



Plainview-Old Bethpage Central School District



Grade 6

Curriculum Overview
2024-2025

Dear Parents and Guardians of Sixth Grade Students,

Welcome to the Plainview-Old Bethpage Central School District and the 2024-3025 school year! Our theme for this year is “Every Student Matters, Every Moment Counts” which reminds all of us about the precious time we get to spend with our students in the classroom, and how we can make the most of our time together to cognitively engage our students as they take ownership of their learning. As we welcome new and returning students back to our classrooms, our focus remains intently on providing the best possible learning experiences for the students of Plainview-Old Bethpage.

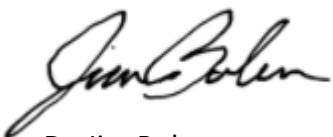
Our middle level program is a balance among academic, social and emotional, and mindfulness teaching and learning. Our teachers, support staff, administrators, and parents work cooperatively to provide our students with stimulating and nurturing classroom experiences that focus on your child’s well-being and growth.

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

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

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

Sincerely,

A handwritten signature in black ink, appearing to read "Jim Bolen". The signature is fluid and cursive, with a large initial "J" and "B".

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 specialized content vocabulary
- Use knowledge of a variety of decoding strategies to quickly, accurately, and automatically 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 print resources (including electronic resources)
- Use a thesaurus to identify synonyms and antonyms
- Recognize the types of language (e.g., jargon, colloquialisms, informal vocabulary, and email conventions) that are appropriate to social communication
- Acquire new vocabulary by engaging with a variety of texts written by a range of different authors

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 from a variety of genres and by different authors for different purposes
- Use thinking skills and self-monitoring strategies, such as rereading, adjusting rate of reading, attending to vocabulary, to interpret meaning of text
- Use a variety of strategies (e.g., summarizing, forming questions, visualizing, and making connections, making inferences, and drawing conclusions) to support understanding of texts read
- Use the R.A.F.T. strategy (restate, answer, for example, tie it up) to respond to writing prompts
- Decipher the language used often in multiple choice questions (e.g., best, most likely, and except)
- 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 texts through a range of personal responses, such as writing, drama, and oral presentations
- Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to
 - identify conflicting information
 - consider the background and qualifications of the writer
 - evaluate examples, details, or reasons used to support ideas
 - identify differing points of view in texts and presentations
 - identify cultural and ethnic values and their impact on content
 - identify multiple levels of meaning
- Use text features, such as table of contents, indexes, headings, captions, and titles to understand and interpret informational texts
- Evaluate information, ideas, opinions, and themes by identifying
 - a central idea and supporting details
 - precise and vague language
 - statements of fact, opinion, and exaggeration
 - missing or unclear information
 - information that is implied rather than stated
- Determine how the use and meaning of literary devices, such as point of view, symbolism, figurative language, flashback, and foreshadowing, convey the author's message or intent
- Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry

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 and be familiar with a wide range of texts, topics, genres, and authors
- Read to collect and interpret data, facts, and ideas from multiple sources
- Engage in voluntary independent silent reading for extended periods of time
- Locate and use school and public library resources, with some direction, to acquire information

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, handwritten, 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

Grade 6 English Language Arts Pacing Overview 2024-2025

	Reading	Writing
Sept/Oct	Fiction: A Deep Study of Character	Personal Narrative
Nov/Dec	Tapping the Power of Nonfiction	Information Essay
Jan/Feb	Investigating Topics with Research	Argument Essay
March	Writing about Reading	Writing about Reading
Mar/April	Social Issues Book Clubs	Literary Essay
May/June	Perspectives and Point of View in Poetry & Fiction	Poetry

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 information read aloud
- Form an opinion about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences
- Recognize persuasive presentations and identify the techniques used to accomplish that purpose
- Recognize and use the perspectives of others, including teachers and peers, to analyze and evaluate presentations
- Recall and identify significant ideas and essential details
- Identify missing or unclear information and information that is implicit rather than stated
- Distinguish between fact and opinion
- Connect new information to prior knowledge or experience



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 and performances
- Use grade-level vocabulary and conventional grammar to communicate for different purposes
- Include details that are relevant to the audience
- Communicate ideas in an organized and coherent manner
- Vary formality of language according to the audience and purpose for communication
- Speak with expression, volume, pace, and gestures appropriate for the audience and purpose of communication
- Respectfully participate in and contribute to group discussions
- Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
- Make presentations featuring appropriate notes, outlines, and visual aids
- Discuss the content of friendly notes, cards, and letters with a teacher or classmate, in order to get to know the writer and each other
- Share book reviews that summarize the plot, describe the motivation of characters, and explain the importance of setting
- Articulate a thesis statement and support it with details, examples, and reasons

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.pob.k12.ny.us/>

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

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

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

Helpful Websites for Parents of Elementary School Students:

