



**David Paterson Elementary School**  
**International Baccalaureate**  
**World School**



**Every Child, Every Chance, Every Day**



**Primary Years  
Programme**



**IB PYP for You and Me!**



**A Handbook for Our  
School Learning Community**

***“Cultivating Champions One Child at A Time.”***

## Table of Contents

Introduction Letter.....	2
School Philosophy and Motto.....	2
Mission Statements.....	3
School Brochure.....	4
What is IB? .....	5
IB PYP At a Glance .....	5
IB PYP Terms .....	6
Learner Profile.....	9
Knowledge: Approaches to Teaching (ATT).....	18
Our Curriculum.....	20
Our Program of Inquiry.....	21
Skills: Approaches to Learning (ATL).....	27
Concepts: .....	28
Action.....	29
Schoology.....	30
Exhibition .....	31
Policies.....	32
IB PYP Documents.....	33
Toddle.....	35
Our Journey Through IB PYP Checklist.....	36

Dear Paterson School Learning Community,

David Paterson School is an Authorized IB World School! This guide was created to help better understand the International Baccalaureate Primary Years Program.

You are an important member of our school learning community. We welcome your participation, your wonderings, and your action! We need your continued support to help us in our journey through PYP!

Please be sure to visit our school website regularly to see and read about the wonderful actions taking place at the David Paterson School and the IBO website for further information.

With your continued support we became an authorized IB World School in August of 2021.

<https://www.hempsteadschools.org/site/Default.aspx?PageID=15>

<https://www.ibo.org/digital-toolkit/brochures-flyers-and-posters/>

[We Are Inquirers and Thinkers at Paterson School! \(padlet.com\)](#)



Respectfully,

Mrs. Amos

David Paterson School IB PYP Coach

### **David Paterson School Philosophy**

***The David Paterson School philosophy is to support our students to be inquirers and thinkers through strategic learning engagements that promote student agency and inspire them to be global contributors as 21<sup>st</sup> century learners.***

### **David Paterson School Motto**

***“Cultivating Champions One Child At a Time.”***

## Mission Statements

### David Paterson School Mission Statement:

The David Paterson School is committed to building partnerships with students, staff, parents, and the community to develop lifelong learners. Through rigorous inquiry and empowerment, our learners will be equipped to become college and career ready and exemplify attributes and skills of a 21<sup>st</sup> century global citizen.

### International Baccalaureate Mission Statement:

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.

To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

## How we are connected:



## Mission Statements How we are connected...



### David Paterson School Mission Statement

The David Paterson School is committed to building partnerships with students, staff, parents, and the community to develop life-long learners. Through rigorous inquiry and empowerment, our learners will be equipped to become college and career ready and exemplify attributes and skills of a 21<sup>st</sup> century global citizen.



### IB Mission Statement

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.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

# Our School Brochure

Please see our school website for our school brochure.

## IB Mission Statement

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.

To this end the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

## What is the goal of the PYP Program?

The International Baccalaureate's Primary Years Program (PYP) is a curriculum framework that focuses on the development of the whole child through an inquiry-based learning approach that exposes children to worldwide perspectives while ensuring their full academic development within a solid core curriculum.

The goal of PYP and all IB programs, according to the International Baccalaureate Organization, is to "develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world."

## Approaches to Learning Skills (ATL)



## School Mission Statement

The David Paterson School is committed to building partnerships with students, staff, parents, and the community to develop life-long learners. Through rigorous inquiry and empowerment, our learners will be equipped to become college and career ready and exemplify attributes and skills of a 21<sup>st</sup> century global citizen.

## School Philosophy

The David Paterson School philosophy is to support our students to be inquirers and thinkers through strategic learning engagements that promote student agency and inspire them to be global contributors as 21<sup>st</sup> century learners.



Please visit us on our website:

<https://www.hempsteadschools.org/>

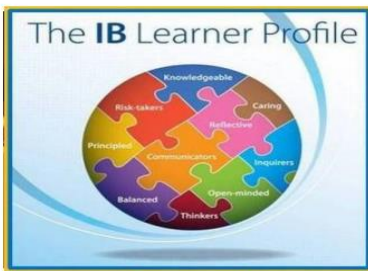


## David Paterson School

"Cultivating Champions, One Child at a Time."

40 Fulton Avenue Hempstead, NY 11550  
(516) 434-4452

Principal: Mrs. Linda St. John  
IB PYP School Coach: Mrs. Elyse Amos



## Learner Profile

As a community of successful learners, we are encouraged to develop behaviors that promote global minded citizens. We strive to be:

reflective, caring, principled, knowledgeable, inquirers, risk-taker, communicators, balanced, open-minded, thinkers



Learner Profile Calendar



Learner Profile Parent Activities

## Transdisciplinary Themes

There are **six transdisciplinary themes** of global significance, explored using knowledge and skills derived from six subject areas, with a powerful emphasis on inquiry-based learning.

### Who We Are

An inquiry into identity as individuals and as part of a collective through:

- physical, emotional, and spiritual health and well-being
- relationships and belonging
- learning and growing

### Where We Are in Place and Time

An inquiry into histories and orientation in place, space, and time through:

- periods, events, and artifacts
- communities, heritage, culture, and environment
- natural and human drivers of movement, adaptation, and transformation

### How We Express Ourselves

An inquiry into the diversity of voice, perspectives, and expression through:

- inspiration, imagination, creativity
- personal, social, and cultural notes and practices of communication
- intentions, perceptions, interpretations, and responses

### How the World Works

An inquiry into the understandings of the world and phenomena through:

- patterns, cycles, systems
- diverse practices, methods, and tools
- discovery, design, innovation, possibilities, and impacts

### How We Organize Ourselves

An inquiry into systems, structures, and networks through:

- interactions with and between social and ecological systems
- approaches to livelihoods and trade practices: intended and unintended consequences
- representation, collaboration, and decision-making

### Sharing the Planet

An inquiry into the interdependence of human and natural worlds through:

- rights, responsibilities, and dignity of all
- pathways to just, peaceful, and reimagined futures
- nature, complexity, coexistence, and wisdom



## "Cultivating Champions, One Child at a Time!"



## Keys to Understanding Who We Are

Communication, connections, and collaboration are key to successful learning! To prepare our students to become productive and capable 21<sup>st</sup> century learners, our learners must develop what they know as well as skills, concepts, attributes, and values. To allow for transfer of knowledge, learners must make connections through concepts. Conceptual thinkers create a bridge between their mind and the real world. Students need to actively take part in their learning. Learner agency is having students take ownership of their learning by making good choices, having voice, and taking action.

New technology allows students to bring the world to them and connect with others globally. This local and global awareness opens their minds to a world of wonders. Students will have opportunities to research, communicate, self-manage their time, and enhance their thinking and social skills.

To best support students' success, students' environment and experiences must consider all parts of their being. The well-being of a whole person includes the study of the six subject areas: language, social studies, mathematics, science and technology, arts, and personal, social, and physical education.

Let us celebrate learning by using these keys to success together!



# What is IB?

<https://www.ibo.org/about-the-ib/>

## What is the International Baccalaureate (IB)?

The International Baccalaureate (IB) is an educational foundation established in 1968 in Geneva, Switzerland. Currently there are over 5,000 schools world-wide offering IB programs, in over 150 countries around the world. The IBO offers three programs of international education for students aged 3-19 years old: The Diploma Program (DP) at the high school level for students aged 15-19, The Middle Years Program (MYP) for students aged 11 to 16, and **The Primary Years Programme (PYP) for children aged 3 to 12**. Schools must be authorized by the International Baccalaureate in order to teach these programs.

