Excellence in Education

Plainview-Old Bethpage Central School District

PLAINVIEW-OLD BETHPAGE CSD

EVERY STUDENT MATTERS
EVERY MOMENT
COUNTS

Mattlin Middle School Curriculum Overview

Grade 7

2026-2027

Dear Parents and Guardians of Seventh Grade Students,

Welcome to the Plainview-Old Bethpage Central School District and the 2026-2027 school year! Our theme for this year is “Every Student Matters, Every Moment Counts” which reminds all of us about the precious time we get to spend with our students in the classroom, and how we can make the most of our time together to cognitively engage our students as they take ownership of their learning. As we welcome new and returning students back to our classrooms, our focus remains intently on providing the best possible learning experiences for the students of Plainview-Old Bethpage.

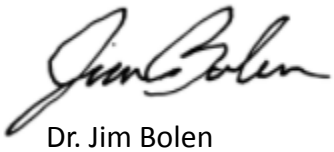
Our middle level program is a balance among academic, social and emotional, and mindfulness teaching and learning. Our teachers, support staff, administrators, and parents work cooperatively to provide our students with stimulating and nurturing classroom experiences that focus on your child’s well-being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

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

As you look through the curricular offerings, you will see the comprehensive program available to our seventh graders. Beyond the core content areas, students have opportunities to participate in research 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. In all subjects, active hands-on experiences are provided and children are encouraged to: express themselves, make connections among subject areas, explore social 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

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

Joseph Coladonato, Ed.D., *Principal*
Regina Buck, Ed.D., *Assistant Principal Grades 7 & 8*
Christine Krowles, *Assistant Principal Grades 5 & 6*

Attendance/First Alert	516-434-3259
Guidance	516-434-3272
Nurse	516-434-3253
A House	516-434-3250
B House	516-434-3266
C House	516-434-3282
D House	516-434-3292
School Fax	516-937-6431

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 SEVEN

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 seven program 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 grade seven is the Northwest Evaluation Assessment (NWEA) in Reading. This progress monitoring tool is given to students on the computer to determine levels of growth.

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. 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 2026-2027 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

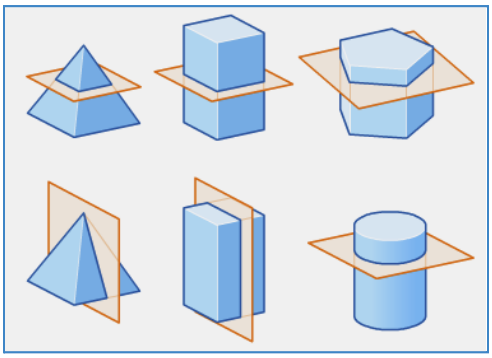
To keep up-to-date regarding the implementation of the New York State Next Generation English Language Arts Learning Standards, Plainview-Old Bethpage's curriculum, as well as assessment news, please visit the following websites:

- **Plainview-Old Bethpage's English Department Home Page**
  - https://www.pobschools.org/departments/english
- **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, Parent Copy

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 x 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

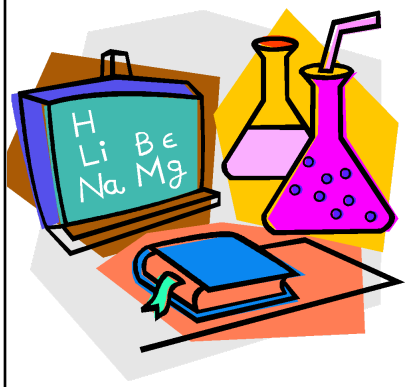
Next Generation Standards for Mathematics, Grade 7
Grade 7 Snapshot
Next Generation Standards for Mathematics, Grade 8
Grade 8 Snapshot
Next Generation Standards for Mathematics, Algebra I
Algebra I Snapshot
A Parent's Guide to New York State Next Generation Learning Standards

FREE ONLINE RESOURCES

abcya
Khan Academy
The Math Learning Center
Open Up Resources, Grade 7

Dr. Regina Lee, Director of Mathematics and Computer Science
reglee@pobschools.org ✦ (516) 434-3125

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 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 students experience 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
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

Contact

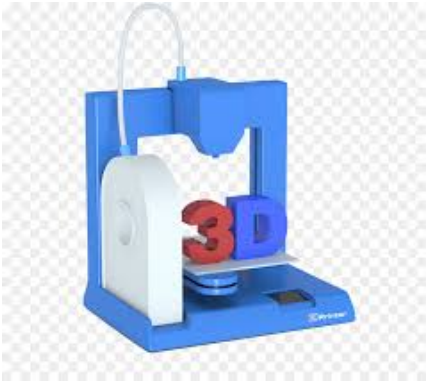
Ms. Dame Forbes, Director of Science, Research, and Technology, can be reached by phone at (516) 434-3191 or via e-mail at DForbes@pobschools.org

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 7 Social Studies

The study of US History is arranged chronologically and incorporates geography as well as economic, social, and political trends. The course content is divided into eight key ideas, tracing the human experience in the United States from pre-Columbian times until the Civil War, with a focus on the people, events, and places in New York State as applicable. Throughout the course, teachers should help students see connections across time. For example, when examining indentured servitude and slavery, teachers could examine human trafficking, experiences of immigrants and informed action that citizens might take.