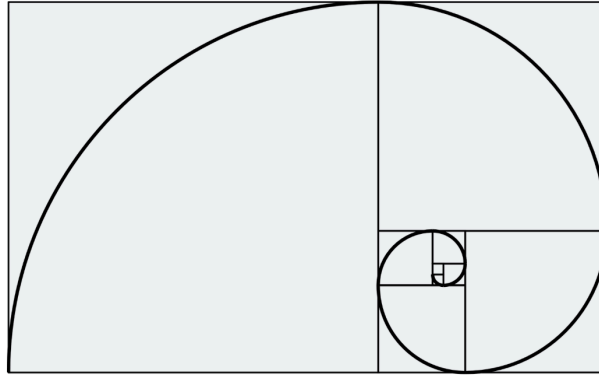
<http://schools.nyc.gov/Academics/EnglishLanguageArtsParentResources/Helpful+Websites+for+Parents+of+Elementary+School+Students.htm>

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 6



PARENT INFORMATION

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**. All students need practice, over extended periods of time, to commit facts and skills to memory. We encourage parents to support their children's learning via the use of flash cards, card games, and web-based math games. Included in this handout 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

- Common denominator, equivalent fractions, mixed numbers, reciprocals, unit fractions
- Composite number, prime number, divisor, dividend, factors, multiples
- Equation (has an equal sign), inequality (has $<$ or $>$), expression (no $=$, $<$, or $>$), variables
- True/false number sentences
- Linear Expression, numerical expression
- Perfect Squares, perfect cubes
- Greatest common factor, least common multiple, multiplicative inverse, reciprocal
- Absolute value, magnitude, integer, negative/positive number, opposite, rational number
- Variable, exponent, substitution, inverse operation, evaluate, exponential notation (whole number exponents)
- Ratio, proportion
- Unit rates, percent, unit conversions
- Standard algorithm for division
- Distributive property
- Number lines
- Parts of an expression (sum, term, product, factor, quotient, coefficient)
- Area, perimeter, volume, decomposing shapes, net, surface area
- Estimate

Mathematics - Grade 6

VOCABULARY (Continued from previous page)

- Quadrant, axes, ordered pairs, coordinates, x-coordinate, y-coordinate, coordinate pair, coordinate plane, origin, x-axis, y-axis, ordered pair
- Line of symmetry, symmetry
- Altitude and base of a triangle, hexagon, parallelogram, quadrilateral, rectangle, square, trapezoid, pentagon, right rectangular prism, cube, surface of a prism
- Line perpendicular to a plane, parallel planes
- Mean, median, mode, range, variability, sampling, population, sample, qualitative data, quantitative data, biased, distribution, symmetric, center, spread, shape, measures of center, measure of variation (range), outlier (no formula)
- Dot plots, histograms, pictographs, bar graphs
- Probability, chance, likely, unlikely, relative frequency, simple event

CURRICULUM OVERVIEW

In Grade 6, instructional time should focus on five areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) deepening understanding of area, surface area and volume; and (5) developing understanding of simple probabilities and statistical thinking.

1. Through their learning in the **Ratios and Proportional Relationships** domain, students:
 - use reasoning about multiplication and division to solve ratio and rate problems about quantities;
 - connect understanding of multiplication and division with ratios and rates by viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities; and
 - expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions.
2. Through their learning in the **Number System** domain, students:
 - use the meaning of fractions and relationships between multiplication and division to understand and explain why the procedures for dividing fractions make sense;
 - extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, particularly negative integers; and
 - reason about the order and absolute value of rational numbers and about the location of points on a coordinate plane.
3. Through their learning in the **Expressions, Equations, and Inequalities** domain, students:
 - write expressions and equations that correspond to given situations, using variables to represent an unknown and describe relationships between quantities;
 - understand that expressions in different forms can be equivalent, and use the properties of operations to rewrite and evaluate expressions in equivalent forms; and
 - use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations.
4. Through their learning in the **Geometry** domain, students:
 - find areas of polygons, surface areas of prisms, and use area models to understand perfect squares; and
 - extend formulas for the volume of a right rectangular prism to fractional side lengths and use volume models to understand perfect cubes.
5. Through their learning in the **Statistics and Probability** domain, students:
 - learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected; and
 - understand the probability of a chance event and develop probability models for simple events.

Mathematics - Grade 6

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 5	Multi-digit multiplication
Grade 6	Multi-digit division
	Multi-digit decimal operations
Grade 7	Solve $px + q = r$ and $p(x + q) = r$

$$\begin{array}{r} 3.77 \times 2.8 = ? \\ 3.77 \text{ (2 decimal places)} \\ \times 2.8 \text{ (1 decimal place)} \\ \hline 3016 \\ +754 \\ \hline 10.556 \text{ (3 decimal places)} \end{array}$$

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.

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 6 students will be given district-wide quarter assessments throughout the school year to gauge each 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 module and unit assessments, 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 6

HELPFUL NYSED WEBSITES

[Next Generation Standards](#)

[Grade 6 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 ONLINE RESOURCES

[Math Games by Investigations](#) (For reinforcement of Grade 5)

[Khan Academy](#)

[The Math Learning Center](#)

[Cool Math 4 Kids](#)

[Hit The Button](#)

[Abcya](#)

[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
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Science – Grade 6

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 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 6-8.

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.

