



Plainview-Old Bethpage Central School District



Mattlin Middle School Curriculum Overview

Grade 8
2020-2021

Dear Parents and Guardians of Eighth Grade Students,

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

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

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

As you look through the curricular offerings, you will see the comprehensive program available to our eighth graders that includes World Language courses that meet level one high school proficiency credit. Beyond the core content areas, students learn about the world around them as well as their role as citizens. In addition, our eighth graders participate in research opportunities through library partnerships, technology courses, including Vex Robotics, a new music laboratory and traditional technology courses with state-of-the-art equipment, physical education and art. These subjects are an important part of your child’s educational experience. In all subjects, active hands-on experiences are provided and children are encouraged to express themselves, making connections among subject areas, explore issues and problems, and work cooperatively with peers and adults in the pursuit of becoming lifelong learners.

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

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

Sincerely,

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

Joanne F. Mannion
Assistant Superintendent for Curriculum & Instruction



Howard B. Mattlin Middle School
100 Washington Avenue
Plainview, NY 11803

Joseph Coladonato, Ed.D. *Principal*

Regina Buck, Ed.D, *Assistant Principal Grades 6 & 8*

Thomas Schwartz, *Assistant Principal Grades 5 & 7*

Attendance/First Alert	434-3259
Guidance	434-3272
Nurse	434-3253
A House	434-3250
B House	434-3266
C House	434-3282
D House	434-3292
School Fax	937-6431

ENGLISH LANGUAGE ARTS

All students are expected to meet the rigorous grade-level **New York State Next Generation English Language Arts Learning Standards** recently embraced by our nation. All students will take the New York State ELA assessments, based on these Standards, in April.

While each school enriches the language arts program with a myriad of worthwhile reading, writing, listening, and speaking activities, what follows are the core reading and writing activities experienced by all students in the district.

GRADE EIGHT



Reading:

Enriching reading experiences are offered to students in each middle school. Literature and nonfiction are read and analyzed in a variety of settings: through whole-class reading experiences, small-group "book clubs," and independent reading assignments. Through this approach, and advocated for by the **New York State Next Generation English Language Arts Learning Standards**, students will read text at an appropriate level of complexity.

Goals of the Reading Curriculum

- By the end of the year, read and comprehend appropriate grade-level literature and nonfiction
- Cite several pieces of textual evidence to support analysis of what the text explicitly says and infers
- Determine themes or central ideas in texts and analyze their development
- Provide an objective summary
- Analyze how particular elements of a story or drama interact
- Determine the meaning of words and phrases as they are used in a text
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- Analyze how an author develops and contrasts the points of view of different characters or narrators in fiction and how an author distinguishes his or her position from that of others in nonfiction
- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period
- Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.
- Self-select text to develop personal preferences.



Writing

Consistent with the expectations created by the **New York State Next Generation English Language Arts Learning Standards**, students are expected to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Often, their writing will be framed using a Writing Workshop model. Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Goals of the Writing Curriculum

Our grade eight programs affords students the opportunity to develop proficiency in the three main writing genres advocated for by the **New York State Next Generation English Language Arts Learning Standards**: argument writing, informative/explanatory writing, and narrative writing. Embedded within all three of these writing genres is the opportunity to conduct research and to illustrate understanding through the use of technology. Specific goals and their rationale include:

- Write **arguments** to support claims with clear reasons and relevant evidence.
 - Being able to construct an argument is an integral part of everyday life, both professionally and personally. An argument essay is one in which the writer presents an argument for or against a particular position.
- Write **informative/explanatory** texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - Informational writing is the type of task that most adults will have to use in their careers and daily lives. Writing a short informational piece, like a biography, is an authentic activity, and one that will allow students to practice a wide variety of necessary skills. Through the experience of writing a short biography, students will also hone the skills of deciding on which information is important enough to include, locating and taking notes on relevant research, including conflicting information, organizing ideas into a meaningful piece of writing, and maintaining a formal style and tone throughout the piece. Additionally, students will learn how to use a desktop publishing program to create a visually effective article through the use of text features.
- Write **narratives** to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - Understanding how to tell a story is an important part of any culture. Being able to follow the central idea of a story and grasp its theme helps us to communicate with each other. The skill of narrative writing, therefore, is a tool that every literate person needs in order to describe an experience in a sequential, meaningful manner.
- Conduct short and longer research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- With some guidance and support from peers and their teacher, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing
- Produce text that explores a variety of cultures and perspectives.