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:

- Native Americans: The physical environment and natural resources of North America influenced the development of the first human settlements and the culture of Native Americans. Native American societies varied across North America.

- 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.
- American Independence: Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution.

- Historical Development of the Constitution: The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights.

- The Constitution in Practice: The United States Constitution serves as the foundation of the United States government and outlines the rights of citizens. The Constitution is considered a living document that can respond to political and social changes. The New York Constitution also has been changed over time.

- Westward Expansion: Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement displaced Native Americans as the frontier was pushed westward.

- Reform Movements: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York played a key role in major reform efforts.

- A Nation Divided: Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of States rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War.

Students are administered a midterm and final exam designed to assess content understanding 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 7
ASL 1A - Mandarin Chinese 1A - French 1A - Spanish 1A

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

Students in our middle schools are part of an active community of language learners! Our classes emphasize communicative activities and provide them with opportunities to put their new language skills to practice. Students will utilize web applications such as Quizlet, Gimkit and Flipgrid to help them stay engaged and give them opportunities to develop their abilities.

Grade 7 World Language begins a two-year sequence in the language. Students build upon what they previously learned. We will continue to reinforce communicative skills (reading, writing, listening, and speaking). 7th Grade topics include personal identification, geography, family, leisure activities, education, weather and time expressions, clothing, shopping, and community-related vocabulary. Students will use the present tense to talk about themselves and others.

Assessments cover the topics taught in class, and the students will be expected to produce and use the language skills they have been developing throughout the year.

CONTACT

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

POBCSD Middle School Rehearsal schedule: 2026-2027

2025-2026 Mattlin Middle School Rehearsal Schedules

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

WEBSITES

Plainview-Old Bethpage Music Department: https://www.pobschools.org/departments/music
New York State School Music Association: http://nyssma.org/
Nassau Music Educators Association:https://nassaumusic.org/
Long Island String Festival Association:https://lisfamusic.org/
National Association for Music Education: https://nafme.org/

Grade 7 Art

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

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

PAINTING

Painting Objectives:

- Continue to develop detail and experiment with visual problem solving
- Expressive use of paint media such as acrylic and/or watercolor
- Design a composition using foreground, middle ground, and background
- Differentiate between types of brushes for various applications and effects

Color Theory

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

DRAWING

Drawing Objectives:

- The ability to use a visual reference as a source of inspiration for a drawing
- Create a contour line to define a figure or object
- Experiment with the use of pencil, color pencils, and pastels through blending, mixing, and layering
- Create a variety of visual textures through mark making
- Design a composition using foreground, middle ground, and background
- Design a drawing with one point perspective

3-DIMENSIONAL ART

3-Dimensional Objectives:

- Explore methods of construction: carving, assembling, modeling, and casting
- Demonstrate care and safety when using tools
- Experiment with a variety of media such as clay, wire and papier-mache'

Grade 7 Art

GOALS

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

THEMES & ARTISTS

Suggested themes or genres:

- Portraiture
- Abstraction
- Landscape
- Cityscape
- Zentangle
- Pop Art
- Digital drawing/painting
- Collage
- Additive Sculpture
- Assembled Sculpture
- Carved Sculpture
- Installation Sculpture
- Kinetic Sculpture
- Modeled Sculpture
- Relief Sculpture

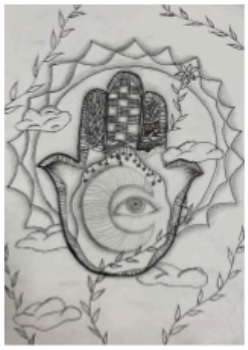
Artists of Influence:

- Andy Warhol
- Piet Mondrian
- Vincent van Gogh
- Pablo Picasso
- Edward Hopper
- Romare Bearden
- Henri Matisse
- Alexander Calder
- Joan Miró

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

Grade 7 Art

EXAMPLES OF STUDENT WORK



GRADES K - 8 ART RESOURCE WEBSITES

- Plainview-Old Bethpage Art Department: https://www.pobschools.org/domain/208
- The Metropolitan Museum of Art: https://www.metmuseum.org/
- MoMa: https://www.moma.org/
- Google Arts & Culture: https://artsandculture.google.com/
- Google Draw: https://docs.google.com/drawings/d/1ya_AdGmWgZ3zacQCY4OprgG_7-UKEINEf6E_ZGYOrO8/edit
- Chrome Canvas: https://canvas.apps.chrome/
- Pixilart: https://www.pixilart.com/draw
- Nassau County Museum of Art: https://nassaumuseum.org/
- Heckscher Museum of Art: https://www.heckscher.org/