In lieu of the traditional Science Fair project, the 6th graders work on a number of quarterly projects that incorporate research, planning and implementation of scientific concepts.

Our 6th grade Science program follows the Savvas Elevate science 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 6th grade:

- Matter and Technology
- Forces, Motions, and Fields
- Waves and Applications
- Magnetism and Electricity

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. (Tsupro, 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

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 6

Grade 6 Social Studies is based on the geography and history of the Eastern Hemisphere, including the development of cultures, civilizations, and empires; interactions between societies; and the comparison of trends in government and economics. It also incorporates some elements of other social sciences. The course begins with an examination of the Eastern Hemisphere today, using geographic skills. This provides the foundation for making connections between the past and the present throughout the course. The remainder of the course is divided into seven Key Ideas that cover a time span from pre-history into the 1300s. Students are provided the opportunity to explore belief systems across time and to examine the foundations of democracy. 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:

- **PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY:** The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.
- **THE FIRST HUMANS THROUGH THE NEOLITHIC REVOLUTION IN THE EASTERN HEMISPHERE:** The first humans modified their physical environment as well as adapted to their environment.
- **EARLY RIVER VALLEY CIVILIZATIONS IN THE EASTERN HEMISPHERE** (ca. 3500 B.C.E. – ca. 500 B.C.E.): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment
- **COMPARATIVE WORLD RELIGIONS** (ca. 2000 B.C.E – ca. 630 C.E): Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems.

- **COMPARATIVE CLASSICAL CIVILIZATIONS IN THE EASTERN HEMISPHERE** (ca. 600 B.C.E. – ca. 500 C.E.): As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements.
- **MEDITERRANEAN WORLD: FEUDAL WESTERN EUROPE, THE BYZANTINE EMPIRE, AND THE ISLAMIC CALIPHATES** (ca. 600 C.E. – ca. 1450): The Mediterranean world was reshaped with the fall of the Roman Empire. Three distinct cultural regions developed: feudal Western Europe, the Byzantine Empire, and the Islamic caliphates. These regions interacted with each other and clashed over control of holy lands.
- **INTERACTIONS ACROSS THE EASTERN HEMISPHERE** (ca. 600 C.E. – ca. 1450): Trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases.

WEBSITES

[iCivics](#)

[TIME for Kids | Articles](#)

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

[Smithsonian Learning Lab](#)

CONTACT

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



World Languages - Grade 6

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! Our classes emphasize communicative activities and provide them with opportunities to put their new language skills to practice. Students will utilize web applications such as Quizlet, Gimkit and Flipgrid to help them stay engaged and give them opportunities to develop their abilities.

In Grade 6 our students continue their formal study of Chinese, French, and Spanish. They will meet every day for one quarter in each language. Topics of study include personal introductions, personal identification, calendar, time expressions, weather, school and classroom related vocabulary. ***At the end of 6th grade, students will be asked to select which language they will continue to study in middle and high school.***

CONTACT

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



Physical Education - 6th 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 6

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:

- Continue building on rhythm reading, writing, tempi, meter and conducting patterns

Melody:

- Continue singing/playing/writing melodies in different modes and styles
- Continue sight singing and solfege work

Harmony:

- Perform accompaniments on barred instruments
- Continue two and three part singing, canons, and singing/playing in harmony, simple chord progressions

Form:

- Continue to explore different forms, contrasting sections, form symbols

Timbre:

- Continue to experience singing and speaking voice, families of instruments, and instruments from different cultures

Dynamics:

- Continue to explore dynamics in playing, singing, creating, and listening to music

Performing Ensembles – Band, Orchestra and Chorus:

Instrumental students are encouraged to continue the band or orchestra instrument they played in 5th grade. Students who elect 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:

- 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 6 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:

- Continue to develop and experiment with visual problem solving
- Experiment with painting mediums such as acrylic and watercolor.
- Design a composition using foreground, middle ground, and background
- Differentiate between types of brushes for various application and effects

Color Theory

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

DRAWING

Drawing Objectives:

- Develop an abstract composition focusing on the elements of art
- Further practice with observational drawing
- Create contour line to represent a figure or object
- Experimental use of pencil, color pencils, and pastels through blending, mixing, and layering
- Create a variety of textures through mark making
- Design a composition using foreground, middle ground, and background
- Incorporate detail and a better understanding of drawing techniques

3-DIMENSIONAL ART

3-Dimensional Objectives:

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

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:

- Portraiture
- Abstraction
- Landscape
- Cityscape
- Pop Art
- Digital drawing/painting
- Collage

- Additive Sculpture
- Assembled Sculpture
- Carved Sculpture
- Installation Sculpture
- Kinetic Sculpture
- Modeled Sculpture
- Relief Sculpture

Artists of Influence:

- Henri Matisse
- Paul Cézanne
- Gary Larson
- David Diaz
- Charles McGee
- Georges Seurat
- Alberto Giacometti
- Leonardo da Vinci

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, 516-434-3124 between the hours of 4:00 pm and 6:30 pm during the school year.

HEALTH SERVICES

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

Physical examinations are required by October 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.