

Endangered Animal Channel: www.endangeredtv.com

Enchanted Learning: www.enchantedlearning.com

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

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



Social Studies – Grade 5

Grade 5 Social Studies is based on the history and geography of the Western Hemisphere, including the development of cultures, civilizations, and empires; interaction between societies; and the comparison of the government and economic systems of modern nations. It also incorporates elements of archaeology. The course is divided into seven Key Ideas that cover a time span from prehistory into modern times. Teachers make and teach local connections throughout the course, especially in the examination of citizenship related to modern political and economic issues. 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:

- **EARLY PEOPLES OF THE AMERICAS:** The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.
- **COMPLEX SOCIETIES AND CIVILIZATIONS:** Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions.
- **EUROPEAN EXPLORATION AND ITS EFFECTS:** Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade.
- **GEOGRAPHY IN THE WESTERN HEMISPHERE:** The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.
- **COMPARATIVE CULTURES:** The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues.
- **GOVERNMENT:** The political systems of the Western Hemisphere vary in structure and organization across time and place.

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](#)

[TIME for Kids | Articles](#)

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

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.

Students in our middle schools are part of an active community of language learners! We emphasize developing communicative skills. Our classes provide students with opportunities to put into practice their new language. The Chinese 5 and Romance Language 5 classes meet every other day for one quarter. Students will utilize web applications such as Quizlet, Gimkit and Flipgrid to help them practice the language and stay engaged.

In Grade 5 we review topics such as:

Greetings
Numbers and Colors
Time Expressions
Expressions of Courtesy

CONTACT

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

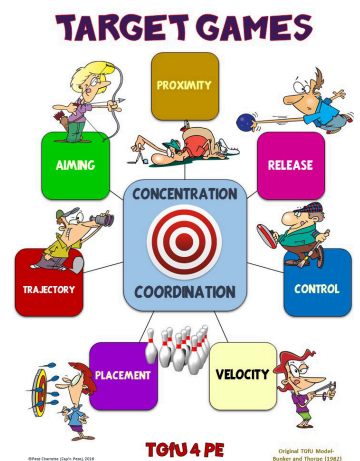
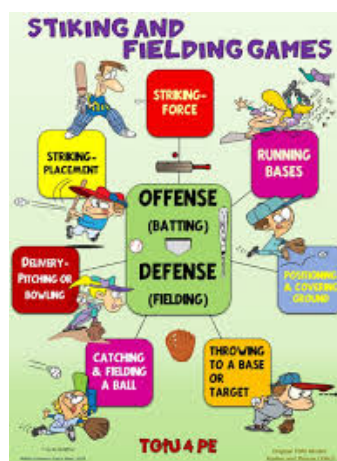
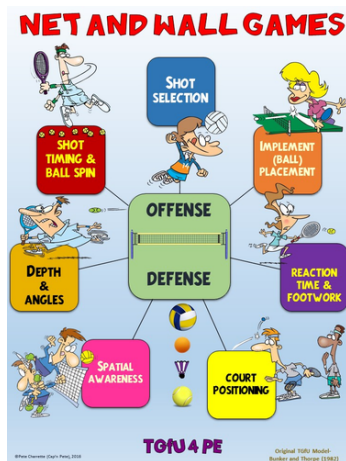
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

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 healthful 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.

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 in 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

POBCSD Middle School Rehearsal schedule: 2024-2025

2024-2025 POBMS Rehearsal Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Zero Period:</u> 7:49 - 8:30am	7th & 8th Chorus	7th & 8th Band 5th & 6th Chorus 7th & 8th Orchestra	7th & 8th Chorus	7th & 8th Band 5th & 6th Chorus 7th & 8th Orchestra	7th & 8th Band 5th & 6th Chorus/ 7th & 8th Chorus <i>(will operate on a specific schedule given by the teacher with who attends weekly - Both groups DS NOT meet fully on Fridays)</i> 7th-8th Orchestra
<u>9th Period:</u> 2:54 - 3:35pm	5th Grade Band 6th Grade Orchestra 5th Grade Orchestra	6th Grade Band	5th Grade Band 6th Grade Orchestra 5th Grade Orchestra	6th Grade Band	

