



Plainview-Old Bethpage Central School District



Grade 1

Curriculum Overview
2024-2025

Dear Parents and Guardians of First Grade Students,

Welcome to the Plainview-Old Bethpage Central School District and the 2024-2025 school year! Our theme for this year is “Every Student Matters, Every Moment Counts” which reminds all of us about the precious time we get to spend with our students in the classroom, and how we can make the most of our time together to cognitively engage our students as they take ownership of their learning. As we welcome new and returning students back to our classrooms, our focus remains intently on providing the best possible learning experiences for the students of Plainview-Old Bethpage.

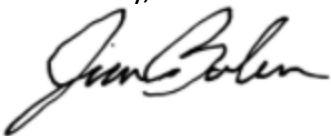
Our elementary program is a balance among academic, social and emotional, and mindfulness teaching and learning. Our teachers, support staff, administrators, and parents work cooperatively to provide our students with stimulating and nurturing classroom experiences that focus on your child’s well-being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

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

Our first grade students’ day consists of the following: writers workshop and reading with a focus on phonemic awareness, phonics, fluency, vocabulary and comprehension; mathematics, to develop an understanding of addition, subtraction, understanding of whole number relationships and place value, and understating linear measurement; social studie, including being a global citizen and the diversity of families ; STEAM education where students engage in activities which apply science, technology, engineering, the arts, and mathematics. Students enjoy instruction and participation in music, art, physical education and trips to our Discovery Lab. To further our first graders’ education, we also provide robust opportunities in library media science, health, Mandarin, and technology. In all subjects, active hands-on experiences are provided and children are encouraged to express themselves, make connections among subject areas, explore issues and problems, and work cooperatively with peers and adults in the pursuit of becoming lifelong learners.

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

Sincerely,

A handwritten signature in black ink, appearing to read "Jim Bolen", written in a cursive style.

Dr. Jim Bolen
Assistant Superintendent for Curriculum & Instruction



English 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 elementary schools. Reading offers an opportunity to focus on effective reading strategies using a variety of genres and authors. Students will strive to develop literacy competencies in the area of reading in:

Phonemic Awareness

Phonemic awareness involves separating, blending or manipulating individual sound in spoken words.

- Count the number of syllables in a word
- Recognize sound/symbol relationships
- Blend spoken sounds to form words, manipulating letters to represent each sound of most one-syllable words

Phonics

Phonics refers to being able to identify familiar letter patterns as one strategy to "sound out" or spell unfamiliar words.

- Read common word families by blending the onset (/s/) and the rime (/it/, /at/) in grade-level words (s-it, s-at)
- Break down grade-level words using knowledge of root words, prefixes, suffixes, verb endings, plurals, contractions, and compounds

Background Knowledge and Vocabulary

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

- Study root words, prefixes, suffixes, verb endings, and plural nouns to learn new grade-level vocabulary
- Connect words and ideas in books to prior knowledge and to learn new words from reading
- Study antonyms, synonyms, and homonyms to learn grade-level vocabulary

Fluency

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

- Sight-read automatically grade-level common and grade-level irregularly spelled high-frequency words
- Begin to use a variety of strategies to identify unknown words:
 - Phonetic cues (sound-symbol relationship)
 - Semantic cues (context/meaning)
 - Syntactic cues (language structure)
- Read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy and expression

Comprehension Strategies

Comprehension is the process of making sense from reading text or constructing meaning while listening.

- Use comprehension strategies (predict/confirm, reread, self-correct) to clarify meaning when reading a wide range of genres
- Ask questions in response to texts
- Answer simple questions (such as how? why? what if?) in response to texts
- Retell a story
- Sequence events in retelling stories
- Understand story elements (characters, setting, problem, main idea, and solution)
- Draw conclusions
- Understand cause and effect relationships
- Summarize main ideas from informational texts
- Use own perspectives and opinions to comprehend text
- Use graphic organizers to organize and categorize information



Motivation to Read

Motivation to read for a wide range of purposes, including academic, work or pleasure, is crucial to lifelong literacy.

