



Plainview-Old Bethpage Central School District



Grade 2

Curriculum Overview 2024-2025

Dear Parents and Guardians of Second Grade Students,

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

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

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

Our second grade students’ day consists of English language arts through reader and writers workshop and ELA/SS inquiries; mathematics, to extend understanding of base-ten notations, building fluency with addition and subtraction, using standard units of measure, and analyzing and classifying two dimensional shapes; social studies, with a focus on civic ideals in society and what are the symbols of America; 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 second graders’ education, we also provide robust opportunities in library media science, health, Mandarin, and technology. In all subjects, active hands-on experiences are provided and children are encouraged to express themselves, make connections among subject areas, explore issues and problems, and work cooperatively with peers and adults in the pursuit of becoming lifelong learners.

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

Sincerely,

A handwritten signature in black ink, appearing to read "Jim Bolen".

Dr. Jim Bolen
Assistant Superintendent for Curriculum & Instruction

Language Arts



PARENT INFORMATION

The major goal of our English Language Arts program continues to be the enjoyment and appreciation of reading and writing. Students are encouraged to read for pleasure and for information in a variety of genres such as fiction, non-fiction, poetry and drama. Reading and writing are mutually supportive of each other and, therefore, are integrated across the curriculum. Skills and strategies will assist the students in becoming independent, confident learners in the areas defined below. However, these skills and strategies are not isolated entities, but rather embedded in our Language Arts program.

We encourage parents to support their child's development by being involved in the learning process. A strong home-school partnership is essential for ensuring your child's academic success. For additional support, we've provided website links and contact information.

All students will be expected to meet the New York State Standards for English Language Arts. That means that students will:

- Read, write, listen and speak for information and understanding
- Read, write, listen and speak for literary response and expression
- Read, write, listen and speak for critical analysis and evaluation
- Read, write, listen and speak for social interaction

During the year the children will be exposed to the following skills:



READING

Enriching reading experiences are offered to children at each of the elementary schools. Reading offers an opportunity to focus on effective reading strategies using a variety of genres and authors. Students will strive to develop literacy competencies in the area of reading in:

Phonics

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

- Break down by analogy using knowledge of known words in word families to read unfamiliar words (e.g., use the known word boat to read coat, goat, moat)
- Decode grade-level words using knowledge of word structure (e.g., roots, prefixes, suffixes, verb endings, plurals, contractions and compounds)

Background Knowledge and Vocabulary

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

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

Fluency

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

- Sight-read automatically grade-level common, high frequency words
- Sight-read grade-level texts with decodable and irregularly spelled words
- Read grade-level texts with appropriate fluency for a variety of purposes
- Use a variety of strategies to identify unknown words:
 - Phonetic cues (sound-symbol relationship)
 - Semantic cues (context)
 - Syntactic cues (language structure)

Comprehension

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

- Read grade-level texts with appropriate comprehension for a variety of purposes
- Self-monitor reading using strategies (predict, confirm, reread, self-correct) for comprehension
- Identify and describe story elements such as character, setting, problem, main idea, and solution
- Compare and contrast similarities and differences among characters and events across stories
- Demonstrate understanding and respond to texts through writing
- Recognize fact and opinion, main idea and supporting details, and cause and effect in fiction and nonfiction
- Ask questions in response to texts
- Comprehend and interpret information from a variety of graphic displays including diagrams and stories
- Draw conclusions
- Use own perspectives and opinions to comprehend text



Motivation to Read

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

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

WRITING



Overview:

Our comprehensive writing curriculum includes units of study for each grade that align to the NYS Next Generation Standards. In every unit teachers model for students how to: read like writers, use a variety of writing strategies, and interact with mentor texts. Modeling, with sample language, is a foundational part of the mini-lessons. Teachers are strategically reading aloud, prompting personal connections, and encouraging students to discuss, listen and ask questions. Mentor texts are used as an inspiration for writing.