Speaking and Listening

- Through speaking and listening activities, students will be exposed to a range of grade-level materials for pleasure and information. The development of students' speaking and listening skills enables them to develop language, expand vocabulary, and increase attention span.

Goals of the Speaking and Listening Curriculum

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade-level topics, texts, and issues*, building on others' ideas and expressing their own clearly.
- Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Progress Monitoring

- Approximately three times per year, students participate in literacy benchmarking to determine reading levels/Lexiles, areas of growth and/or areas in need of attention. The instrument utilized in grades seven and eight is the Scholastic Reading Inventory (SRI). SRI is a research-based, adaptive assessment that measures reading skills and longitudinal progress and provides a Lexile score for students. This progress monitoring tool is given to students on the computer approximately three times per year to determine levels of growth.

Testing

- **Midterm Examination**: Students in grades seven and eight will take a grade-level examination designed to assess progress in reading and writing skills. Using their writing portfolios as a resource, students in grades seven and eight will respond to a number of prompts and will write a reflective essay that documents their growth as writers during the course of the first half of the school year. In addition, multiple-choice questions will assess their ability to critically read short fiction passages, nonfiction text, and poetry.
- **Final Examination**: Students in grades seven and eight will take a grade-level examination designed to assess their annual progress in reading and writing skills. Using their writing portfolios as a resource, students in grades seven and eight will respond to a number of prompts and will write a reflective essay that documents their growth as writers during the course of the school year. In addition, multiple-choice questions will assess their ability to critically read short fiction passages, nonfiction text, and poetry.
- **New York State 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.

Summer Reading

For the 2020-2021 school year, students were provided with a list of suggested titles to read for leisure. In advance of the summer, students created a summer reading plan that included goal-setting. During September, students will revisit their goals and determine if they were met and how they might want to alter their summer and leisure reading practices in the future.

For More Information

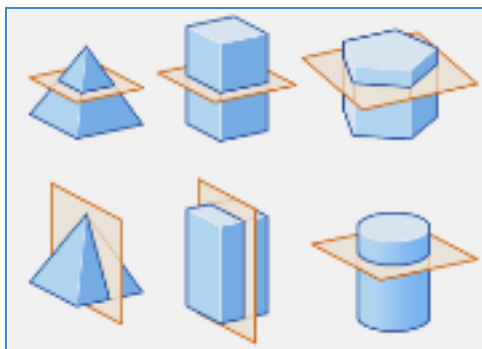
To keep up-to-date regarding the implementation of the New York State Next Generation English Language Arts Learning Standards, Plainview-Old Bethpage's curriculum, as well as assessment news, please visit the following websites:

- **Plainview-Old Bethpage's English Department Home Page**
 - <http://www.pobschools.org/Page/582>
- **EngageNY**
 - <http://www.EngageNY.org>
- **New York State Department of Education**
 - <http://www.nysed.gov>

Contact

- 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 - Grades 7 and 8



PARENT INFORMATION

Below are the specific math content topics by course, based on the NYS Next Generation Learning Standards, that your child will be studying in class throughout this school year. Accelerated seventh grade students will study seventh and eighth grade mathematics, and accelerated eighth grade students will study Algebra I. Students enrolled in Algebra I will take the Algebra I Regents exam in June in lieu of taking the NYS Assessment for Mathematics. In addition to regular unit exams and formative assessments, all students in grades 7 & 8 will be assessed through a cumulative midyear exam and a final/Regents exam. 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.

