

# Plainview-Old Bethpage Central School District



# Kindergarten

# Curriculum Overview 2024-2025

Dear Parents and Guardians of Kindergarten 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 kindergarten 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 studies, with a focus on "My Family and Other Families, Now and Long Ago"; 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 kindergarteners' education, we also provide robust opportunities in library media science, health, technology and self-directed play. Our Playspace will allow students to build and nurture their problem solving and self-regulating skills they need to be successful adults. 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,

Dr. Jim Bolen Assistant Superintendent for Curriculum & Instruction



#### 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 in Kindergarten. Reading offers an opportunity to focus on effective 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 sounds in spoken words.

- Identify and produce rhyming words
- Count or tap the number of syllables in spoken words
- Phoneme isolation and blending

#### Alphabet Recognition and Phonics

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

- Recognize and identify the letters of the alphabet
- Understand directionality of print
- Differentiate between uppercase and lowercase letters
- Recognize and identify letter-sound correspondence
- Recognize that words consist of a combination of sounds
- Recognize words that have the same beginning sound
- Recognize and identify initial consonant sounds
- Recognize words that have the same ending sound
- Spelling patterns/word families

#### Print Awareness

Print awareness helps the reader to understand the purpose of print is to convey meaning.

- Distinguish between print and pictures
- Recognize the difference between numbers, letters, and words
- Follow left-to-right and top-to-bottom direction when reading/writing
- Awareness of concepts of print (e.g., front cover, back cover, title page)
- Recognize environmental print
- Point to words in a text or on a chart when read aloud, matching spoken word to print
- Retell or dramatize stories or parts of stories
- Notice when sentences do not make sense

#### 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 kindergarten-level text from a variety of genres such as alphabet books, stories, poems, and informational text
- Show familiarity with some book titles and authors
- Read voluntarily familiar kindergarten-level texts
- Read emergent storybooks
- Use pictures to tell a story
- Proper care and handling of a book
- Locate the parts of a book
- Understand the roles of an author and an illustrator
- Differentiate between fiction and nonfiction



Additionally, through teacher "read alouds", a component of the Reader's Workshop approach, students will:

- Build good reading habits
- Use strategies to build fluency and develop comprehension
- Make connections between texts and their own lives
- Use various sources of information as they read
- Distinguish between the features of various genres
- Form opinions about books and authors
- Form opinions about characters and what they are saying and doing

#### WRITING



#### <u>Overview:</u>

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 stages of the writing process, including: .

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 writer's 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

Month	Writing - Units of Study	Grammar:		
Sept/Oct	Launching the Writing Workshop	<ul> <li><u>End-of-year goals:</u> (Grammar focus for units to be determined at grade level meetings)</li> <li>Attempt to write symbols or letters to represent words.</li> <li>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> <li>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> </ul>		
Nov/Dec	Show and Tell: From Labels to Pattern Books			
Jan/Feb	Writing For Readers: Writing Readable True Stories			
Mar/Apr	How-to-Books: Writing to Teach Others	<ul> <li>Recognize and name end punctuation.</li> <li>Capitalize the first letter of their name.</li> <li>Capitalize the first word in a sentence and</li> </ul>		
May/Jun	Persuasive Writing of All Kinds	<ul> <li>the pronoun I.</li> <li>Produce and expand complete sentences in shared language activities.</li> <li>Use frequently occurring conjunctions (e.g., and, but, or, so because).</li> </ul>		

#### Kindergarten Writing Pacing Overview

#### 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 respectfully, responsively, and attentively for different purposes (information and details)
- Comprehends information presented
- Attend to a listening activity for a specified period of time
- Understand and follow multi-step oral directions
- Avoid interrupting/raise hand or wait turn to speak
- Answers questions appropriately
- Identify and respond to environmental sounds (such as a school bell or a fire alarm) that provide information
- Recognize differences in two or more versions of a familiar story, song, or finger play
- Listen to friendly notes, cards, letters, and personal narratives to get to know the writer and/or classmates

#### 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:

- Respond respectfully
- Ask questions appropriately
- Use age-appropriate vocabulary and grammar
- Take turns speaking in a group and contribute to discussion
- Speak for different purposes in complete sentences (e.g., share ideas or information, retell a story, dramatize an experience or event) by using grade level vocabulary and conventional grammar
- Remain on topic
- Speak clearly and audibly with speed and expression
- Retell a story using details
- Relate an event in sequence
- Retell more than one piece of information in sequence
- Participate in small or large group storytelling, singing, and finger play, in order to interact with classmates and adults in the classroom and school environment

#### 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. In addition to these universal-screening measures, informal assessments are embedded in daily instruction. Students' independent reading levels are uploaded and can be found on the parent portal in March and June.