Each of their programs focuses on teaching students to think critically and independently, and how to inquire with care and logic. They promote intercultural understanding and respect.



# Primary Years Programme

## IB PYP At a Glance

**KEEPING THE PYP SIMPLE**  
@chrisgadbury

**TRANSDISCIPLINARY THEMES**

- Who We Are**: An inquiry into identity as individuals and as part of a collective through:
  - Physical, emotional, and spiritual health and well-being
  - Relationships and belonging
  - Learning and growing
- How the World Works**: An inquiry into the understandings of the world and phenomena through:
  - Patterns, cycles, systems
  - Diverse practices, methods, and tools
  - Discovery, design, innovation, possibilities, and impacts
- Where We Are in Place and Time**: An inquiry into histories and orientation in place, space, and time through:
  - Periods, events, and artifacts
  - Communities, heritage, culture, and environment
  - Natural and human drivers of movement, adaptation, and transformation
- How We Express Ourselves**: An inquiry into the diversity of voice, perspectives, and expression through:
  - Inspiration, imagination, creativity
  - Personal, social, and cultural notes and practices of communication
  - Intentions, perceptions, interpretations, and responses
- How We Organise Ourselves**: An inquiry into systems, structures, and networks through:
  - Interactions with and between social and ecological systems
  - Approaches to livelihoods and trade practices: intended and unintended consequences
  - Representation, collaboration, and decision-making
- Sharing the Planet**: An inquiry into the interdependence of human and natural worlds through:
  - Rights, responsibilities, and dignity of all
  - Pathways to just, peaceful, and reimagined futures
  - Nature, complexity, coexistence, and wisdom

**THE SPECIFIED CONCEPTS**

SPECIFIED CONCEPTS ARE A STARTING POINT. THEY HELP TO FRAME A LINE OF INQUIRY AND SET LEARNING OPPORTUNITIES. WHEN THESE CONCEPTS ARE EXPLORED AS THROUGHT QUESTIONS, THE INQUIRY IS PURPOSEFUL AND MANAGEABLE. THE QUESTIONS ASSOCIATED WITH THE SPECIFIED CONCEPTS REPRESENT AN INTERSECTION OF A WAY OF THINKING ABOVE LEARNING AND TEACHING. THEY CAN BE USED IN ANY ORDER AND AS MUCH AS THE LEARNER AND EDUCATOR REQUIRE. THERE CAN BE MORE THAN ONE SPECIFIED CONCEPT IN AN INQUIRY.

CONCEPT	THE UNDERSTANDING THAT...	EXAMPLES
<b>FORM</b> What is it like?	EVERYTHING HAS A FORM WITH RECOGNIZABLE FEATURES THAT CAN BE OBSERVED, IDENTIFIED, DESCRIBED AND CATEGORIZED.	PROPERTIES, STRUCTURE, SIMILARITIES, DIFFERENCES, PATTERN
<b>FUNCTION</b> How does it work?	THE UNDERSTANDING THAT EVERYTHING HAS A PURPOSE, A ROLE OR A WAY OF BEHAVING THAT CAN BE INVESTIGATED.	BEHAVIOUR, COMMUNICATION, PATTERN, ROLE, SYSTEMS
<b>CAUSATION</b> Why is it as it is?	THE UNDERSTANDING THAT THINGS ARE CAUSAL RELATIONSHIPS AT WORK, AND THAT ACTIONS HAVE CONSEQUENCES.	CONSEQUENCES, SEQUENCES, PATTERN, IMPACT
<b>CHANGE</b> How is it transforming?	THE UNDERSTANDING THAT CHANGE IS THE PROCESS OF MOVEMENT FROM ONE STATE TO ANOTHER. IT IS UNIVERSAL AND INEVITABLE.	ADAPTATION, GROWTH, CYCLES, REGENERATION, TRANSFORMATION
<b>CONNECTION</b> How is it linked to other things?	THE UNDERSTANDING THAT WE LIVE IN A WORLD OF INTERACTING SYSTEMS IN WHICH THE ACTIONS OF ANY SUBSYSTEM CAN AFFECT OTHERS.	SYSTEMS, RELATIONSHIPS, NETWORKS, INTERDEPENDENCE, INTERDEPENDENCE
<b>PERSPECTIVE</b> What are the points of view?	THE UNDERSTANDING THAT KNOWLEDGE IS MODERATED BY DIFFERENT POINTS OF VIEW WHICH LEAD TO DIFFERENT INTERPRETATIONS, BELIEFS, OPINIONS, AND PRACTICES. PERSPECTIVES MAY BE INDIVIDUAL, GROUP, CULTURE, OR SUBJECT SPECIFIC.	SUBJECTIVITY, TRUTH, BELIEFS, OPINIONS, PERSUASION
<b>RESPONSIBILITY</b> What are our obligations?	THE UNDERSTANDING THAT PEOPLE MAKE CHOICES BASED ON THEIR UNDERSTANDING, BELIEFS AND VALUES, AND THE ACTIONS THEY TAKE AS A RESULT DO MAKE A DIFFERENCE.	RIGHTS, CITIZENSHIP, VALUES, BELIEFS, JUSTICE, RETRIBUTIVE

**ADDITIONAL CONCEPTS**

ALONGSIDE THE SPECIFIED CONCEPTS, ADDITIONAL CONCEPTS ARE EXPLORED WITHIN AND OUTSIDE OF THE LINE OF INQUIRY. FOR EXAMPLE, ALL SUBJECTS HAVE CONCEPTS THAT REFLECT THE NATURE OF THE SUBJECT. IN SCIENCE, 'ADAPTATION' COULD BE A CONCEPT CONNECTED TO THE SPECIFIED CONCEPT OF 'CHANGE'. IN PHYSICAL AND SOCIAL SCIENCES, 'SUSTAINABILITY' COULD BE A CONCEPT ASSOCIATED WITH 'CHANGE AND RESPONSIBILITY'.

**LEARNING PROGRESSIONS**

- OBSERVATION
- ROLE-TAKING
- QUESTIONING
- TURN-TAKING
- DECISION MAKING

**AGENCY ACTION**

- VOICE**: students question, guide and direct learning; students propose and initiate action; students participate in decision making
- CHOICE**: students co-construct learning goals; students engage with multiple perspectives
- OWNERSHIP**: students define own learning goals; students reflect on own learning goals; student ideas are supported throughout planning and taking action

**LEARNER PROFILE ATTRIBUTES**

- INQUIRERS
- KNOWLEDGEABLE
- THINKERS
- COMMUNICATORS
- PRINCIPLED
- OPEN-MINDED
- CARING
- RISK-TAKERS
- BALANCED
- REFLECTIVE

**CENTRAL IDEA**

STATEMENTS THAT DEFINE THE POTENTIAL SCOPE OF AN INQUIRY

**APPROACHES TO LEARNING**

- THE LEARNER**: AGENCY, EARLY LEARNER, LEARNER PROFILE, ACTION, THE EXHIBITION
- LEARNING AND TEACHING**: TRANSDISCIPLINARY LEARNING, APPROACHES TO LEARNING, INQUIRY CONCEPTS, DEVELOPING AN INQUIRY, ASSESSMENT, LANGUAGE
- THE LEARNING COMMUNITY**: COMMUNITY OF LEARNERS, INTERNATIONAL MINDFULNESS, LEADERSHIP, COLLABORATION, LEARNING ENVIRONMENTS, TECHNOLOGY
- SOCIAL SKILLS**: Individual and social skills, Communication skills, Self-management skills, Self-management skills, Self-management skills
- THINKING SKILLS**: Problem-solving skills, Critical thinking skills, Creative thinking skills, Self-management skills
- COMMUNICATION SKILLS**: Individual and social skills, Communication skills, Self-management skills, Self-management skills
- SELF-MANAGEMENT SKILLS**: Individual and social skills, Communication skills, Self-management skills, Self-management skills