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. To help you along the way, links are included toward the end of this document so that you can learn more about the Next Generation Standards and access free online resources.

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

Thank you for your continued support!

MATH 7 - Curriculum Overview

- More advanced statistical applications (mean, median, mode, quartiles)
- Quantitative data distributions, box plots, interquartile range
- Order of operations (add, subtract, multiply, divide) on whole numbers and rational numbers
- Add, subtract, factor, and expand linear expressions
- Solutions of simple first degree equations and inequalities (variables on same side)
- Unit rates associated with ratios of fractions
- Real-world problems involving fractions, decimals, and percents (sales tax, discounts, etc.)
- Ratio, proportion and scale drawings
- Volume and surface area of simple solids
- Two-dimensional cross-sections of three-dimensional solids (parallel and perpendicular to the base)
- Compound and shaded area of plane geometric shapes
- Area and circumference of circles
- Probabilities of compound events using tables, tree diagrams, sample spaces and simulations
- Supplementary angles, complementary angles, vertical angles, unknown angle

Mathematics - Grades 7 and 8

MATH 8 - Curriculum Overview

- **Distinguishing between rational and irrational numbers**
- **Applying properties of integer exponents**
- **Performing multiplication and division with numbers expressed in scientific notation**
- **Solving linear equations that involve parentheses and variables on both sides**
- **Expanding expressions using the distributive property and combining like terms**
- Solving systems of two linear equations in two variables graphically, algebraically and using tables
- Recognizing when an equation in one variable and a system of equations has one solution, no solution or infinitely many solutions
- Using square root and cube root symbols to solve equations
- Understanding the meaning of functions (function notation is not required in grade 8), comparing properties of two functions each in different ways, recognize examples of functions that are linear and nonlinear, **determining the rate of change** and initial value of a function
- Graphing linear functions on the coordinate plane, **graphing proportional relationships given real-life contexts**, interpreting the unit rate as the slope of a graph
- Understanding that straight lines are widely used to model relationships between two quantitative variables
- Sketching a graph that exhibits the qualitative features of a function that has been described in a real-world context
- **Establishing facts about the sum of the interior and exterior angles of a triangle as well as angles formed by parallel lines cut by a transversal**
- **Determining volume and surface area of more complex solids (cones, cylinders, spheres)**
- **Describing the effect of dilations, translations, rotations and reflections on two-dimensional figures, describing a sequence of transformations that maps two congruent shapes onto one another using coordinates**
- **Understanding when two-dimensional figures are similar, describing a sequence of transformations that maps the similarity between two given similar two-dimensional shapes**
- **Understanding a proof of the Pythagorean Theorem and its converse, applying the Pythagorean Theorem to find unknown side lengths and the distance between two points on the coordinate plane**

Note: The topics in **bold** above are taught in the Math 7 Accelerated course.

MATH 7 Accelerated - Curriculum Overview

Math 7 Accelerated includes all of the topics from Math 7 in addition to all of the topics in Math 8 which are shown in **bold** above.

ALGEBRA I (Math 8 Accelerated) - Curriculum Overview

Algebra I includes all of the topics from the high school Algebra I course. Please click on the link below to access the curriculum outline:

[Algebra I Middle School Curriculum Outline](#)

Mathematics - Grades 7 and 8

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 6	Multi-digit division Multi-digit decimal operations
Grade 7	Solve $px + q = r$ and $p(x + q) = r$
Grade 8	Solve simple 2×2 systems by inspection

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.