#### WEBSITES

- Plainview-Old Bethpage School District-<u>http://www.pobschools.org/</u>
- New York State Department of Education Parental Resources-<u>http://usny.nysed.gov/parents/</u>
- New York State Department of Education Student Resources-

http://usny.nysed.gov/students/

- Plainview-Old Bethpage Public Library-<u>http://www.nassaulibrary.org/plainv/</u>
- 100 School-Home Links Activities

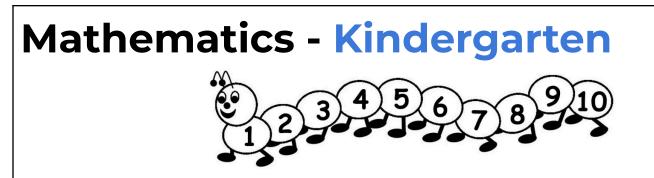
http://www.ed.gov/pubs/CompactforReading/tablek.html

• Kindergarten Literacy Support Games and Activities http://www.goldendoorschool.org/literacy1.html

• Kindergarten Literacy 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 <u>eannino@pobschools.org</u>



#### PARENT INFORMATION

The goal of the mathematics program is to develop a deep, conceptual understanding of mathematical concepts that will lay the groundwork for all your child's subsequent work in mathematics. To help support your child's development in mathematics, a math specialist will push into their classroom several times a week to work alongside the classroom teacher. A strong home-school partnership is essential for ensuring our students' academic success. While most of the work will be done in school, your child may bring home some activities to reinforce the material taught in school. 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, plus, put together
- Subtract, difference, minus, take away
- Altogether, whole, total, part, take apart
- Before, after, next
- Number, numeral, number sentence, equation
- Attribute
- Pattern, rows, columns
- Morning, afternoon, evening
- As long as, longer, longer than, shorter, shorter than
- Data
- Compare, exactly the same, not exactly the same, match, sort
- Above, below, beside, between, next to, behind
- Capacity, weight, heavier, height, length, taller, longer than, shorter than
- Enough, not enough
- More, more than, less, less than, fewer, fewer than, greater than
- On, over, under
- Shape, size
- Square, rectangle, triangle, circle, hexagon
- Sphere, cone, cube, cylinder
- Flat, solid, face
- Match, sort
- Number bond, five-frame, ten-frame
- Coins, pennies, nickels, dimes, quarters

# **Mathematics - Kindergarten**

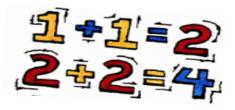
#### **CURRICULUM OVERVIEW**

In Kindergarten, instructional time focuses on two areas: (1) developing a sound sense of numbers by representing and comparing numbers, initially by using sets of objects; (2) recognizing and describing shapes and using spatial relations.

- (1) Through their learning in the **Counting and Cardinality** and **Operations and Algebraic Thinking** domains, students:
  - develop a more formal sense of numbers;
  - use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as 5 + 2 = 7 and 7 2 = 5. Note: Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required; and
  - choose, combine, and apply effective strategies for answering quantitative questions, including quickly
    recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the
    number of objects in combined sets, or counting the number of objects that remain in a set after some are
    taken away.
- (2) Through their learning in the *Geometry* and *Measurement and Data* domains, students:
  - describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and appropriate vocabulary;
  - identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres;
  - use basic shapes and spatial reasoning to model objects in their everyday environment to create and compose more complex shapes; and
  - explore coins and begin identifying pennies and dimes.

### **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. In kindergarten, some students may still need to use fingers or make drawings. Students grow in fluency throughout the year as they work with addition and subtraction situations.