**APPROACHES TO TEACHING**

- BASED ON INQUIRY
- FOCUSSED ON CONCEPTUAL UNDERSTANDING
- DEVELOPED IN LOCAL AND GLOBAL CONTEXTS
- FOCUSSED ON EFFECTIVE TEAMWORK AND COLLABORATION
- DIFFERENTIATED TO MEET THE NEEDS OF ALL LEARNERS
- INFORMED BY FORMATIVE AND SUMMATIVE ASSESSMENT

**ADVOCACY**: action to support social / environmental / political change

**SOCIAL JUSTICE**: action to fight against inequality, social well-being and justice

**SOCIAL ENTREPRENEURSHIP**: innovative, resourceful and sustainable social change

**LIFESTYLE CHOICES**: eg. consumption, impact of choices

More Free Resources at [MagicStorybooks.com](http://MagicStorybooks.com)

## IB PYP Terms



**IB – International Baccalaureate (formally known as IBO):** A global network of schools, educators, students, and parents whose mission is “to develop inquiring, knowledgeable and caring young people who can help create a better world through intercultural understanding and respect.”

**PYP – Primary Years Program:** The International Baccalaureate® (IB) Primary Years Program is a curriculum framework designed for students aged 3 to 12. The **PYP** transdisciplinary framework focuses on the development of the whole child as an inquirer, both at school and beyond.

**POI: Program of Inquiry:** A collaboratively developed framework for inquiry, with the purpose of allowing students to explore six universal themes of knowledge, which forms the core of a school’s curriculum. Those themes are: Who We Are, Where We Are in Place and Time, How the World Works, How We Express Ourselves, How We Organize Ourselves and Sharing the Planet.

**Curriculum:** In an IB school “curriculum is all those student activities, academic and non-academic, for which a school takes responsibility, since they all have an impact on student learning.” The curriculum of an IB school consists of three interrelated parts: the written, learned and taught curriculum.”

**UOI: Units of Inquiry:** Units of study, structured around a conceptual “central idea”. Each grade has 6 Units of Inquiry, one for each transdisciplinary theme.

**CI: Central Idea:** An enduring understanding that integrates conceptual understanding and factual knowledge. Example: The survival of living things relies on understanding and maintaining a reciprocal relationship between living and non-living things.

**LOI: Lines of Inquiry:** These clarify the central idea and define the scope of a PYP unit of inquiry.

**PYP Planner:** A document, provided by the IB, that teachers must use to collaboratively plan and reflect upon PYP units of inquiry.

**Learner Profile:** A set of attributes with universal value across cultures, which define an internationally minded student and graduate of an IB school. The 10 attributes are: balanced, caring, communicator, inquirer, knowledgeable, open-minded, principled, reflective, risk-taker, and thinker.

**Essential Agreements:** Everyone works collaboratively to establish an agreement of how the class and school will function.

**Essential Elements of the PYP:** Knowledge, concepts, skills, attributes, and action that foster development of the whole child and form the PYP written curriculum.

**Exhibition:** Encouraging in-depth, collaborative inquiry. In the final year of the PYP, students, carry out an extended, in-depth, collaborative project known as the PYP exhibition. This involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. This celebration of student learning is shared with the school learning community.

**Specified (Key) Concepts:** Mental constructs or “frames of mind” that is universal, timeless, abstract, and transferable. These powerful ideas must be explored and re-explored to develop deep understanding. Form, function, causation, connection, change, perspective, and responsibility are the key concepts. Reflection is embedded into each of the key concepts.

**Additional (Related) Concepts:** Concepts which are contained under the PYP Key Concepts and are more specific to certain subject areas. They include things such as systems, innovation, freedom, patterns, design, to name just a few.

**Student Portfolio:** A collection of student work that demonstrates’ success, growth, higher-order thinking, creativity, assessment strategies and reflection. It is a celebration of teaching and learning.

**Transdisciplinary:** Broad knowledge, skills, and understanding that transcend the boundaries of traditional subject areas and yet can be applied to learning within any of them.

**ATL: Approaches to Learning /Transdisciplinary Skills:** Broad groups of skills which can be applied within and across all subject areas. These include thinking skills, research skills, communication skills, self-management skills, and social skills.

**ATT: Approaches to Teaching/Transdisciplinary Themes:** Universal themes, with relevance within and across the traditional subject areas, and within and across cultures that define the body of lasting knowledge valued in a PYP school. The six themes are: Who we are, Where we are in place and time, How we express ourselves, How we organize ourselves, How the world works, and Sharing the planet.

**Agency:** Agency is the power to take meaningful and intentional action. It supports voice, choice and ownership for students, teachers, and the wider learning community.  
Students with agency:

- Have voice, choice, and ownership.
- influence and direct learning.
- Contribute to and participate in the learning community.

**Action:** Students are encouraged to take action as a result of their learning to make a difference in and to the world. Students are empowered to **choose** to act, to decide on their **actions**, and to **reflect** on these actions.

**10 Reasons**  
why the IB Primary Years Programme (PYP) is ideal for students to become active, lifelong learners

**1 It encourages students to inquire**  
The PYP fosters natural curiosity and learning in creative, supportive and collaborative environments.

**2 Understanding a complex and interdependent world**  
PYP students create meaning for themselves and build understanding through exploring real-world issues.

**3 PYP students are confident communicators**  
PYP students learn to communicate in a variety of ways and in more than one language.

**4 Learning how to learn**  
PYP students work collaboratively with teachers and other students to plan, present and assess their own learning.

**5 It encourages international-mindedness**  
Collaboration and understanding of their own and other cultures are an important focus of the PYP — students learn how to be respectful and open-minded.

**6 Seeing things from different perspectives**  
PYP students use critical and creative thinking to develop knowledge, understanding and skills within and across subject areas.

**7 Students take action**  
PYP students believe they are able to grow and succeed. They make appropriate choices and take responsibility for their actions.

**8 Thinking about issues**  
Creative learning gives students the ability and imagination to explore future and unexpected challenges and opportunities in an increasingly globalized and uncertain world.

**9 It involves the whole school learning community**  
Together we celebrate our common humanity and the belief that education can help to build a better and more powerful world.

**10 Caring and responsible citizens**  
Students can express ideas and opinions, and they can propose solutions that make a difference in their lives and the lives of others.

Based on IB research. [www.ibo.org/research](http://www.ibo.org/research)

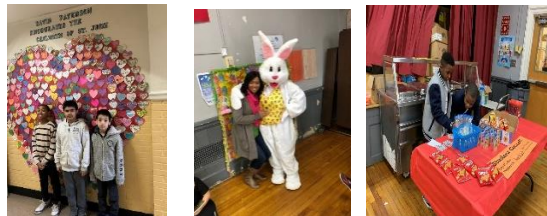
## What is the learner profile?

The International Baccalaureate® (IB) learner profile describes a list of attributes that promote commitment to help all members of the school community learn to respect themselves, others, and the world around them.