HELPFUL NYSED WEBSITES

[Next Generation Standards for Mathematics, Grade 7](#)

[Grade 7 Snapshot](#)

[Next Generation Standards for Mathematics, Grade 8](#)

[Grade 8 Snapshot](#)

[Next Generation Standards for Mathematics, Algebra I](#)

[Algebra I Snapshot](#)

[Mathematics Glossary](#)

[Parent Roadmap, Grade 7](#)

[Parent Roadmap, Grade 8](#)

[Parent Roadmap, HS Math](#)

Please click on any of the links above or refer to [“Updates from NYSED – Next Generation Standards.”](#)

FREE ONLINE RESOURCES

[Math Games by NRIC](#)

[Khan Academy](#)

[The Math Learning Center](#)

[Open Up Resources, Grade 7](#)

[abcya](#)

[Open Up Resources, Grade 8](#)

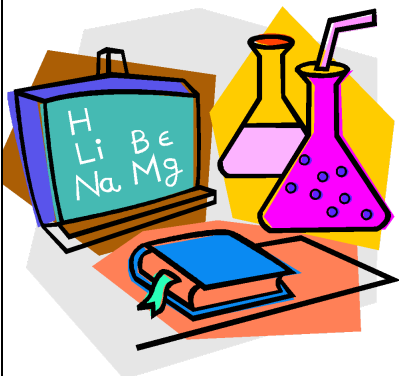
[Illuminations](#)

[PBS Math Club](#)



Genevieve LaGattuta, Mathematics Chairperson, K-12
glagattuta@pobschools.org ♦ (516) 434-3197

Science Grade 7 & 8



The middle school science program at Plainview-Old Bethpage offers students a hands-on science experience. The curriculum is aligned to the New York State Science Learning Standards (NYSSLS) which has been developed to mirror the Next Generation Science Standards. All students are well prepared for the new NYSSLS Grade 8 Intermediate Science Assessment.

What is our vision for science education?

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

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

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

How will students learn science in the classroom?

Each year, students should be able to demonstrate greater capacity for connecting knowledge across, and between, the physical sciences, life sciences, earth and space sciences, and engineering design. During grades 6–8, your child will begin to form deeper connections between concepts previously learned in grades K–5, such as collecting evidence and drawing conclusions, understanding relationships between objects, and critical thinking that leads to designing effective solutions for problems. Upon completion of grades 6–8, your child should have a deeper understanding of:

- Physical and chemical interactions that affect the world around us
- Factors that affect organism survival and reproduction
- Factors that influence the Earth and our solar system
- How to optimize design solutions.

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

The following topics are covered in the 7th grade:

- Engineering and Technology
- Cells and heredity
- Ecology and Environment
- Diversity of Living Things

The following topics are covered in the 8th grade:

- Space Science
- Earth's Water and Atmosphere
- Geologic Process and History

Students that demonstrate the academic ability and readiness to accelerate are encouraged to enroll in the Accelerated Earth Science Regents class offered in the 8th grade.

STEAM at POB

STEAM education is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, the arts and mathematics in contexts that make connections between school, community, work, and the global enterprise enabling the development of STEAM literacy and with it the ability to compete in the new economy. (Tsupros, 2009).

Expect to hear more from your children about STEAM in their classrooms.

Science Websites

Next Generation Science Standards: www.nextgenscience.org

HMH Science Dimensions:

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

Science with Me: www.sciencewithme.com

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

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

Endangered Animal Channel: www.endangeredtv.com

Enchanted Learning: www.enchantedlearning.com

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

Contact

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

Technology Grade 7 & 8

Introduction to Technology is a course of study designed to enable 7th and 8th grade students to understand the concepts that underlie technological systems. Students will learn about the influence of technological systems on their total lifestyle including home, school, and the world of work. The curriculum promotes; collaboration, problem solving and design with the end goal of manufacturing products or programming devices to solve a problem. POBCSD is very proud to be on the cutting edge of integrating modern technology into our industrial arts program in the middle school. Students will be using VEX Robotics, Lulzbot 3D Printers and Iconic CNC Routers to manufacture their creations.