Every writing unit of study methodically and routinely guides students through stages of the writing process, including:

Immersion – reading and analyzing mentor texts, learning the features of the genre
Generating Ideas – writing short entries in the writer's notebook, some of these ideas will be published into stories
Selecting – choosing a central idea for a fiction story or choosing a central topic for a nonfiction piece
Collecting – researching an idea or topic and writing more information in the 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, hand written, 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

Second Grade Writing Pacing Overview

Month	Writing - Units of Study	Grammar:
Sept/Oct	Making Small Moments Big	End-of-year goals: (Grammar focus for units to be determined at grade level meetings) <ul style="list-style-type: none">● Use commas in dates and to separate single words in a series.● Use commas in greetings and closings of letters.● Use an apostrophe to form contractions and frequently occurring possessives.● Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish).● Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump).● Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).● Use adjectives or adverbs appropriately.
Nov/Dec	Chapter Books: Writing Nonfiction from the Heart	
Jan/Feb	Finding Awesome Everywhere: Celebrating Through Opinion Writing	
Feb/Mar	Poetry: Big Thoughts Small Packages	
Apr	Writing Gripping Fictional Stories	
May/Jun	<i>Writing Research-Based Nonfiction</i>	

PROGRESS MONITORING



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

WEBSITES

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

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

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

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

Helpful Websites for Parents of Elementary School Students:

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

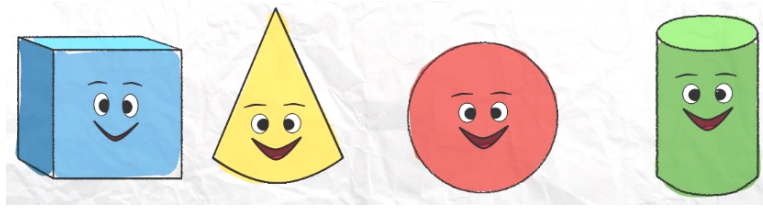
Literacy: www.ducksters.com

CONTACT

Ms. Eileen Annino, English Language Arts Chair K-6, can be reached at (516)434-3254 or via e-mail at eannino@pobschools.org

Mr. Jeffrey Yagaloff, English Language Arts Chair 7-12, can be reached by phone at (516) 434-3185 or via e-mail at jyagaloff@pobschools.org

Mathematics - Grade 2



PARENT INFORMATION

Students will be involved in classroom activities designed to help them develop strategies for understanding math concepts and retaining basic math facts and skills. All students need practice, over extended periods of time, to commit facts and skills to memory. A strong home-school partnership is essential for ensuring our students' academic success. We encourage parents to support their children's learning via the use of flash cards, card games, and web-based math games. Also included are suggested links to the New York State Education Department to learn more about the NYS Revised Mathematics Learning Standards. **Thank you for your continued support!**

VOCABULARY

- Add, sum, addend, plus (+), count on
- Subtract, difference, minus (-)
- Number line
- Equal (=), less than (<), greater than (>)
- Altogether, total
- Make a 10, bundle
- Compose, decompose
- One thousand
- Skip-counting
- Hour, minute, o'clock, analog, digital, a.m., p.m., nearest five minutes
- Number sentence, equation (has an equal sign), inequality (has < or >), expression
- Even numbers, odd numbers
- Place value, ones place, tens place, hundreds place
- Expanded form, standard form, unit form, word form
- More, less, greatest, least, estimate
- Penny (1¢), nickel (5¢), dime (10¢), quarter (25¢), dollar (\$1)
- Circle, triangle, square, rectangle, trapezoid, rhombus, hexagon
- Halves, thirds, quarters, half of, third of, quarter of, etc.
- Cone, cylinder, cube, rectangular prism
- Angles, faces
- Bar graph, pictograph (picture graph), category, data, legend, line plot, scale, survey, symbol, table
- Like units
- Ruler, hash mark, meter stick (or strip), measuring tape
- Overlap
- Inches, feet, meters, yard
- Length, height
- Number bond, rectangular array

Mathematics - Grade 2

CURRICULUM OVERVIEW

In Grade 2, instructional time should focus on four areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) analyzing and classifying two dimensional shapes as polygons or non-polygons.

- (1) Through their learning in the **Number and Operations in Base Ten** domain, students:
 - extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing; and
 - understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).
- (2) Through their learning in the **Operations and Algebraic Thinking** and **Numbers and Operations in Base Ten** domains, students:
 - use their understanding of addition to develop fluency with addition and subtraction within 100;
 - solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations; and
 - select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.
- (3) Through their learning in the **Measurement and Data** domain, students:
 - recognize the need for standard units of measure (centimeter and inch) and use rulers and other measurement tools with the understanding that linear measure involves an iteration of units; and
 - recognize that the smaller the unit, the more iterations needed to cover a given length.
- (4) Through their learning in the **Geometry** domain, students:
 - describe and classify shapes as polygons or non-polygons;
 - investigate, describe, and reason about decomposing and combining shapes to make other shapes; and
 - draw, partition, and analyze two-dimensional shapes to develop a foundation for understanding area, congruence, similarity, and fractions in later grades.