These attributes help to develop learners who are: balanced, caring, communicators, inquirers, knowledgeable, open-minded, principled, reflective, risk-takers, and thinkers.



**Balanced:** We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.



**Caring:** We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.



**Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.



**Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.



**Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.



**Open-minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.



**Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.



**Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses to support our learning and personal development.



**Risk-takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

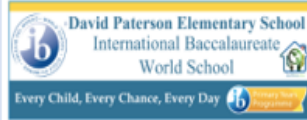


**Thinkers:** We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## Learner Profile Calendar

<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>
<p style="text-align: center; background-color: #e1eef6; margin: 0;"><b>COMMUNICATOR</b></p> <p>I can be a communicator by:</p> <ul style="list-style-type: none"> <li>Expressing myself confidently and creatively using words, art, music, and non-verbal communication</li> <li>Collaborating effectively</li> <li>Listening carefully to the perspectives of other individuals and groups</li> <li>Using other languages</li> <li>Following Directions</li> </ul>	<p style="text-align: center; background-color: #e1eef6; margin: 0;"><b>OPEN-MINDED</b></p> <p>I can be open-minded by:</p> <ul style="list-style-type: none"> <li>Learning from people who are different from me</li> <li>Listening to others and accepting other points of view</li> <li>Understanding that people are different and do different things</li> <li>Appreciating my own culture and personal histories, as well as the values and traditions of others</li> <li>Experiencing new things and growing from them</li> </ul>	<p style="text-align: center; background-color: #e1eef6; margin: 0;"><b>INQUIRER</b></p> <p>I can be an inquirer by:</p> <ul style="list-style-type: none"> <li>Looking for new information</li> <li>Asking questions</li> <li>Researching answers</li> <li>Sharing what I learn</li> <li>Always learning and discovering new things</li> <li>Showing independence</li> <li>Actively enjoy learning</li> </ul>	<p style="text-align: center; background-color: #e1eef6; margin: 0;"><b>CARING</b></p> <p>I can be caring by:</p> <ul style="list-style-type: none"> <li>Having compassion for other people, places, and things</li> <li>Helping others</li> <li>Making others happy</li> <li>Having a positive attitude</li> <li>Making our world a better place</li> </ul>
<p style="text-align: center; background-color: #e1eef6; margin: 0;"><b>January</b></p> <p style="text-align: center; background-color: #e1eef6; margin: 0;"><b>PRINCIPLED</b></p> <p>I can be principled by:</p> <ul style="list-style-type: none"> <li>Being honest and fair</li> <li>Doing and saying the right thing</li> <li>Following essential agreements</li> <li>Taking responsibility for my actions and their consequences</li> </ul>	<p style="margin: 0;"><b>IB Learner Profile Attributes Calendar</b></p> 		<p style="text-align: center; background-color: #e1eef6; margin: 0;"><b>February</b></p> <p style="text-align: center; background-color: #e1eef6; margin: 0;"><b>KNOWLEDGEABLE</b></p> <p>I can be knowledgeable by:</p> <ul style="list-style-type: none"> <li>Exploring concepts, ideas and issues that are important to where I live, and in the world</li> <li>Learning many different things, and using what I know to solve problems in life</li> </ul>
<p style="text-align: center; background-color: #e1eef6; margin: 0;"><b>March</b></p> <p style="text-align: center; background-color: #e1eef6; margin: 0;"><b>BALANCED</b></p> <p>I can be balanced by:</p> <ul style="list-style-type: none"> <li>Using my time wisely</li> <li>Working hard</li> <li>Being organized</li> <li>Being safe and healthy</li> <li>Making healthy eating choices</li> <li>Exercising</li> <li>Learning about different things</li> <li>Having many interests and hobbies</li> </ul>	<p style="text-align: center; background-color: #e1eef6; margin: 0;"><b>April</b></p> <p style="text-align: center; background-color: #e1eef6; margin: 0;"><b>THINKER</b></p> <p>I can be a thinker by:</p> <ul style="list-style-type: none"> <li>Using what I know to solve problems on my own</li> <li>Solving problems in different ways.</li> <li>Making decisions that are fair for everyone</li> <li>Building on other people's ideas</li> <li>Making connections</li> <li>Transferring information into different areas</li> <li>Applying thinking skills to make reasoned, ethical decisions</li> </ul>	<p style="text-align: center; background-color: #e1eef6; margin: 0;"><b>May</b></p> <p style="text-align: center; background-color: #e1eef6; margin: 0;"><b>RISK-TAKER</b></p> <p>I can be a risk-taker by:</p> <ul style="list-style-type: none"> <li>Trying new things</li> <li>Believing in myself</li> <li>Persevering</li> <li>Making mistakes and learning from them</li> <li>Solving problems in different ways</li> </ul>	<p style="text-align: center; background-color: #e1eef6; margin: 0;"><b>June</b></p> <p style="text-align: center; background-color: #e1eef6; margin: 0;"><b>REFLECTIVE</b></p> <p>I can be reflective by:</p> <ul style="list-style-type: none"> <li>Thinking about my learning and knowing what I am good at, and what I need to work on</li> <li>Thinking about what I say and do</li> <li>Learning from my mistakes</li> <li>Being aware that my actions and words influence others</li> <li>Thinking about how to make changes to become a better person</li> <li>Analyzing events, emotions, and thoughts of the past</li> </ul>
<p>With modeling traits of the Learner Profile, all members of our school learning community will exhibit the characteristics of global-minded citizens.</p>			

## Learner Profile Books of the Month



### David Paterson School

#### The Learner Profile Books of the Month 2025-2026

*The David Paterson School is committed to building partnerships with students, staff, parents, and the community to develop life-long learners. Through rigorous inquiry and empowerment, our learners will be equipped to become college and career ready and exemplify attributes and skills of a 21<sup>st</sup> century global citizen.*

Month	Learner Profile Attribute	Title	Author	Links
September	Communicator	Voices in the Park	Anthony Browne	<ul style="list-style-type: none"> <li>• <a href="#">Bing Videos</a></li> </ul>
October	Open-Minded	If the World Were a Village	David J. Smith	<ul style="list-style-type: none"> <li>• <a href="#">Bing Videos</a></li> </ul>
November	Inquirer	More Parts	Tedd Arnold	<ul style="list-style-type: none"> <li>• <a href="#">Bing Videos</a></li> </ul>
December	Caring	Have You Filled a Bucket Today?	Carol McCloud	<ul style="list-style-type: none"> <li>• <a href="#">Bing Videos</a></li> <li>• <a href="#">Bing Videos</a></li> </ul>
January	Principled	A is for Activist	Innosanto Nagara	<ul style="list-style-type: none"> <li>• <a href="#">A Is For Activist - read aloud with research prompt.</a></li> </ul>
February	Knowledgeable	Hippos Can't Swim	Laura Lyn DiSiena	<ul style="list-style-type: none"> <li>• <a href="#">Hippos Can't Swim</a></li> </ul>
March	Balanced	The Hard Times Jar	Ethel Footman Smothers	<ul style="list-style-type: none"> <li>• <a href="#">The Hard Times Jar.mov</a></li> </ul>
April	Thinker	One Hen	Katie Smith Milway	<ul style="list-style-type: none"> <li>• <a href="#">Bing Videos</a></li> </ul>
May	Risk-Taker	Journey	Aaron Becker	<ul style="list-style-type: none"> <li>• <a href="#">Bing Videos</a></li> </ul>
June	Reflective	An Annoying ABC	Barbara Bottner	<ul style="list-style-type: none"> <li>• <a href="#">'AN ANNOYING ABC' by Barbara Bottner, read by Books with Grandma</a></li> </ul>

**Every Child, Every Chance, Every Day!**



**Attribute: Balanced**



**BALANCED** people are healthy and are aware that eating properly and exercising is important in their lives. They understand that it is important to have a balance between the physical and mental aspects of their bodies. They spend time doing many different things.