Topics included in the 7th Grade curriculum:

- Problem Solving/Decision Making
- Measurements
- Using Machines and Tools
- Manufacturing
- Designing
- Construction
- Programming
- VEX Robotics
- Woodworking



Topics included in the 8th Grade curriculum:

- Problem Solving/Decision Making
- Using Machines and Tools
- Safety Issues
- Mechanical Drawing
- Engineering
- Programming
- Vex Robotics
- CNC Routing
- 3D Printing

Contact

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



Grade 8 Social Studies

The study of US History is arranged chronologically beginning with the Reconstruction and ending at the present and incorporates geography as well as economic, social and political trends. The course content is divided into nine key ideas; the first seven trace the human experience in the United States from Reconstruction to the end of World War II. The last three key ideas examine different themes in United States and New York history from the post-War period up to the present day providing the opportunity to explore contemporary issues.

Students are exposed to Social Studies practices which include:

- Gathering and using evidence
- Chronological reasoning
- Comparison and contextualization
- Economic and economic systems
- Geographic reasoning
- Civic participation

Ongoing opportunities for students to utilize Social Studies practices promotes deeper understanding and builds their ability to source, contextualize, identify purpose and bias and consider point of view.

Study of key ideas include:

- Reconstruction: Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans.
- Changing Society: Industrialization and immigration contributed to the urbanization of America. Problems resulting from these changes sparked the Progressive movement and increased calls for reform.
- Expansion and Imperialism: Beginning in the second half of the 19th century, economic, political, and cultural factors contributed to a push for westward expansion and more aggressive United States foreign policy.
- World War I and the Roaring Twenties: Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace.
- Great Depression: Economic and environmental disasters in the 1930s created hardships for many Americans. Amidst much debate about the appropriate role of government, President Franklin D. Roosevelt helped to create intensive government interventions in the United States economy and society.
- World War II: The aggression of the Axis powers threatened United States security and led to

its entry into World War II. The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and atrocities such as the Holocaust led to a call for international efforts to protect human rights and prevent future wars.

- **Foreign Policy:** The period after World War II has been characterized by an ideological and political struggle, first between the United States and Communism during the Cold War, then between the United States and forces of instability in the Middle East. Increased economic interdependence and competition, as well as environmental concerns, are challenges faced by the United States.
- **Demographic Change:** After World War II, the population of the United States rose sharply as a result of both natural increases and immigration. Population movements have resulted in changes to the American landscape and shifting political power. An aging population is affecting the economy and straining public resources.
- **Domestic Politics and Reform:** The civil rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems. Subsequent economic recession called for a new economic program.

Students are administered a midterm and final designed to assess content understandings and skill development.

WEBSITES

National Archives – Introduction to Documents:

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

National Archives – Document Analysis Worksheets:

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

Gilda Lehrman Institute

<https://www.gilderlehrman.org/>

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 8

MANDARIN CHINESE - FRENCH - SPANISH

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



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

Students in our middle schools are part of an active community of language learners! We continue our emphasis on developing communicative skills. Our classes provide them with opportunities to put into practice their new language.

8th Grade topics expand on 7th Grade topics, and include travel-related vocabulary, making social plans, professions, community service, health, restaurants and nutrition. Students will use the present and past tenses to talk about themselves and others.

Students will take a midterm and final examination. The examinations will cover the topics taught in class, and they will be expected to produce and use the skills they have been developing throughout the year. The final examination will be the «Checkpoint A» examination. The examination has 4 main components: reading, writing, listening and speaking. Upon successful completion of BOTH the class and the Checkpoint A examination, students will earn ONE High School credit in World Languages.

CONTACT

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



MUSIC

Classroom Music - Grade 8:

Students continue to develop the study of rhythm, melody, harmony, timbre, form, dynamics, musical theater, music appreciation and music history through activities including listening, singing, playing classroom instruments, and movement. They continue to improve work done in the music studio, and focus on developing keyboard and guitar technique, while advancing in music theory.