- Show interest in reading a wide range of grade-level children's text from a variety of genres such as stories, folktales, fairy tales, poems, and informational texts
- Read familiar grade-level text voluntarily
- Show familiarity with titles and authors of grade-level books





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.

Every writing unit of study in all grades 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, stories and informational pieces- using paper choice or writer’s notebooks (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

First Grade Writing Pacing Overview

	Writing Units of Study	Grammar:
Sept/Oct	Small Moments: Writing with Focus, Detail, and Dialogue (Narrative)	<p>End-of-year goals: <i>(Grammar focus for units to be determined at grade level meetings)</i></p> <ul style="list-style-type: none"> Form and use regular plural nouns (e.g., dog, dogs; wish, wishes). Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). Use frequently occurring transition words (e.g., first, then, therefore, finally) Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie). Capitalize dates and names of people. Use frequently occurring adjectives. Capitalize names, places, and holidays.
Nov/Dec	Writing How-to Books	
Jan/Feb	Topic Books (Informational)	
Mar/Apr	Writing Reviews (<i>Opinion</i>)	
May/Jun	From Scenes to Series: Writing Fiction	

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 spoken language, including grade-level books read aloud
- Listen attentively for different purposes (information and details) and for specified periods of time
- Listen respectfully without interrupting when others speak
- Attend to a listening activity

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 for different purposes using sentences (e.g., share ideas or information, retell a story, dramatize an experience or event) by using grade-level vocabulary and conventional grammar
- Speak clearly with speed and expression
- Able to relate an event in sequence
- Take turns in and contribute to discussion
- Stay on topic
- Respond appropriately when speaking in a group

PROGRESS MONITORING

Approximately 3 or 4 times per year, students participate in literacy benchmarking to determine reading levels, areas of growth and/or areas in need of attention. Additionally, informal assessments and performance tasks are embedded in daily instruction. Students' independent reading levels are uploaded and can be found on the parent portal in November, March and June.

WEBSITES

Plainview – Old Bethpage School District: <http://www.pob.k12.ny.us/>

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

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

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

Helpful Websites for Parents of Elementary School Students:

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

Literacy Websites:

www.readingrockets.org

www.readingrainbow.com

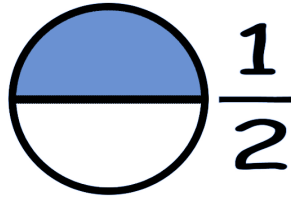
www.starfall.com

CONTACT

Ms. Eileen Annino, English Language Arts Chair K-6, can be reached by phone 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 1



PARENT INFORMATION

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. A strong home-school partnership is essential for ensuring our students' academic success. We encourage parents to continue supporting their children's learning via the use of flash cards, card games, and web-based math games. Also included are suggested links to the New York State Education Department to learn more about the Next Generation Mathematics Learning Standards. **Thank you for your continued support!**

VOCABULARY

- Add, sum, addend, plus (+), count on, make a ten
- Subtract, difference, minus (-)
- Equal (=), less than (<), greater than (>)
- Number sentence, equation (has an equal sign), inequality (has < or >), expression
- More, less, greatest, least
- Before, after, between
- Label
- Hour, minute, o'clock, half-hour
- Penny (1¢), nickel (5¢), dime (10¢), quarter (25¢)
- Data, poll, tally marks, table, graph
- Centimeter, height, length
- Tens, ones, ones place, tens place
- Rectangle, circle, square, triangle, hexagon, rhombus, trapezoid, half-circle, quarter-circle
- Attribute
- Composite shapes, decompose shapes, quarter of shapes, fourth of shapes, half of shapes
- Cone, rectangular prism, face
- Number bond, hundred chart, tape diagram, place value chart

Mathematics - Grade 1

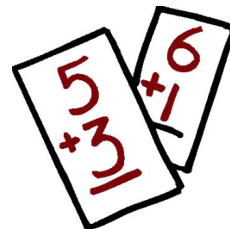
CURRICULUM OVERVIEW

In Grade 1, instructional time should focus on three areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; and (3) developing understanding of linear measurement and measuring lengths as iterating length units.