**Attitudes: Creativity, Commitment, Independence**

***How can we be BALANCED at home?***

- Encourage your child to participate in different activities:
  - Read
  - Reflect
  - Draw
  - Exercise
  - Play
- Discuss the food groups with your child. Spend a few minutes during a mealtime deciding if what your family is eating is balanced.
- Create a schedule.
- Role model this attribute.



**Attribute: Caring**

**Attitudes: Respect, Empathy, Cooperation**

**CARING** people help others, try to make people around them happy, are nice, considerate, sensitive to others needs and show empathy. They think about the world and work to take care of their community and the environment. They remember to treat others how they themselves would like to be treated.

***How can we be CARING at home?***

- Discuss characteristics of a caring person.
- Reflect on your own experience with care.
- Role model caring behavior
- Use kind words.
- Help people without being asked.
- Be an active listener.
- Get involved with community organizations.
- Protect our environment! Reduce, reuse, and recycle!
- After reading a book, spend some time considering how the people in the book acted. Was someone in the book caring? How were they caring? Find evidence in the book.
- Smile



### Attribute: Communicator

#### Attitudes: Confidence, Independence, Respect

**COMMUNICATORS** can express their feelings and ideas, share their thoughts with others, follow directions, talk about their ideas, use other languages, and are good listeners. They can express their ideas by speaking, drawing, and writing. They can also communicate using mathematical language and symbols. They collaborate effectively, listening carefully to the perspectives of other individuals and groups.

#### *How can we be COMMUNICATORS at home?*

- Discuss different ways we communicate.
- Compare and contrast ways communication has changed from the past to the present.
- Encourage your child to stay in touch with relatives and friends who live in other countries by writing letters, using the phone, or sending email.
- When working on homework, encourage your child to explain his/her answer to you orally or by drawing a picture.
- Work on the same mathematics problem as your child, see if you communicated (showed your work) the same way. Did you arrive at the same answer? Discuss your reasoning.
- Ask your child thought provoking questions and encourage them to discuss them with you. For example:
  - Is there anything you cannot buy with money?
  - Should you get an allowance? Why or why not?
  - What would you do if ...?
- Work with your child to improve his/her listening skills. Being a good listener is an important part of communicating with others.
- Ask them to tell you about their day and experiences. Share yours too!
- Use varied vocabulary



### Attribute: Inquirer

#### Attitudes: Curiosity, Commitment, Independence

**INQUIRERS** are curious about the world. They develop skills for inquiry and research. They learn independently and with others. They love learning and discovering new things and will carry this love of learning with them throughout life.

#### *How can we be INQUIRERS at home?*

- Encourage your child's areas of interest by visiting the library to borrow books that explore their concepts.
- Develop an understanding of the Internet. Work with your child when the Internet is being used and try to instill the understanding that some Internet sites are not reputable.
- Model being an inquirer.
- Discuss that it is ok not to know an answer to a problem or a question but guide them as to where and how to find resources or solutions.
- Encourage them to explore and create concrete representations. There may be multiple ways of getting to an answer.
- Listen to and read about educational programs.
- Make connections to the concepts learned at school to your home or community.



**Attribute: Knowledgeable**

**Attitudes: Curiosity, Commitment, Enthusiasm**

**KNOWLEDGEABLE** people have explored relevant and significant concepts and can remember what they have learned. They can draw on this knowledge and apply it in new situations. They engage in issues and ideas that have local and global significance.

***How can we share KNOWLEDGE at home?***

- Encourage your child to read books at home that connect with the themes and concepts being covered in school.
- Guide them in skills that we want them to be able to do: Research, communication, social, and self-management and thinking skills.
- Ask your child about what they are learning in school and engage them in conversations about it:
  - “Why do you think that is an important thing to know about?”
  - “Can you think of anything happening in the world today that might be similar to that aspect of History?”
- Foster any area that your child expresses an interest in with books and activities, but also be sure to encourage them to explore other areas and new things.
- Encourage your child to become familiar with current events and to read the newspaper and watch the news when appropriate.
- Read and discuss news with your child.



**Attribute: Open-Minded**

**Attitudes: Tolerance, Respect, Curiosity, Empathy**

An **OPEN-MINDED** person knows that all people are different. They listen to the points of view of others and consider many possibilities before deciding. They appreciate their own culture and personal histories, as well as the values and traditions of others. They celebrate the differences that make all people unique.

***How can we be OPEN-MINDED at home?***

- Encourage your child to try new things – new foods, new games and new activities.
- Expose your child to different festivals, celebrations and traditions and be sure to present them in a non-judgmental way.
- Encourage your child to listen to others when they speak.
- Learn a new language.
- Discuss with them that certain media is bias. Instead, offer them facts or have them research different cultures and ethnic groups so they can learn to make their own judgements.
- Read literature about different cultures. Be sure that it is appropriate and reflects the culture in an appropriate way.
- Review the terms perspective, point of view, bias, prejudice. Provide examples.



### Attribute: Principled

#### Attitudes: Cooperation, Tolerance, Respect, Curiosity, Empathy

**PRINCIPLED** people have a sense of fairness and are honest with themselves and with others. They understand that sometimes there are rules, and they follow them. They understand moral reasoning.

### *How can we be PRINCIPLED at home?*

- Create essential agreements at home together.
- Involve your child in deciding on the rules for a game or activity and then ensure that they stick to the ones that have been decided upon.
- Communicate ethical choices and moral behavior and how to make the right choices.
- Role-play different scenarios.
- Encourage your child to play games that involve teams. Discuss with your child the qualities of a team player. What are the roles and responsibilities? What sort of person would they want on their team?
- Discuss sportsmanship and it's not whether you win or lose, it's about how we play the game.
- To increase self-esteem, teach them to how to "right their wrong"
- Explore how we can learn from our mistakes.



### Attribute: Reflective

#### Attitudes: Commitment, Confidence, Creativity, Cooperation

**REFLECTIVE** people know what they are good at and what they are not good at. They try to think about these things, and they make changes where they can. They consider their own learning and consider their personal strengths and weaknesses in a constructive manner.

### *How can we be REFLECTIVE at home?*

- Discuss your child's school year. Have them reflect on their strengths and areas for improvement.
- Consider the goals that your child could set for next school year. Make a list of the goals and actions that can be taken to achieve these goals. You might want to list actions that your child will take independently as well as actions parents will take to support them. For example, if one of the goals your child sets for herself is to increase their reading stamina by reading each night for 30 minutes, her action might be to keep a reading log. As a parent, you might decide that the two of you will participate in shared reading once a week and even create a book or poem together to read to others.
- Encourage them to think before acting.
- Encourage them to reflect on certain situations or events.
- Teach them how to organize their time.
- Encourage them to find various solutions to conflict



**Attribute: Risk-Taker**

**Attitudes: Confidence, Creativity, Curiosity, Enthusiasm, Independence**

**RISK-TAKERS** try new things. They try to solve problems in a lot of ways. They have the bravery to tell people what they think is right.

**How can we be RISK-TAKERS at home?**

- If your child is feeling uneasy about trying something, encourage them to attempt it and then reflect on both whether they liked the activity and how it felt to try something new.
- Offer opinions
- Set goals. What are realistic goals for the week? Your child might set a goal to:
  - Play something that they might not usually play with
  - Eat something new.
  - Try an activity they have not tried before.