Performing Ensembles – Band, Orchestra and Chorus - Grades 7 and 8:

Instrumental students are encouraged to continue the band or orchestra instrument they began in elementary school. Students who choose to participate in chorus can also participate in an instrumental ensemble (band or orchestra). The students in all ensembles continue to develop their individual musicianship and ensemble skills. The performing ensembles in the middle school are graded classes. Ensemble rehearsals take place either “0” period or period 9. In addition to the full ensemble rehearsals, there are group lessons for band and orchestra students scheduled on a rotating basis through the day. Parents play an important role in encouraging students to practice at home.

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



CONTACT

Mr. Michael Rodgers, Director of Music K–12, can be reached by phone at (516) 434-3283 or via e-mail at MRodgers@gmail.com

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

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



MUSIC ASSOCIATION OF PLAINVIEW-OLD BETHPAGE

MAPOB

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

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

MAPOB dues provide:

- Scholarships to POB music students
- The yearly Instrument Zoo for elementary students
- Informational programs for district music happenings

Save the Date:

- March 10 - Instrument Zoo at POB Middle School Cafeteria
- Please look out for additional information and potential programs regarding NYSSMA, Concerts, and Field Trips!



Janet Herman

President

516-902-5222

Member's Name _____ **Phone** _____

Address _____ **Town** _____

E-Mail Address _____

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

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

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

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

VISUAL ARTS: Grades 7-8



The Middle School Visual Arts Program builds on the strengths of the foundation established by the elementary art concepts and practices and bridges to the high expectations of the competitive high school art program.

The following outline presents a general overview of each grade level experience and identifies some of the mediums and areas of emphasis. Projects, interpretations and outcomes vary from year to year and from class to class. *Art supply lists may be recommended by teachers, but are not mandatory.*



GRADE 7 ART

- Sculpture
- Refine applied design skills
- Drawing from observation
- Develop one-point perspective drawing skills
- Develop three-dimensional drawing skills
- Color theory
- Develop art vocabulary

(Grade 7 Art students meet every other day for half of the year = 45 sessions)

GRADE 8 ART

- Refine design and color concepts
- Apply problem-solving
- Sculpture
- Explore painting techniques
- Continue drawing from observation

(Grade 8 Art students meet every-other day for a full year = 90 sessions)

STUDIO IN ART (HS Credit Course)

- Develop personal style
- Explore sculpture techniques and styles
- Refine drawing and painting skills
- Refine techniques in classic drawing mediums (*pencil, pastels, paint, etc.*)

(Studio in Art students meet every day for a full year = 180 sessions and gain 1 HS credit toward graduation, and can enroll in any HS Art elective their 9th grade year.)

K~12 Art Department

Director Contact

Dr. Ben Wiley, Director of Art and Digital Instruction

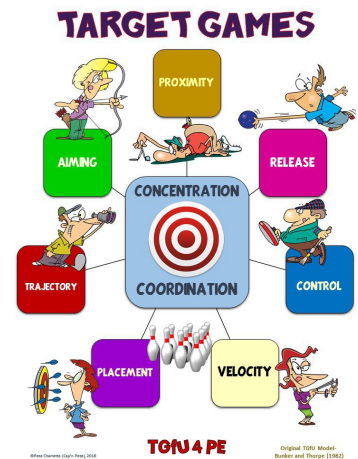
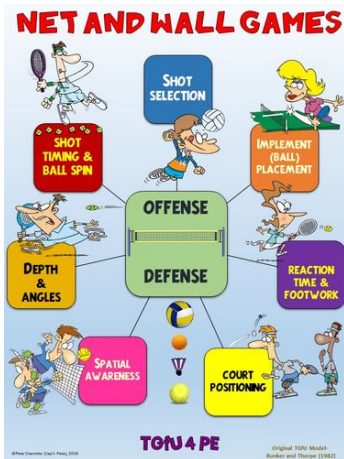
106 Washington Ave
Plainview, New York 11803

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

Art Resource Websites

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

Physical Education - 8th 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.

FAMILY AND CONSUMER SCIENCES



Family and Consumer Sciences is a class designed to help adolescents live in a society of constant change and help them prepare for their present and future responsibilities as family members, consumers, home managers, and wage earners.