Prepared by our 2023 K-8 Art curriculum writing team:

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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
- Hand Sewing (Community Project)
- Nutrition
- Kitchen Safety
- Culinary Arts

Topics included in the 8th Grade curriculum:

- Career Readiness (Electronic Portfolio)
- Nutrition
- Kitchen Safety
- Culinary Skills
- Entrepreneurship
- Financial Literacy

Health Education · Grade 7

Plainview-Old Bethpage Central School District · Middle School

Grade 7 Health builds on the foundations introduced in Grade 5 and asks students to examine personal health, relationships, decision-making, and outside influences with greater independence and depth. Students meet daily on a rotating schedule for a full instructional period course that emphasizes critical thinking, responsible decision-making, and the application of health skills to real-life situations. Instruction addresses the social, emotional, and physical changes of adolescence while helping students develop the knowledge and confidence needed to make informed choices.

Students examine identity, core values, goal setting, decision-making, emergency response, mental and emotional wellness, nutrition, substance-use prevention, relationships, human growth and development, and disease prevention. Greater emphasis is placed on analyzing how peers, advertising, social media, bias, stereotypes, and other influences can affect behavior and health choices. Research activities, student presentations, reflection, and other applied learning experiences allow students to demonstrate understanding and connect health concepts to their own lives.

Health Education Skills, Concepts, and Experiences

- Apply core values, goal setting, self-management, and structured decision-making to make increasingly independent and responsible health choices.
- Strengthen mental and emotional wellness through stress management, self-esteem, resilience, emotional awareness, stigma reduction, and knowing when and how to seek help.
- Navigate relationships and social influences by practicing communication, refusal, conflict-resolution, and healthy relationship skills while examining peer pressure, bias, stereotypes, and social media.
- Think critically about nutrition, body image, advertising, media messages, and health information to evaluate how outside influences can affect personal wellness decisions.
- Understand the risks associated with tobacco, nicotine, vaping, alcohol, and other drugs and develop strategies for prevention and resistance to unhealthy influences.
- Build accurate, age-appropriate knowledge of human growth and development, puberty, reproductive health, relationships, disease transmission, and disease prevention, including HIV/AIDS, to support informed and responsible choices.

Social Emotional Learning and CASEL Connections

Strengthen self-awareness and self-management by recognizing emotions, stress responses, personal values, self-esteem, and healthy coping strategies during adolescence.

Develop social awareness and relationship skills through empathy, respectful communication, healthy relationships, conflict resolution, refusal skills, and positive responses to peer pressure.

Apply responsible decision-making by evaluating choices related to mental and emotional wellness, relationships, nutrition, substance use, personal safety, and overall health.

Physical Education · Grades 7-8

Plainview-Old Bethpage Central School District · Middle School

Seventh and eighth grade Physical Education builds on previously learned skills while challenging students to apply more advanced strategies, tactics, communication, and decision-making across team sports, individual activities, fitness, and lifetime activities. Students refine their skills, recognize patterns of play, work effectively with teammates, and transfer concepts from one activity to another. They also strengthen leadership, resilience, self-management, teamwork, inclusion, and self-advocacy while learning to accept feedback, set goals, persevere through challenges, and demonstrate respect and sportsmanship.

Students continue to experience sports connected to the district's interscholastic athletic program while exploring lifetime activities such as pickleball, tennis, golf, disc golf, and personal fitness. These experiences help students identify activities they enjoy and understand the physical, mental, social, and emotional benefits of regular physical activity. By the end of eighth grade, students are prepared to enter high school Physical Education as confident, responsible, and collaborative participants with the skills and knowledge to pursue athletics, recreation, fitness, and lifelong wellness.

Physical Education Skills, Concepts, and Experiences

- Refine specialized movement skills across team sports, individual activities, fitness, and lifetime activities with increasing control, consistency, and confidence.
- Apply strategies, tactics, spacing, communication, and decision-making in small-sided and game-like situations.
- Develop health-related and skill-related fitness while setting personal goals, monitoring progress, and identifying strategies that support lifelong wellness.
- Demonstrate leadership, teamwork, resilience, responsibility, sportsmanship, and inclusion while following rules, safety expectations, and fair-play principles.
- Recognize the physical, mental, social, and emotional benefits of physical activity while identifying enjoyable activities and opportunities to remain active throughout adolescence and adulthood.

Leading and Belonging

Leadership and responsibility. Students take on captain, organizer, and encouragement roles, learning that leadership means bringing teammates along and building others up, not simply being the most skilled player.