\* Explain to your child the difference between being a risk-taker by trying new things and doing dangerous things.



**Attribute: Thinker**

**Attitudes: Independence, Commitment, Confidence, Creativity**

**THINKERS** work to solve problems independently. They can imagine many solutions to a question or challenge. Thinkers make good decisions and can predict the outcomes of their actions. They think creatively and critically.

**How can we be THINKERS at home?**










- Encourage your child to try to think of solutions to problems independently.
- Make connections to real-life problems and ask questions to your child:
  - “I’m not sure how to arrange the glasses so they can all fit in the cupboard.”
  - “I wonder how much the groceries in the cart will cost... how we can make an estimate.”
  - “We need enough cookies for the 20 people in your class. What kind of change should we make to our recipe?”
- Ask your children questions when they are working on a problem:
  - “Do you have any ideas about how we might begin?”
  - “How can we do this differently?”
  - “I had never thought of that. Tell me more about it.”
  - “What other ways can we show that?”
  - “Why do you think that?”
  - “How did you figure that out?”





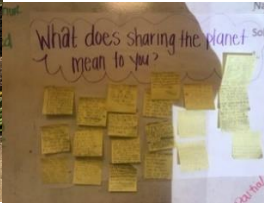


*\*Adapted from the Canadian International School in Singapore*

## Approaches to Teaching (ATT): Knowledge

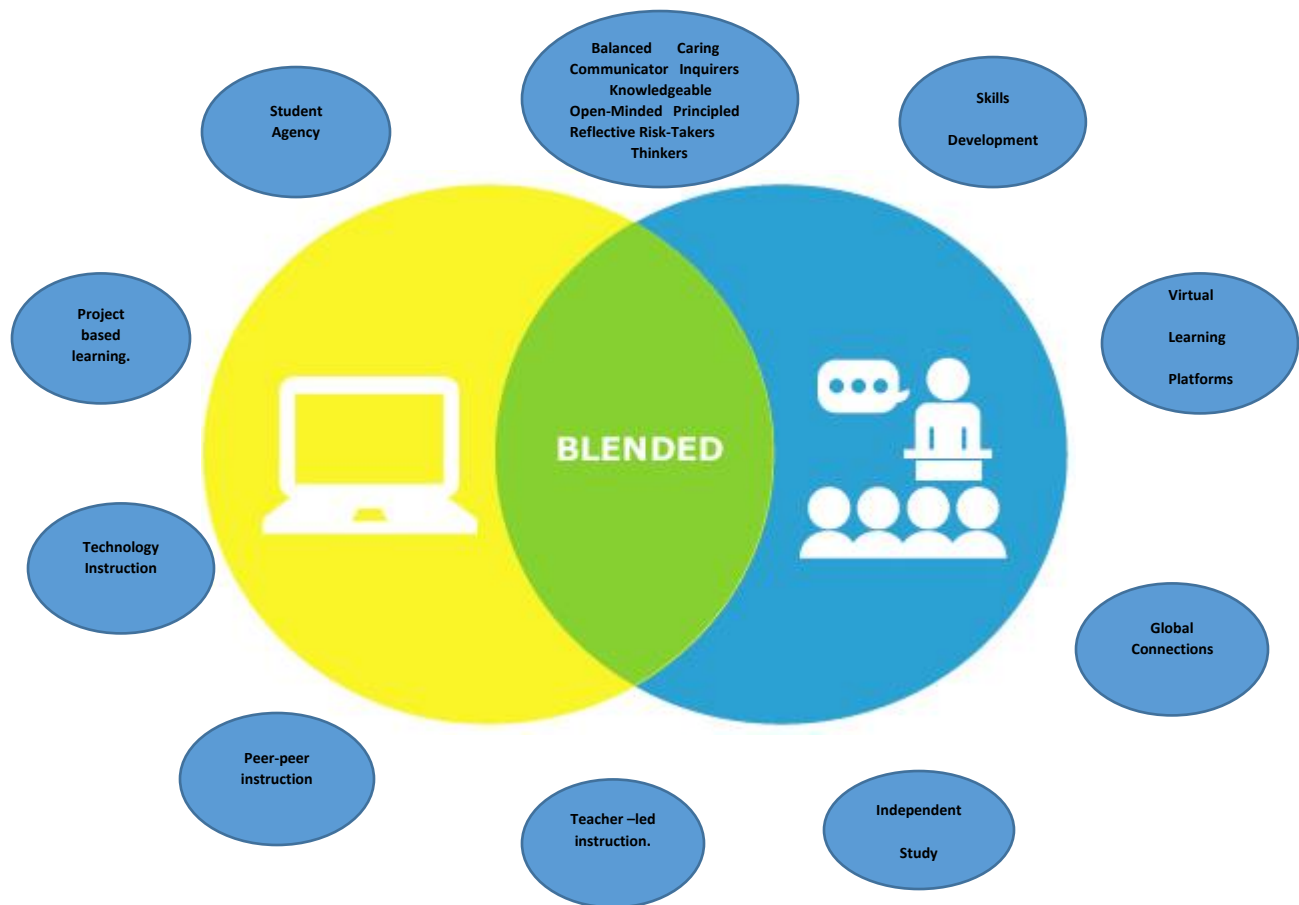
### What do we want students to know?

Students inquire into and learn about globally significant issues in the context of units of inquiry (UOI). Each unit of inquiry focuses on the central idea relevant to a transdisciplinary theme. Lines of inquiry (LOI) are identified to help explore the scope of the Central Idea for each of the six (6) themes.

Transdisciplinary Theme	Descriptors
<b>Who we are</b>	<p>An inquiry into identity as individuals and as part of a collective through</p> <ul style="list-style-type: none"> <li>▪ physical, emotional, and spiritual health and well-being</li> <li>▪ relationships and belonging</li> <li>▪ learning and growing</li> </ul> <div style="display: flex; justify-content: space-around; margin-top: 10px;">      </div>
<b>Where we are in place and time</b>	<p>An inquiry into histories and orientation in place, space, and time through:</p> <ul style="list-style-type: none"> <li>▪ periods, events, and artifacts</li> <li>▪ communities, heritage, culture, and environment</li> <li>▪ natural and human drivers of movement, adaptation, and transformation</li> </ul> <div style="text-align: center; margin-top: 10px;">  </div>
<b>How we express ourselves</b>	<p>An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>▪ inspiration, imagination, creativity</li> <li>▪ personal, social, and cultural notes and practices of communication</li> <li>▪ intentions, perceptions, interpretations, and responses</li> </ul> <div style="display: flex; justify-content: space-around; margin-top: 10px;">    </div>

<p><b>How the world works</b></p>	<p>An inquiry into the understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> <li>▪ patterns, cycles, systems</li> <li>▪ diverse practices, methods, and tools</li> </ul> <p>discovery, design, innovation, possibilities, and impacts</p> 
<p><b>How we organize ourselves</b></p>	<p>An inquiry into systems, structures, and networks through:</p> <ul style="list-style-type: none"> <li>▪ interactions with and between social and ecological systems</li> <li>▪ approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>▪ representation, collaboration, and decision-making</li> </ul>  
<p><b>Sharing the planet</b></p>	<p>An inquiry into the interdependence of human and natural worlds through:</p> <ul style="list-style-type: none"> <li>▪ rights, responsibilities, and dignity of all</li> <li>▪ pathways to just, peaceful, and reimagined futures</li> <li>▪ nature, complexity, coexistence, and wisdom</li> </ul>    

## Our Curriculum



The foundation of our curriculum (scope and sequence) is formed using the requirements of the New York State Next Generation Standards and the Primary Years Program (PYP) framework. We use a blended approach to learning and teaching to meet these requirements. To view these approaches to learning and teaching and the learning standards, please log on to:

<https://www.hempsteadschools.org/>

<https://www.hempsteadschools.org/site/Default.aspx?PageID=15>

<http://www.nysed.gov/next-generation-learning-standards>

<http://www.nysed.gov/curriculum-instruction/social-studies>

<https://www.nextgenscience.org/overview-dci>

## Our Program of Inquiry (POI)

\*Our Program of Inquiry is located on our school website.