REQUIRED KEY FLUENCIES

Grade 1	Add/subtract within 10
Grade 2	Add/subtract within 20
	Add/subtract within 100 (pencil and paper)
Grade 3	Multiply /divide within 100
	Add/subtract within 1,000



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. *Fluency* means students are fast, accurate, flexible, and have understanding. They use strategies efficiently.

Mathematics - Grade 2

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

ASSESSMENTS

Students in Grade 2 will be taking three district-wide benchmark assessments, one at the end of each trimester, to gauge the child's understanding with respect to the NYS Next Generation Learning Standards as well as inform teachers and administrators of the potential support needed within this school year and next school year. In order to monitor student learning between the benchmark assessments, teachers will utilize formative assessments (i.e. journal entry, exit ticket, math station activity) and **may** give a summative assessment at the end of a topic depending on the timeframe and need for additional evidence of student learning. The focus throughout the school year will be on the learning, not on the testing.

HELPFUL NYSED WEBSITES

[Next Generation Standards for Mathematics](#)

[Grade 2 Snapshot](#)

[Parent Roadmap](#)

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

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

FREE INTERACTIVE WEBSITES

[Sheppard Software](#)

[PBS Kids](#)

[Splash Math](#)

[abcya](#)

[The Math Learning Center](#)

[Hit The Button](#)

[Education.com](#)

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



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



Science - Grade 2

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 2nd Grade are:

- The Nature of Matter
- The Dynamic Earth
- The Diversity of Life
- Plants: Structure and Function

STEAM at POB

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

Science Websites

Next Generation Science Standards: www.nextgenscience.org

Science with Me: www.sciencewithme.com

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

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

Endangered Animal Channel: www.endangeredtv.com

Enchanted Learning: www.enchantedlearning.com

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

OHM BOCES Science:

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

Contact

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

Social Studies – Grade 2

“My Community and Other Communities” 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. Students study their local community and learn about characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced. Interaction with the environment and changes to the environment and their effects are examined. The concept of change over time and examining cause and effect are introduced. Students will examine the availability of resources and the interdependence within and across communities. Social Studies Practices are taught and practiced throughout the year of study.

Social Studies Practices:

- Gathering, Interpreting and Using Evidence
- Chronological Reasoning
- Comparison and Contextualization
- Geographic Reasoning
- Economics and Economic Systems
- Civic Participation

Individual Development and Cultural Identity:

- A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.
- People share similarities and differences with others in their own community and with other communities.

Civic Ideals and Practices:

- The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.
- Communities have rules and laws that affect how they function. Citizens contribute to a community’s government through leadership and service.

Geography, Humans, and the Environment:

- Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.
- The location and place of physical features and man-made structures can be described using symbols and specific geography vocabulary.

Time, Continuity, and Change:

- Identifying continuities and changes over time can help understand historical developments.
- Cause-and-effect relationships help us recount events and understand historical development.

Economic Systems:

- Communities face different challenges in meeting their needs and wants.
- A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.

WEBSITES

[iCivics](#)

[Statue of Liberty & Ellis Island](#)

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

[Smithsonian Learning Lab](#)

CONTACT

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

World Languages - Grade 2

Mandarin Chinese

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

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

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

In Grade 2 we review topics including

- | | | |
|--------------|----------------|----------------------|
| ★ Greetings | ★ All about me | ★ My family |
| ★ Colors | ★ School | ★ Pets |
| ★ Vegetables | ★ Thanksgiving | ★ Chinese New Year |
| ★ Activities | ★ Chinese Food | ★ Historical Figures |

CONTACT

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



Library – Grade 2

The second grade library program continues to expose students to high quality literature, as well as both print and digital resources. There is a greater focus on successfully pursuing independent interests by utilizing the tools and technology available in the library. Please check your school's library website for more information.



Library Procedures

- Review library rules and manners
- Review circulation procedures
- Locate books and recognize order
- Introduce electronic catalog

Literary Understanding and Appreciation

- Reinforce differentiation between fiction and nonfiction
- Expand parts of a book (publisher, place of publication, copyright date)
- Continue author and illustrator studies
- Continue introducing various literary styles and genres
- Introduce Caldecott Awards and other award winning books
- Direct students to books appropriate to their independent reading abilities

Information Literacy Skills

- Organization: how materials in the library are organized
- Sequencing: how stories have a beginning, middle and end
- Classification: fiction books versus nonfiction
- Main idea: what is the main idea of the story
- Setting: where and when a story takes place
- Reinforce following directions and listening skills

Technology

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

Health - Grade 2



The Health Education program is a skills-based program 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 - 2nd Grade



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

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

Lessons will also emphasize sportsmanship, respect, cooperation, following directions/instructions, teamwork, and communication.