Resilience and response to feedback. Students learn to bounce back from a loss, a missed opportunity, or a tough stretch of class and to view corrective feedback as useful rather than personal.

Inclusion and respect for differences. Students modify games so everyone can participate, welcome classmates of all abilities and experience levels, and recognize the many ways a teammate contributes.

Self-advocacy. Students learn to ask for help, request a modification, or speak up when something feels unsafe or unfair; for themselves and for a classmate.

Responsible decision-making. Choosing honesty and integrity over an easy advantage, managing frustration, and taking ownership of effort prepare students for high school and for life outside the gym.

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 students 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 include teachers, guidance counselors, administrators, etc.

SPECIAL EDUCATION SERVICES

Special education services are determined based on the recommendations of the Committee on Special Education (CSE). These services may include resource room support, integrated co-teaching (ICT), special class instruction, related services, and declassification support services, as appropriate to meet each student's individual needs.

PSYCHOLOGISTS

The school psychologist plays a vital role in supporting students, families, and staff at the middle school level. They provide expertise in addressing academic, social-emotional, and behavioral needs that may arise throughout the school year. The psychologist conducts evaluations for students referred to the Committee on Special Education (CSE) to help determine eligibility for special education services. Additionally, they offer counseling and crisis intervention, and contribute to the development and implementation of Functional Behavioral Assessments (FBAs), Behavior Intervention Plans (BIPs), and positive behavior support strategies. Ongoing collaboration with teachers, administrators, parents, and outside providers is a critical aspect of the psychologist's role in promoting student success.

SOCIAL WORKERS

The middle school social worker plays a critical role in supporting students' academic achievement and social-emotional well-being. Services may include:

- Individual and group counseling
- Crisis intervention for students and families
- Substance abuse prevention and awareness initiatives
- Intervention for students with attendance or behavioral concerns
- Support in developing self-advocacy and social skills
- Referrals to community-based resources
- Serving as a liaison between the school and outside agencies
- Conducting social history interviews with parents

The social worker provides targeted, intensive support for students facing multiple risk factors, working collaboratively with families to connect them with services both within the school and the wider community to help ensure student success.

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 school counseling program, the counselors work at assisting each child learn and develop to his/her highest potential. They do this by applying academic achievement strategies, helping students manage their emotions and build interpersonal skills and begin to plan for postsecondary options. 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 school counseling program, please refer to the Guidance section listed 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. The Before School Program and the After School Program will begin on September 3, 2026.

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

Registration for all programs is accepted throughout the year as long as there is space available. For more information, contact Cheryl Dender at the Child Care office, 516-434-3124 between the hours of 4:00 pm and 6:30 pm during the school year.

HEALTH SERVICES

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

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

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

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

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

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

EMERGENCY SCHOOL CLOSINGS / DELAYED OPENINGS (Normal School Day)

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

If it is determined that conditions will improve sufficiently to allow for the arrival of staff and students, the Superintendent may authorize a two-hour (or threehour) delay in the start of the school day. This alternative to closing schools permits greater flexibility in meeting the 183-day minimum session requirement.A delayed opening schedule means the following:

1. Classes will start later than normal (see details below) and transportation will be provided two or three hours later than the normal pickup for all district and private schools.
2. Staff, apart from Buildings and Grounds and custodial personnel, will report as soon after normal arrival time as possible, but no later than the delayed starting times noted below.
3. In the event of a delayed opening, parents and staff will be notified via ParentSquare.

School	Regular Start Time	2-Hour Delayed Start Time	3-Hour Delayed Start Time
High School	**7:25am**	**9:25am**	**10:25am**
Middle Schools	**8:40am**	**10:40am**	**11:40am**
Elementary Schools	**9:20am**	**11:20am**	**12:20pm**

If schools are closed or delayed due to weather or other emergency, a message will be sent via ParentSquare. The district website, district Facebook page and Channel 12 News will also be updated.

Mission Statement:

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

We do this by putting all students first providing the necessary resources and support to:

- create a safe, inclusive environment that is focused on academic excellence, equity and where all students feel a sense of belonging.
- meet each student's academic, social, emotional, and physical needs.
- engage our learning partners in active collaboration and communication; and,
- include opportunities for student voices to be a part of the decision-making process.

Core Values:

We believe that we can achieve our vision and accomplish our mission if in all our work we focus on clearly defined and consistently demonstrated core values.

To that end, in all our actions and interactions we will always:

- Actively listen and welcome all perspectives in the pursuit of the greatest good for all students and community members.
- Make decisions that attend to equity and inclusion.
- Engage in continuous learning that forwards the District Mission and Vision.
- Commit to academic excellence for all.
- Demonstrate kindness, empathy, respect, and integrity to all in the school community.
- Develop and support leaders who model a commitment to the District's Mission and Vision.
- Remain fiscally responsible to our taxpayers.