**What is a “Program of Inquiry (POI)”?** A Program of Inquiry is the result of collaborative work our teaching staff. A POI is a framework for the development of inquiry-based units. Each grade level explores six Transdisciplinary Units of inquiry that last about 4-6 weeks. These units provide the opportunity to incorporate local and global issues into the curriculum and effectively allow students to extend learning within subject areas.



### David Paterson School Program of Inquiry (POI)



Our Program of Inquiry (POI) is the result of ongoing collaboration among the district and instructional staff at David Paterson School. We develop, implement, and assess our Program of Inquiry through Units of Inquiry. The Program of Inquiry framework is developed at every grade level from K-6, where students explore six units of inquiry (UOI) that range between 4-6 weeks. Throughout the units of inquiry, students inquire into and develop an understanding of concepts and issues on a local, national, and global significance. Our Program of Inquiry aligns to our district unified Program of Inquiry, and both our school mission statement and the International Baccalaureate Organizations mission statement.


Each Unit of Inquiry is organized around the following essential elements:

- 1. Transdisciplinary Theme** - Each of the six (6) transdisciplinary themes contain ideas of global significance and uses a transdisciplinary approach to learning where, concepts, skills, attitudes, and actions are connected to real world context to develop students’ knowledge and understanding.
- 2. Central Idea** - The central idea is relevant to the overall theme and is developmentally and academically appropriate. It is an enduring understanding that students develop throughout the unit.
- 3. Lines of Inquiry** - The lines of inquiry clarify the central idea, focus student inquiries, and help deepen understanding.
- 4. Specified and Additional Concepts** - These concepts are embedded into the central idea and lines of inquiry. They help deepen student understanding and provide students the opportunity to make connections throughout their learning, from one subject area to another and between school and the outside world.
- 5. The Learner Profile**- The learner profile implies a commitment to help all members of our school learning community learn to respect themselves, others, and the world around them. We focus on two learner profiles that are most connected to our unit, however each of the ten learner profiles are recognized every day to promote global citizens of the 21<sup>st</sup> century.


Our Program of Inquiry is a curricular pathway to learning and is referred to as a “living document” to account for reflection and change. Our single-subject teachers, including Art, Music, Physical Education, FLES, and Educational Technology, integrate relevant aspects of the Learner Profile Attributes and Concepts, while

integrating learning and inquiry opportunities based on the grade-level inquiry units where possible. Our instructional staff reviews and revises our Program of Inquiry to account for changes in state standards, curriculum resources, and reflections in the learning and teaching process to best meet the needs of our students. This collaborative planned learning reflects the Next Generation Learning Standards /Common Core Learning Standards and application of knowledge, skills, and concepts in the subject areas of language, social studies, mathematics, science and technology, arts, and personal, social, and physical education. The six transdisciplinary themes in our Program of Inquiry promote the attributes of the IB learner profile and engages

students in developing the transdisciplinary skills including social skills, thinking skills, research skills, self-management skills, and communication skills.



**David Paterson School**  
**Program of Inquiry 2025-2026**  
*"Cultivating Champions One Child at a Time"*  
**David Paterson School Mission Statement**



*The David Paterson School is committed to building partnerships with students, staff, parents, and the community to develop life-long learners. Through rigorous inquiry and empowerment, our learners will be equipped to become college and career ready and exemplify attributes and skills of a 21<sup>st</sup> century global citizen.*