- (1) Through their learning in the **Operations and Algebraic Thinking** domain, students:
- develop strategies for adding and subtracting whole numbers based on their prior work with small numbers;
 - use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations;
 - understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two);
 - use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20; and
 - build their understanding of the relationship between addition and subtraction by comparing a variety of solution strategies.
- (2) Through their learning in the **Number and Operations in Base Ten** domain, students:
- develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10;
 - compare whole numbers (at least to 100) to develop an understanding of and solve problems involving their relative sizes;
 - think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones); and
 - understand the order of the counting numbers and their relative magnitudes through activities that build number sense.
- (3) Through their learning in the **Measurement and Data** domain, students:
- develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.

REQUIRED KEY FLUENCIES

Grade K:	Add/subtract within 5
Grade 1:	Add/subtract within 10
Grade 2:	Add/subtract within 20
	Add/subtract within 100 (pencil and paper)



Note on Fluency with Facts:

Fluently adding and subtracting means students can find sums and differences reasonably quickly, and say or write it. Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies.

Mathematics - Grade 1

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

FORMAL ASSESSMENTS

Students in Grade 1 will be taking two district-wide assessments (midyear & end-of-year) to gauge the child's understanding with respect to the Next Generation Mathematics Learning Standards as well as inform teachers and administrators of the potential support needed within this school year and next school year.

HELPFUL NYSED WEBSITES

[Next Generation Standards for Mathematics](#)

[Grade 1 Snapshot](#)

[Parent Roadmap](#)

[NYS Next Generation Mathematics Learning Standards Glossary for Grades PreK-8](#)

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

FREE INTERACTIVE WEBSITES

[Sheppard Software](#)

[Splash Math](#)

[The Math Learning Center](#)

[Education.com](#)

[PBS Kids](#)

[abcya](#)

[Hit The Button](#)

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



Regina Lee, Mathematics Chairperson, K-12
reglee@pobschools.org ♦ (516) 434-3197



Science - Grade 1

The elementary science program at Plainview-Old Bethpage offers students a hands-on science experience. The curriculum is aligned to the New New York State Science Learning Standards (NYSSLS) which has been developed to mirror the Next Generation Science Standards. All students are well prepared for the new NYS Science Learning Standard Grade 5 Elementary Science Assessment.

What is our vision for science education?

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

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

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

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

K-5 classes follow the OHM BOCES Science Center curriculum. Units for 1st Grade are:

- Our Sun and the Night Sky
- Light, Sound and Communication
- The Human Body
- Animals and Survival

STEAM at POB

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

Science Websites

Next Generation Science Standards: www.nextgenscience.org

Science with Me: www.sciencewithme.com

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

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

Endangered Animal Channel: www.endangeredtv.com

Enchanted Learning: www.enchantedlearning.com

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

OHM BOCES Science:

<https://www.oneida-boces.org/cms/lib/NY01914080/Centricity/Domain/65/2017-2018-kit-info-description.pdf>

Contact

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

Social Studies- Grade 1



“My Family and Other Families, Now and Long Ago” is organized around the same five units of study that organize kindergarten Social Studies—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These units represent five of the unifying themes of social studies, and may be presented in any order. Students examine families and develop an awareness of cultural diversity within the American culture. Responsible citizenship is introduced, as well as the role of authority in making rules and laws. The students will increase their geography skills through the use of maps and directions. Family history provides the basis for examining sources of information and organizing that information. Economic terminology and principles are introduced in the context of family resources, as well as in making economic decisions. 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

Individual Development and Cultural Identity:

- Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.
- There are significant individuals, historical events, and symbols that are important to American cultural identity.