# **Mathematics - Kindergarten**

#### 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 Kindergarten will be taking two district-wide assessments (midyear & end-of-year) to gauge the child's understanding with respect to the Next Generation Standards for Mathematics 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

Kindergarten 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 <u>Math Department's website</u> to access these links by clicking on <u>"Updates from NYSED – Next Generation Standards."</u>

#### FREE INTERACTIVE WEBSITES

Sheppard Software Splash Math The Math Learning Center Education.com PBS Kids abcya

Please click on any of the links above or refer to the <u>Math Department's website</u> to access these links by clicking on <u>"Helpful Math Websites, Grades K-12."</u>



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



# **Science - Kindergarten**

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 Kindergarten are:

- Weather and Climate
- Object in Motion
- Five Senses
- Relationships in an Ecosystem

#### <u>STEAM at POB</u>

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:<u>www.nextgenscience.org</u> Science with Me: <u>www.sciencewithme.com</u> HHMI Cool Science for Curious Kids: <u>www.hhmi.org/coolscience/forkids</u> American Museum of Natural History – Ology: <u>www.amnh.org/ology</u> Endangered Animal Channel: <u>www.endangeredtv.com</u> Enchanted Learning: <u>www.enchantedlearning.com</u> BBC – KS2 Bite-size Science: <u>www.bbc.co.uk/schools/ks2bitesize/science</u> OHM BOCES Science: <u>https://www.oneida-boces.org/cms/lib/NY01914080/Centricity/Domain/65/2017-2018-kit-info-descriptio</u> <u>n.pdf</u>

#### <u>Contact</u>

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



# Social Studies - Kindergarten

In kindergarten, students study "Self and Others." The course is organized into five units of study—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. Each unit helps students study themselves in the context of their immediate surroundings. Students will learn about similarities and differences between children, families, and communities and about holidays, symbols and traditions that unite us as Americans. Students learn about respect for others, and rights and responsibilities of individuals. 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

- Children's sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.
- Children, families, and communities exhibit cultural similarities and differences.
- Symbols and traditions help develop a shared culture and identity within the United States.

#### Civic Ideals and Practices

- Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.
- Rules affect children and adults, and people make and change rules for many reasons.

#### Geography, Humans, and the Environment

- Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions.
- People and communities are affected by and adapt to their physical environment.

#### Economic Systems

• People have economic needs and wants. Goods and services can satisfy people's wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.

#### Time, Continuity, and Change

• People have economic needs and wants. Goods and services can satisfy people's wants. Scarcity is the

condition of not being able to have all of the goods and services that a person wants or needs.

#### WEBSITES

<u>iCivics</u> <u>Statue of Liberty & Ellis Island</u> <u>https://earth.google.com/web/@0,-2.11130005,0a,22251752.77375655d,35y,0h,0t,0r</u> <u>Smithsonian Learning Lab</u>

#### **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



# Library - Kindergarten



The Library Program at the Kindergarten level focuses on familiarizing students with the layout and policies of the library. The program also develops children's interest in quality literature and love of reading. Basic instruction in Technology is provided so that students become comfortable with the tools they will be working with in the years to follow. Please check your school's library website for more information.

#### Library Procedures

- Understand library rules and manners
- Follow circulation procedures
- Participate in guided book exchange
- Introduce book care

#### Literary Understanding and Appreciation

- Introduce parts of a book (title, author, illustrator)
- Introduce various literary genres (e.g. fiction, nonfiction, poetry, fairy tales, etc.)
- Author and illustrator studies

#### **Information Literacy Skills**

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

#### Technology

- Introduce computer-related vocabulary
- Introduce computer log-on procedures
- Introduce computer hardware and software appropriate to grade level
- Introduce coding

## Health - Kindergarten



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 - Kindergarten**



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 - Kindergarten**



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

<u>Rhythm</u>:

- Steady beat
- · Tempo
- · Sound/silence
- · Long/short patterns
- · Simple rhythm reading

#### Melody:

- High/low
- Singing simple folk songs and melodies
- · Melodic direction (upward-downward)
- · Major/minor
- · Simple instrumental/vocal improvisation