Topics included in the 7th Grade curriculum:

- Human Development
- Community Project
- Nutrition
- Kitchen Safety
- Culinary Arts

Topics included in the 8th Grade curriculum:

- Career Readiness
- Nutrition
- Kitchen Safety
- Culinary Skills
- Entrepreneurship
- Financial Literacy
- Communication Skills
- Independent Living Skills

MAP PROGRAM



MAP is a program designed to focus on the social, emotional, physical, intellectual, psychological and ethical development of students. We provide daily structured time during which special activities are designed and implemented with the support of a consistent, caring adult and peer group.

Research has shown the following benefits to students:

- Increased achievement
- Improved self-esteem

- Improved behavior
- Reduced bullying incidents

MAP activities will vary and will engage students in self-reflection, group discussion, and school-wide activities which support the building and district goals.

MAP is not

- A traditional homeroom
- A replacement for guidance
- A graded class

MAP Goals

1. To ensure that each student is known well at school by at least one adult who is that child's advocate, thereby providing a safe haven for all students.
2. To create a community environment that cultivates healthy, positive peer relationships.
3. To create a safe environment to support success and promote personal growth as positive middle school student through facilitated meaningful experiences.
4. To help students develop positive character traits and discover what is unique about themselves and others so that they come to respect, value and appreciate the many differences among people.

Questions and Answers

When does MAP meet?

MAP meets daily for 10 minutes and once a month for extended MAP which is a 26-minute period.

Who will be in each MAP group?

MAP groups will consist of children from various grade levels working with an advisor. The program is designed to have students remain with their MAP group/advisor for all four middle school years, with the exception of the MAP leadership teams.

Who will be my child's advisor?

Advisors are staff members which includes teachers, guidance counselors, administrators, etc.

SPECIAL EDUCATION SERVICES

Special education services are provided to students based on recommendations made by the Committee on Special Education. Services may include: resource room instruction, integrated co-teaching, special class instruction, related services and declassification support services.

PSYCHOLOGISTS

The psychologist's role in the middle school involves support to school staff, parents, and students regarding any academic, emotional, social or behavioral needs that may arise. The psychologist evaluates students who are referred to the CSE to assist in determining if special education services are necessary. The psychologist also provides counseling and crisis intervention services. They are an active participant in the development of positive behavior support plans, functional behavioral assessments and behavior intervention plans, and facilitate their implementation. The school psychologist's consultation with teachers, administration, parents, and outside providers is an integral component in ensuring the student's success.



SOCIAL WORKERS

The social worker in the middle school supports students' academic and social success by providing specialized services that may include:

- Individual and group counseling
- Crisis intervention for students and families
- Substance abuse prevention and awareness activities
- Intervention services for students with attendance and disciplinary issues
- Assistance for students in developing advocacy skills and/or social skills
- Referrals for community resources
- Liaison between school and community agencies
- Meeting with parents to complete social histories

The social worker provides intensive services for students experiencing multiple risk factors to support educational success. Students and families receive assistance in obtaining resources within the school and community.

SCHOOL COUNSELING PROGRAM



The middle school years are a critical time of self-discovery for children. The school counselors address the academic, social and emotional needs of all students. This is done by closely collaborating with administration, staff, parents, and most importantly, the students. Through a comprehensive and developmental guidance program, the counselors work at assisting each child learn and develop to his/her highest potential. Our goal is to provide opportunities to promote the highest standards of academic

excellence and success for all students. For a more detailed outline of the guidance program, please refer to the Developmental Guidance Plans posted on the District website.

PARENT/TEACHER ORGANIZATIONS



Each school in the district has a PTA and the district has a Special Education Parent-Teacher Association (SEPTA). If you are interested in getting involved, consult your calendar for dates and times of the meetings. For further information regarding SEPTA meetings, contact the Office of Pupil Personnel Services at 434-3020 or you can visit SEPTA's website at www.pobsepta.org.