Civic Ideals and Practices:

- A citizen is a member of a community or group. Students are citizens of their local and global communities.
- People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.

Geography, Humans, and the Environment:

- The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary.
- People and communities depend on and modify their physical environment in order to meet basic needs.

Time, Continuity, and Change:

- Families have a past and change over time. There are different types of documents that relate family histories.
- Historical sources reveal information about how life in the past differs from the present.

Economic Systems:

- People have many economic wants and needs, but limited resources with which to obtain them.
- People make economic choices as producers and consumers of goods and services.

WEBSITES

iCivics

Statue of Liberty & Ellis Island

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

Smithsonian Learning Lab

CONTACT

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



World Languages - Grade 1

Mandarin Chinese

At Plainview-Old Bethpage Central School District we feel that the study of world languages helps our students develop strong communication skills, 21st Century Skills, foster a love of learning, cultural awareness, and form strong bonds within their community and beyond. Our world languages courses are rooted in the 2021 NYS/ACTFL World Language Anchor Standards. At the core of language learning are the 5-C's: Communication, Culture, Connections, Comparisons, and Communities. The interplay of these aspects gives our students a well-rounded educational experience.

Our elementary language program introduces our students to Mandarin Chinese in grades 1 through 4. Students participate in a 45-minute class within a 6-day cycle. They are introduced to the basics of world language learning and begin to develop their communicative competence. We promote cultural awareness and understanding throughout the program.

We emphasize the development of auditory and communicative skills by way of engaging projects and techniques such as: total physical response, storytelling, role playing, reading authentic folktales, playing games, singing songs, and using engaging apps and websites.

In Grade 1 we review topics including

- | | | |
|---------------|-----------------|--------------------|
| ★ Greetings | ★ All about me | ★ My family |
| ★ Numbers | ★ Geography | ★ Farm Animals |
| ★ Schools | ★ Moon Festival | ★ Chinese New Year |
| ★ Dragon Boat | ★ Chinese Food | ★ Using chopsticks |

CONTACT

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



Library – Grade 1

The first grade library program focuses on reviewing and refining library skills such as locating resources. The program continues to foster children's love of literature by exploring specific genres and authors on a deeper level. Students are also introduced to the world of digital information and internet safety.

Library Procedures

- Understand library rules and manners
- Follow circulation procedures
- Select books related to personal interests
- Reinforce book care



Literary Understanding and Appreciation

- Differentiate between fiction and nonfiction
- Review parts of a book (title, author, illustrator)
- Continue author and illustrator studies
- Continue introducing various genres

Information Literacy Skills

- Reinforce classification: fiction books are separate from nonfiction books
- Review organization: how materials in the library are organized
- Reinforce following directions and listening skills

Technology

- Expand computer-related vocabulary
- Review computer log-on procedures
- Use of computer hardware and software appropriate to grade level
- Use of appropriate databases
- Introduce internet safety
- Participate in coding activities

Health - 1st Grade



The Health Education program is a skills-based program that is a critical component of a student's well-rounded education in that it must be taught in order to support healthy and academically successful students.

Students will receive 10 health education lessons throughout the school year. The curriculum is based on HealthSmart, an evidence-informed, skills-based health education that aligns with NHES Standards & HECAT

National Health Education Standards (NHES)

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

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

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.



Physical Education - 1st Grade



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

Students will be engaged in various lessons that focus on movement patterns and pathways (i.e. tempo, force, zig-zag, straight, etc...), locomotor (walking, jogging, jumping, running, etc...) and non-locomotor skills (stretching, bending, pulling, pushing, swaying, twisting, log rolling and balancing).