2024-2025 Mattlin Middle School Rehearsal Schedules

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Zero Period:</u> 7:49 - 8:30am	5th and 6th Grade Chorus 7th & 8th Orchestra	7th & 8th Grade Chorus 7th & 8th Orchestra 6th Grade Band 7th & 8th Band	5th and 6th Grade Chorus 6th Grade Orchestra	7th & 8th Grade Chorus 6th Grade Orchestra 6th Grade Band 7th & 8th Band	5th and 6th Grade Chorus 7th & 8th Chorus 7th & 8th Orchestra 7th & 8th Band
<u>9th Period:</u> 2:54 - 3:35pm	5th Grade Band	5th Grade Orchestra	5th Grade Band		5th Grade Orchestra



Grade 5 Art

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

Dr. Ben Wiley
Director of Art & Digital Instruction
bwiley@pobschools.org
516.434.3015

PAINTING

Painting Objectives:

- Develop detail and experiment with visual problem solving
- Experiment with painting mediums such as acrylic and watercolor.
- Differentiate between types of brushes for various application and effects
- Design a basic composition using foreground, middleground, and background

Color theory

- Develop a color palette to create mood: warm vs. cool colors
- Mix tints, shades, and tones of primary, secondary, and intermediate colors
- Develop application techniques

DRAWING

Drawing Objectives:

- Introduction to observational drawing
- Understanding of lines such as horizontal, vertical, and diagonal
- Incorporate detail and a better understanding of drawing techniques
- Experimental use of pencil, color pencils, and pastels through blending, mixing, and layering
- Create a variety of textures through mark making
- Design a basic composition using background, middleground, and foreground
- Create a contour line to represent a figure or object

3-DIMENSIONAL ART

3-Dimensional Objectives:

- Explore methods of construction such as carving, assembling, modeling, or casting
- Demonstrate care and safety when using art materials
- Develop surface textures using repetition, pattern, additive, and subtractive methods
- Experiment with a variety of media such as clay, wire, plaster, or papier-mâché

GOALS

The following goals are designed specifically for our **middle school** curriculum. Students continue to practice observational skills and discussing works of art. Art vocabulary utilized to practice methods of critique and measuring their own personal growth by understanding the art making process, utilizing tools and techniques to communicate a decided concept.

THEMES & ARTISTS

Suggested themes:

- Neighborhood scene
- Cityscape
- Landscape
- Still life
- Portraiture

Artist of Influence:

- Mary Cassatt and Edvard Munch
- Elizabeth Murray, Isabel Bishop, and Pablo Picasso
- Henry Moore
- Rembrandt van Rijn and Albrecht Dürer
- Edgar Degas
- Ellsworth Kelly and Keith Haring
- Vincent van Gogh and Reginald Marsh

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

EXAMPLES OF 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
- 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 middle schools in grades 5 - 8. The Child Care Program is located in both Plainview-Old Bethpage Middle School and Mattlin Middle School as long as there is sufficient registration. If there is insufficient registration in one middle school, the programs will be combined, and the students bussed to and from their home school. The Before School Program and the After School Program will begin on September 3, 2024.

Before-school care begins at 7:00 A.M. The afterschool program begins at the close of the day (8th period) coordinating with 9th period activities until 6:00 pm. The programs are contingent upon sufficient registration. Registration is completed on Family ID. The link to register can be found on the district website under Families/Child Care. The Child Care office is located at the Stratford Road School Administrative Annex at 33 Bedford Road.

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

HEALTH SERVICES

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

Physical examinations are required by October 1st (or 30 days from the first day of school) for all new entrants, kindergartners, students entering 1st, 3rd, 5th, 7th, 9th and 11th grade. Physicals are also required for any student participating in a sports activity. **All physicals must be completed on the mandatory NYS physical form by your doctor.** All students are required to have Diphtheria, Pertussis, Tetanus, Measles/Mumps/Rubella (MMR), Polio, Hepatitis B and Varicella vaccines as mandated by NYS law. All students entering school are required to have DTap – 4-5 doses (with one dose being given after the 4th birthday), Polio – 4 doses (with one dose being given after the 4th birthday), MMR – 2 doses, Hepatitis B – 3 doses, and Varicella – 2 doses. In addition, all students entering grade 6 must have a Tdap vaccine by their 11th birthday and at least one dose of Meningococcal conjugate vaccine (MenACWY) entering grades 7, with a 2nd dose after their 16th birthday. If a student has not had the required vaccines, they will be excluded from school as per the NYS guidelines. Hearing and vision screening will be performed by the school nurse for any new entrant **and students** in grades K, 1, 3, 5, 7 and 11th as well as any other time as it may be deemed necessary.

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

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

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.