COMMUNICATING WITH PARENTS



All schools in the district use written reports designed to interpret the student's progress in academic fields and personal development. These reports are issued four times per year. Please see the district calendar for the specific dates.

Parents are urged to discuss the schoolwork, tests, and quarterly reports with their child. When a child is experiencing difficulties, parents should contact the child's teacher to determine the reason for the difficulties so that a plan for improvement may be developed and implemented.

ATTENDANCE POLICY

Every student has a right to educational opportunities that will enable the student to develop his or her fullest potential. Our attendance policy is based upon the principle that regular school attendance maximizes the student's interaction with his or her teachers and peers. Attendance is a major component of academic success. Poor attendance may be reflected in the class participation components of your child's grade.

Any student taking a high school level course will be denied course credit where he/she has exceeded eighteen (18) absences for a full year course or exceeded nine (9) absences for a half year course exclusive of absences for approved school sponsored trips and activities and pre-arranged school appointments. In 7th and 8th grade students who fall below the minimum standards for attendance will be given a grade of “incomplete.” Students in middle schools who receive incompletes must make up their work to earn a final grade by attending summer school. For courses not offered in summer school, students must satisfactorily complete, over the summer, an independent project under the supervision of the principal and/or his designee.

The Commissioner of Education defines excused absences as absences due to personal illness, illness or death in the family, impassable roads or weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, or military obligations.

Absences due to a family trip or vacation are NOT excused and will be reflected as illegal on the child’s permanent record.

When a student is absent, please notify the school by phoning the school’s first alert number as soon as possible. On the day of return, the student must bring in a written excuse from home.

If a student is absent for an extended period of time due to illness, injury or hospitalization, contact the Office of Pupil Personnel Services for information and, if indicated, an application for Home Tutoring Services.

Parents will be notified of excessive absences, whether excused or unexcused. Should absences persist, a meeting with school personnel will be scheduled to assess the situation and devise an appropriate plan to remedy the situation. Similar procedures apply to excessive tardiness.

Where a student’s absenteeism is due to parents’ failure to enable his or her attendance, and the student is of compulsory age, school personnel are obligated to report the matter as “educational neglect” to the State Department of Social Services.



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.

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 forms can be found on the district website under Parents and Community. The childcare office is located at the Stratford Road School Administrative Annex at 33 Bedford Road.

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

HEALTH SERVICES

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

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

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

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

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

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

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

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

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

EMERGENCY SCHOOL CLOSINGS / DELAYED OPENINGS

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

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

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

Delayed Starting Time

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

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

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

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

Plainview~Old Bethpage CSD



Save the Dates

Thursday, October 29, 2020

Thursday, March 4, 2021

Family Nights

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

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

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



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

PLAINVIEW-OLD BETHPAGE CENTRAL SCHOOL DISTRICT

SCHOOL CALENDAR 2020-2021

September 2020 (18)

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

October 2020 (21)

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

November 2020 (17)

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

December 2020 (17)

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

January 2021 (19)

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

September 1 Supt Conf Day
Schools Closed-Teachers Report

September 2 First Day of School (K-12)

September 4 Schools Closed

September 7 Labor Day

September 28 Holiday

October 12 Columbus Day

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

November 11 Veterans' Day

November 26-27 Thanksgiving

December 24-31 Holiday

January 1 Holiday

January 18 Martin Luther King, Jr. Day

February 12 Holiday

February 15-19 Holiday

March 29-April 5 Holiday

May 13 Supt Conf Day
Schools Closed—Teachers Report

May 31 Memorial Day

June 25  Last Day of School

June 27 Graduation

"Snow Days" 
(1) April 6
(2) May 27
(3) May 28

Conference Days 

February 2021 (14)

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

March 2021 (20)

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

April 2021 (18)

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

May 2021 (17)

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

June 2021 (19)

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

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

CENTRAL ADMINISTRATION

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

MISSION STATEMENT

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