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 1



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

Rhythm:

- Continue steady beat
- Begin to read and notate half, quarter eighth notes and rests
- Long/short patterns
- Fast/slow tempos

Melody/Harmony:

- High/low
- Melodic singing – do-mi-sol
- Melodic direction (upward-downward)
- Major/minor
- Simple instrumental/vocal improvisation
- Sing a vocal melody while hearing a contrasting accompaniment

Form:

- Melodic pattern/contrast
- Contrasting sections, introduction and coda
- Perform simple accompaniment on barred instruments

Timbre:

- Unique sounds of different instruments
- Using percussion instruments, voices and body percussion to create different effects
- How different instruments make sound
- Explore “found sounds”

Dynamics:

- Piano, forte, crescendo, decrescendo
- Dynamic contrast

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



Grade 1 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:

- Using imagination to create a recognizable subject or place
- Ability to mix colors to create new colors such as tints
- Experimentation of paint media such as tempera and watercolors
- Exploration of brushes and tools to create various marks
- Use of line, shape, color and pattern to create a new image

DRAWING

Drawing Objectives:

- Use of lines such as straight, curved, wavy zig-zag, spiral, dashed, thick and thin to create movement
- Ability to combine shapes to create a recognizable subject
- Experimentation with various materials such as crayons and oil pastels
- Parts of a drawing: foreground and background
- Gesture drawing and use of movement lines

PRINTMAKING

Printmaking Objectives:

- Use of either styrofoam or foam shapes create a unique printing plate
- The proper use of a brayer and printmaking ink
- Ability to transfer an image successfully
- Experimentation with rubbing or stamping to demonstrate elements of art such as pattern, repetition, rotation, symmetry

Grade 1 Art

COLLAGE

Collage Objectives:

- Repetition, pattern, and textures
- Experimentation with cutting organic and geometric shapes in a variety of sizes and textures
- Experimentation with tearing paper to create a desired shapes and textures
- Ability to apply glue and use scissors safely and properly
- Use of layers and details to tell a story

3-DIMENSIONAL

3-Dimensional Objectives:

- Expressive ability to build with and manipulate materials: paper: bending, folding, twisting, or cardboard: stacking, layering, balancing
- Cutting and gluing to create a desired outcome

THEMES AND ARTISTS

Suggested themes

- Neighborhoods
- Family
- Still Life
- Abstract
- Animal life
- Self Portraits

Artists of Influence:

- Joan Miro
- Alma Thomas
- Jim Dine
- Lee Krasner
- Sam Gilliam
- Eric Carle
- Keith Haring
- Vincent Van Gogh
- Andy Warhol

GOALS

Through an exploration of art materials and techniques, students exercise imagination, construct meanings, and depict their experiences; work in two-dimensional and three-dimensional art forms, use basic art tools, and gain knowledge of media and compositional elements.

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

STUDENT WORK



GRADES K - 8 ART RESOURCE WEBSITES:

- Plainview-Old Bethpage Art Department: <https://www.pobschools.org/domain/208>
- The Metropolitan Museum of Art: <https://www.metmuseum.org/>
- MoMa: <https://www.moma.org/>
- Google Arts & Culture: <https://artsandculture.google.com/>
- Google Draw:
https://docs.google.com/drawings/d/1ya_AdGmWgZ3zacQCY4OprgG_7-UKEINEf6E_ZGYOrO8/edit
- 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:

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CHILD CARE PROGRAM



Plainview-Old Bethpage Central School District offers Child Care for children in the elementary schools K-4. Both the Before School Program and the After School Program will begin on September 3, 2024, for all four elementary schools. Breakfast will be available daily to all children in the Before School Program, which starts at 7:00 AM, and a snack will be provided to all children after school at no additional charge.

The after-school program is available until 6:15 PM at the elementary schools. Registration is completed on Family ID. The link is on the district website under *Families/Child Care*. The childcare office is located at the Stratford Road School Administrative Annex at 33 Bedford Road.

Registration for all programs is accepted throughout the year as long as there is space available. For more information, contact Cheryl Dender at the Child Care office 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.