#### Form:

- · Melodic pattern/contrast
- · Contrasting sections

#### Timbre:

- · Unique sounds of different instruments
- · Using percussion instruments, voices and body percussion to create different effects

#### Dynamics:

- $\cdot$  Loud/soft
- · Contrasts

#### **WEBSITES**

Plainview-Old Bethpage Music Department: <u>http://www.pob.k12.ny.us/MUSIC/musicdepartment.htm</u> Music Association of Plainview-Old Bethpage (MAPOB): <u>http://www.pob.k12.ny.us/MAPOB.HTM</u> New York State School Music Association: <u>http://nyssma.org/</u>

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@gmail.com



# **Kindergarten 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:

- Use of various lines
- Use of lines to create shapes
- Experimentation with mixing colors
- Experimentation with an array of painting tools
- Creative use of paint media such as tempera and watercolor
- Use of a variety of brushes to make expressive marks such as thick, thin, long, short, wavy, zigzag
- Use of basic shapes to create a recognizable image

#### DRAWING

#### Drawing Objectives:

- Experimentation of lines and shapes to show expression and movement
- Use of lines such as straight, curved, wavy, zig-zag, spiral, dashed, thick and thin
- Ability to create geometric, organic, and invented shapes
- Using crayons and oil pastels to blend and mix
- Combine shapes to create an imaginative subject

#### PRINTMAKING

#### Printmaking Objectives:

- Image transfer with experimental use of rubbing with crayons
- Using various materials to create stampings with tempera paint
- Create a pattern using found materials such as cardboard, cups, cotton balls and q-tips

# Kindergarten Art

#### COLLAGE

#### **Collage Objectives:**

- Repetition and pattern Experimentation with
- cutting and tearing organic and geometric shapes
- Placement of shapes . together to create a recognizable subject Ability to apply glue
- properly Ability to use scissors
- safely and properly

#### **3- DIMENSIONAL**

#### 3-Dimensional Objectives:

- Use paper to bend, fold, twist and stack
- Use cardboard to layer and build to create an imaginative subject

#### THEMES AND ARTISTS

#### Suggested themes:

- Neighborhood/ Cityscape
- Animal life
- Abstract
- · All about me Nature

#### Artists of Influence:

- Wassily Kandinsky
- Alma Thomas
- Sam Gilliam
- Henri Matisse
- Faith Ringgold
- Frank Stella

#### GOALS

The following goals are designed specifically for our elementary school curriculum. Through the 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



# Kindergarten Art

#### **GRADES K - 8 ART RESOURCE WEBSITES**

- Plainview-Old Bethpage Art Department: <u>https://www.pobschools.org/domain/208</u>
- The Metropolitan Museum of Art: <u>https://www.metmuseum.org/</u>
- MoMa: <u>https://www.moma.org/</u>
- Google Arts & Culture: <u>https://artsandculture.google.com/</u>
- Google Draw: <u>https://docs.google.com/drawings/d/1ya\_AdGmWgZ3zacQCY4OprgG\_7-UKEINEf6E\_ZGY</u> <u>OrO8/edit</u>
- Chrome Canvas: <u>https://canvas.apps.chrome/</u>
- Pixilart: <u>https://www.pixilart.com/draw</u>
- Nassau County Museum of Art: <u>https://nassaumuseum.org/</u>
- Heckscher Museum of Art: <u>https://www.heckscher.org/</u>

#### 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 1<sup>st</sup>** (or 30 days from the first day of school) for all new entrants, kindergartners, students entering 1<sup>st</sup>, 3<sup>rd</sup>, 5<sup>th</sup>, 7<sup>th</sup>, 9<sup>th</sup> and 11<sup>th</sup> 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 4<sup>th</sup> birthday), Polio – 4 doses (with one dose being given after the 4<sup>th</sup> birthday), Polio – 4 doses (with one dose being given after the 4<sup>th</sup> birthday), Polio – 4 doses (with one dose being grade 6 must have a Tdap vaccine by their 11<sup>th</sup> birthday and at least one dose of Meningococcal conjugate vaccine (MenACWY) entering grades 7, with a 2<sup>nd</sup> dose after their 16<sup>th</sup> 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.

		2-Hour Delayed	3-Hour Delayed
School	Regular Start Time	Start Time	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.