Harrison’s International
Baccalaureate Primary Years Program
(PYP)

Subtle Shifts...Big Impact

Board of Education Meeting
January 10, 2024
Mission-Driven

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
Our IB Journey

Capacity Building
Professional Development
Curriculum Development
Community Awareness
System Readiness

Diploma Program
Candidate School: 2009
Authorized: 2012
First Graduating Cohort with Diploma credentials: 2013

Middle Years Program
Candidate School: 2018
Authorized: 2021

Primary Years Program
Candidate School: 2021
Welcome & Introductions

Presenters

- Lisa Mulhall, Assistant Superintendent for Curriculum and Instruction
- Valerie Hymes, Principal, Harrison Avenue School
- Dennis Kortright, Principal, Samuel J. Preston School
- Jennifer Egan, Director of World Languages & ENL
What is the Primary Years Program (PYP)?
Subtle Shifts...Big Impact

- Shifts in Curriculum
- Shifts in School-wide Events
- Elementary World Language Implementation

Six Transdisciplinary Themes

- Who We Are
- How the World Works
- Where We Are in Time and Place
- How We Organize Ourselves
- How We Express Ourselves
- Sharing the Planet
Subtle and Impactful Shifts in our Instruction:

Where We Were

Reading
Writing
Science or Social Studies

Where We Are

More integrated approach to teaching and learning
Increased connectedness for students between the content and their own lives
What do plants need to survive?

How are living things interdependent? What role do we play in this relationship?
Growing Our Understanding
Honoring Our Own Curiosity

The Honeybee - A Case Study

Literacy skills with a real world purpose!

Comparing & Contrasting
Summarizing
Determining Importance
Identifying the Main Idea
Communicating Persuasively
You have learned that plants and animals are connected to each other. Humans are also animals that rely on others for survival. Think about who you are connected to. Who do you rely on for food, water, and care?
Teacher Reflection on Student Impact

Carolyn Rostkowski
Continuous Connection & Reflection: Our Knowledgeable and Empowered Students

"We should let them do their thing."
Tim

"We should. And we should help them survive!"
Kareina

"Without bees, flowers would not bloom and we would not have fruits."
Diya

A Conversation with 3rd Graders

The danger on the road is cars go through animals homes in the mountains or the forest. Cars cut though deers homes. Bridges look like animals homes to keep the animals from getting hurt by the cars.
IB Learner Profile Traits In Action

Who are we?
Open-Minded
FROM THE IB LEARNER PROFILE

“They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.”
An Inquiry Into Who We Are

What is one thing people wouldn’t know about you by looking at you?

How do you define belonging? What does it feel like to belong?
Students Identify Their IB Learner Profile Traits

My Iceberg Identity
We have similarities and differences but are all unique.

I am curious because I am always wondering about something.

I am not afraid to try new things, for example, I speak in front of the class all the time.
Students Recognize IB Learner Profile Traits in Characters

- Zinc alloy is a risk taker because he’s not afraid to enter the scary house, but Johnny is not caring.
- We have similarities and differences but are all unique.
- Eva is caring because she is all the time nice to her friends and really receptive to her family and other family members.
- We have similarities and differences but are all unique.
Students Reflect on Completing a Science Investigation

Who We Are

Name: Adrian
I was **principled** because I let my partner Emi choose the design of the bridge. I wanted to be fair.

Name: Oliver Patrick
It was open-minded when we built our bridge. Because I listened to others' ideas, we worked so hard that we finally finished. It took a few tries, but we did it. It looked awesome. And it could even hold 27 toy bears in 1 minute. Amazing! My partners were Gabby, Jordyn. We worked so hard and did it. Working together is so easy.
Sharing Our Identities Through Art
Sharing Our Identities Through Art
Sharing Our Identities Through Writing and Technology
Student Agency: Student Docents
Sharing Our Identities Through Foods

This is a very popular pastry beloved by Israelis. It is sold in the streets at the markets. It was originally brought to Israel by Spanish Jews and has been influenced by the shape of the empanada.
Sharing Our Identities Through Performances
I just wanted to send a quick note to thank you and your staff for the incredible Multicultural Night that was organized to embrace our identities. Watching our community come together, students leading performances, spaces that highlighted inclusivity and connections between families was heartwarming. I am so proud to be a part of such a thoughtful community. I also want to acknowledge that Samuel J. Preston school is a beautiful, accepting, and RIDICULOUSLY awesome place to learn.
PYP and World Language

- Every learner benefits from having access to different languages, and, through that access, to different cultures and perspectives.

- Language provides a vehicle for learners to engage with the world and to relate to, and accept, responsibility for the mission of the IB to “help to create a better and more peaceful world through education that builds intercultural understanding and respect.”
Elementary World Language in HCSD

What we know…
• Through PYP units designed around transdisciplinary themes, students will learn language and learn about language

• Through language, students will build a foundation for international mindedness

• Grades 4 and 5

We are still considering…
• What language(s) will be offered

• Professional development for both classroom and WL teachers

• Curiosity camps
## Proposal: WL in Grades 2-5

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- **Staffing:** 2 Full-time Employees
- **Each WL teacher will complete two rotations of 5 weeks (+/-23 instructional days) in each building**
  - One teacher will spend 30 minutes per day pushing into 4th and 5th grade classes
  - One teacher will spend 30 minutes per day pushing into 2nd and 3rd grade classes
- **The goals of the program will be to:**
  - Expose students to language(s) other than English in a language rich environment where the target language is used by the teachers and students to the greatest extent possible
  - Build a linguistic foundation to prepare students to build proficiency at the secondary level
Student Experience

- Students will experience two units of study that exist outside of the PYP Program of Inquiry
  - Unit 1: Who we are
    - Central idea: We can use language to share information about ourselves.
  - Unit 2: How we express ourselves
    - Central idea: Learning language helps us to become better communicators.
- All students will have the opportunity for elementary WL exposure (AIS, ENL, CD, ESP, FASE) because of the implementation of a rotating schedule
Student Experience

- **Greetings & Introductions**
  - I can greet people
  - I can introduce myself
  - I can ask others what their name is

- **Feelings**
  - I can say how I feel
  - I can ask others how they feel

- **Colors and Numbers**
  - I can say and recognize colors.
  - I can say and recognize numbers 0-20
  - I can say my age
  - I can ask others what their age is

- **Calendar**
  - I can say the days of the week and months of the year

- **Likes/Dislikes**
  - I can say what I like and what I don’t like
  - I can ask others what they like and dislike

- **Descriptions**
  - I can describe myself and others
  - I can describe my family
  - I can describe my school
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