SHAPE America National Physical Education Standards

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Music – Grade 2



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

Rhythm:

- Continue to develop steady beat
- Work on reading/notating whole, half, quarter, eighth, sixteenth notes and rests
- Duple, triple meter
- Read and notate simple rhythm patterns
- Tempo – fast, slow

Melody:

- 5 line staff, lines/spaces
- Melodic steps, leaps, melodic direction
- Simple instrumental/vocal improvisation
- Sing a vocal melody while hearing a contrasting accompaniment

Harmony:

- Melody/accompaniment
- Perform accompaniment on barred instruments
- Perform songs in major/minor/other modalities

Form:

- Simple forms, e.g. ABA
- Musical phrases/patterns/contrast
- Contrasting sections, introduction and coda

Timbre:

- Families of instruments, voice types
- Using percussion instruments and body percussion to create different effects

Dynamics:

- Piano, mezzo-piano, mezzo-forte, forte, crescendo, decrescendo
- Dynamic contrast

WEBSITES

Plainview-Old Bethpage Music Department: <http://www.pob.k12.ny.us/MUSIC/musicdepartment.htm>

Music Association of Plainview-Old Bethpage (MAPOB): <http://www.pob.k12.ny.us/MAPOB.HTM>

New York State School Music Association: <http://nyssma.org/>

Nassau Music Educators Association: <http://www.nmea.us/>

Long Island String Festival Association: <http://www.lisfa.org/>

National Association for Music Education: <http://www.pob.k12.ny.us/MUSIC/musicdepartment.htm>

CONTACT

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



Grade 2 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:

- An imaginative response to a place or subject
- Experimentation with mixing primary colors to create secondary colors
- Experimentation with tints
- Creative use of paint media
- Incorporate drawing materials within the painting
- Experimentation of the elements of design: such as thick, thin, long, short, flowing, jagged
- Further exploration of paint mediums; tempera and watercolor

DRAWING

Drawing Objectives:

- Further use of varied lines and shapes to convey an idea
- Continued use of lines such as straight, curved, zig zag, wavy, spiral, dashed, thick, thin, and dotted
- Experimentation with geometric and organic shapes
- Expressive use of crayons, oil pastels, and drawing pencils
- Ability to blend and mix colors
- Placement of figures within a defined space
- Basic understanding of the parts of a drawing: foreground, middle ground, and background

PRINTMAKING

Printmaking Objectives:

- Successful image transfer
- Experimental use of rubbing or stamping
- The proper use of a brayer and printmaking ink
- Discovery of design possibilities such as repetition, rotation, symmetry
- Carving different lines and shapes to tell a story within a styrofoam plate

COLLAGE

Collage Objectives:

- Manipulation of cut and torn paper to create representational or imaginary subjects
- Experimentation with cutting organic and geometric shapes in a variety of sizes and textures
- Ability to evenly apply glue and use scissors safely
- Exploration and expressive use of colored paper to represent a subject
- Basic understanding of overlapping to create scale and depth.

3-DIMENSIONAL

3-Dimensional Objectives

- Additive and/or subtractive techniques
- Imaginative ability to build with and mold materials: like paper: bending, folding, twisting stacking and grouping
- Organization of parts to whole

THEMES AND ARTISTS

Suggested themes:

- Family life
- Neighborhood scene
- Natural world landscape/seascape
- Animal Life
- Still life
- Portraiture

Artists of Influence:

- Jacob Lawrence
- Carmen Lomas
- Wassily Kandinsky
- Charles Burchfield
- Emma Amos
- Eric Carle
- Ezra Jack Keats
- Henri Matisse

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



GRADES K - 8 ART RESOURCE WEBSITES

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

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

- Ms. Melissa Goscinski, Ms. Sarah Holden, Ms. Lynne Holland, Mr. Raymond Horton, Ms. Jordana Prince, and Ms. Nirel Weinstein



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

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

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

HEALTH SERVICES

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

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

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

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

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

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

EMERGENCY SCHOOL CLOSINGS / DELAYED OPENINGS (Normal School Day)

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

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

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

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

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

Mission Statement:

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

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

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

Core Values:

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

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

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