**Please refer to HUFSD Unified POI documents, resources, and links on district website**

Transdisciplinary Themes	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>K</b>	<p>An inquiry into identify as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> <li>physical, emotional and spiritual health and <b>well-being</b>;</li> <li>relationships and <b>belonging</b>;</li> <li>learning and growing</li> </ul>	<p>An inquiry into histories and orientation in <b>places, people</b>, and time through:</p> <ul style="list-style-type: none"> <li>periods, events and <b>activities</b>;</li> <li>communities, heritage, culture and <b>environments</b>;</li> <li>natural and human drivers of movement, adaptation and transformation</li> </ul>	<p>An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>inspiration, imagination, <b>creativity</b>;</li> <li>personal, social, and cultural notes and practices of <b>communication</b>;</li> <li>intentions, perceptions, interpretations, and responses</li> </ul>	<p>An inquiry into the understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> <li>patterns, cycles, <b>systems</b>;</li> <li>diverse practices, methods, and <b>tools</b>;</li> <li>discovery, design, innovation, possibilities, and impacts</li> </ul>	<p>An inquiry into systems, structures, and networks through:</p> <ul style="list-style-type: none"> <li>interactions with and between social and ecological <b>systems</b>;</li> <li>approaches to livelihoods and trade practice - intended and unintended <b>consequences</b>;</li> <li>representation, collaboration, and decision-making</li> </ul>	<p>An inquiry into the interdependence of human and natural worlds through:</p> <ul style="list-style-type: none"> <li>rights, responsibilities, and dignity of <b>all</b>;</li> <li>pathways to just, peaceful, and reimagined <b>utures</b>;</li> <li>nature, complexity, coexistence, and wisdom</li> </ul>
	<p><b>#1</b> September 1 -June 19</p> <p><b>Central Idea:</b> Sense of self is shaped by experiences with family and the community.</p> <p><b>Specified Concepts:</b> Connection, Perspective, Responsibility</p> <p><b>Additional Concepts:</b> Identity, Rights, Relationships</p> <p><b>Lines of Inquiry:</b> An Inquiry Into: 1. Characteristics of being special and unique 2. Personal experiences with family and the community 3. Student roles and responsibilities at home and school</p> <p><b>Focus on:</b> Language/ SS/PSPE</p> <p><b>Learner Profile:</b> Balanced, Caring, Open-Minded</p>	<p><b>#5</b> March 9-April 17</p> <p><b>Central Idea:</b> Learning from the past impacts the present.</p> <p><b>Specified Concepts:</b> Change, Form</p> <p><b>Additional Concepts:</b> Diversity, Culture, Geography</p> <p><b>Lines of Inquiry:</b> An Inquiry Into: 1. How life today is different from the past 2. Reasons things change 3. How inventions improve the way we live over time</p> <p><b>Focus on:</b> Language, S.S.</p> <p><b>Learner Profile:</b> Inquirer, Reflective, Thinker</p>	<p><b>#4</b> January 12-March 6</p> <p><b>Central Idea:</b> Literature expresses ideas and connect people through experiences.</p> <p><b>Specified Concepts:</b> Connection, Form, Perspective</p> <p><b>Additional Concepts:</b> Interpretations, Literature</p> <p><b>Lines of Inquiry:</b> An Inquiry Into: 1. Story elements 2. Ways people, places, and things are connected in a story 3. How people respond to stories</p> <p><b>Focus on:</b> Language/ SS/PSPE</p> <p><b>Learner Profile:</b> Communicator Reflective, Thinker</p>	<p><b>#8</b> April 20-June 12</p> <p><b>Central Idea:</b> Living things adapt to climate and weather changes.</p> <p><b>Specified Concepts:</b> Causation, Connection, Form</p> <p><b>Additional Concepts:</b> Interdependence, Survival, Environment</p> <p><b>Lines of Inquiry:</b> An Inquiry Into: 1. Describing weather 2. How living things adapt to the weather 3. Ways people protect themselves from extreme weather</p> <p><b>Focus On:</b> Language, Science</p> <p><b>Learner Profile:</b> Inquirer, Thinker, Knowledgeable</p>	<p><b>#2</b> October 1-November 7</p> <p><b>Central Idea:</b> Special places generate curiosity in the community.</p> <p><b>Specified Concepts:</b> Connection, Form, Perspective</p> <p><b>Additional Concepts:</b> Identity, Relationships, Community, Structures</p> <p><b>Lines of Inquiry:</b> An Inquiry Into: 1. Identifying what makes a place special 2. Why exploring special places can be fun 3. Finding places on a map</p> <p><b>Focus On:</b> Language, S.S.</p> <p><b>Learner Profile:</b> Communicator, Open-Minded, Reflective, Thinker</p>	<p><b>#3</b> November 10-January 9</p> <p><b>Central Idea:</b> Living things have certain needs in, <b>places</b>, to grow and stay healthy.</p> <p><b>Specified Concepts:</b> Causation, Connection, Function</p> <p><b>Additional Concepts:</b> Wants, Needs, Cycles, Discovery, Habitats, Attributes</p> <p><b>Lines of Inquiry:</b> An Inquiry Into: 1. Basic needs and wants 2. How living things share the environment 3. Why animals and plants require certain things to survive</p> <p><b>Focus On:</b> Language, Science, S.S.</p> <p><b>Learner Profile:</b> Knowledgeable, Principled, Reflective</p>
<b>1</b>	<p><b>#1</b> September 1-October 10</p> <p><b>Central Idea:</b> People are shaped by different cultures.</p> <p><b>Specified Concepts:</b> Connection, Perspective, Responsibility</p> <p><b>Additional Concepts:</b> Citizenship, Communities, Values</p> <p><b>Lines of Inquiry:</b> An Inquiry Into: 1. Differences and similarities 2. Roles, rules, and responsibilities 3. Growth and change over time</p> <p><b>Focus on:</b> Language/ SS/PSPE</p> <p><b>Learner Profile:</b> Caring, Open-minded, Thinker</p>	<p><b>#5</b> March 9- April 17</p> <p><b>Central Idea:</b> Personal journeys can lead to change and new opportunities.</p> <p><b>Specified Concepts:</b> Change, Connection, Form</p> <p><b>Additional Concepts:</b> Exploration, History, Technology</p> <p><b>Lines of Inquiry:</b> An Inquiry Into: 1. Important events leading to change 2. How contributions may lead to new opportunities 3. Making connections to the past and present</p> <p><b>Focus on:</b> Language/SS/Science-&gt;Technology</p> <p><b>Learner Profile:</b> Balanced, Inquirers, Risk-Takers, Reflective</p>	<p><b>#4</b> January 12-March 6</p> <p><b>Central Idea:</b> Stories help us to expand our imagination.</p> <p><b>Specified Concepts:</b> Connection, Perspective</p> <p><b>Additional Concepts:</b> Creativity, Discovery, Expression</p> <p><b>Lines of Inquiry:</b> An Inquiry Into: 1. Ways of telling stories 2. Stories from different cultures 3. How traditions and values can be expressed through genres</p> <p><b>Focus on:</b> Language/PSPE/Arts</p> <p><b>Learner Profile:</b> Communicator, Open-Minded, Reflective</p>	<p><b>#8</b> April 27- June 19</p> <p><b>Central Idea:</b> Living things evolve based on needs and wants.</p> <p><b>Specified Concepts:</b> Causation, Connection, Form</p> <p><b>Additional Concepts:</b> Patterns, Seasons, Systems, Time</p> <p><b>Lines of Inquiry:</b> An Inquiry Into: 1. Needs and wants 2. Movement to fulfil needs 3. Cycles around us</p> <p><b>Focus on:</b> Language/Math/ Science-&gt;Technology</p> <p><b>Learner Profile:</b> Caring, Communicator, Open-minded, Principled</p>	<p><b>#2</b> October 14-November 25</p> <p><b>Central Idea:</b> Features and members work together to support a community.</p> <p><b>Specified Concepts:</b> Causation, Function, Responsibility</p> <p><b>Additional Concepts:</b> Data, Environment, Geography, Maps, Resources</p> <p><b>Lines of Inquiry:</b> An Inquiry Into: 1. Roles and responsibilities of community members 2. Features in a community 3. How we learn and grow from our community</p> <p><b>Focus on:</b> SS/Science-&gt;Technology /Math</p> <p><b>Learner Profile:</b> Communicator, Knowledgeable, Principled</p>	<p><b>#3</b> December 1-January 9</p> <p><b>Central Idea:</b> Living things change and grow to adapt to their environment.</p> <p><b>Specified Concepts:</b> Causation, Change, Function</p> <p><b>Additional Concepts:</b> Cycles, Measurement, Relationships, Transformation</p> <p><b>Lines of Inquiry:</b> An Inquiry Into: 1. How living things adapt to changes in their environment. 2. How growth and change allow living things to survive 3. How characteristics are passed down from parents</p> <p><b>Focus on:</b> Language/Science-&gt;Technol ogy/Math</p> <p><b>Learner Profile:</b> Balanced, Inquirer</p>

Transdisciplinary Themes	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
2	<p><b># 1</b> September 1-October 10</p> <p><b>Central Idea:</b> Responsible citizens work together to make choices that affect their lives.</p> <p><b>Specified Concepts:</b> Connection, Function, Responsibility</p> <p><b>Additional Concepts:</b> Balance, Well-being</p> <p><b>Lines of Inquiry:</b> An Inquiry Into: 1. Ways to be a good citizen 2. Consequences of making choices 3. How citizens are united by common symbols</p> <p><b>Focus on:</b> Language/SS/ PSPE</p> <p><b>Learner Profile:</b> Balanced, Communicator, Principled, Risk-Taker</p>	<p><b># 5</b> March 9-April 17</p> <p><b>Central Idea:</b> People's actions and discoveries from the past may affect the present and the future.</p> <p><b>Specified Concepts:</b> Causation, Change, Connection, Function</p> <p><b>Additional Concepts:</b> Discovery, Time, Values</p> <p><b>Lines of Inquiry:</b> An Inquiry Into: 1. How the past affects the present 2. How people's actions create change 3. How people work together to solve problems</p> <p><b>Focus on:</b> Language/SS/Math</p> <p><b>Learner Profile:</b> Reflective, Thinker</p>	<p><b># 4</b> January 12-March 6</p> <p><b>Central Idea:</b> People around the world recognize and honor cultures through celebrations and traditions.</p> <p><b>Specified Concepts:</b> Connection, Form, Function, Perspective</p> <p><b>Additional Concepts:</b> Culture, Beliefs, Diversity, Symbols</p> <p><b>Lines of Inquiry:</b> An Inquiry Into: 1. Global cultures and celebrations 2. How people express themselves through their cultural traditions 3. Ways to express ourselves</p> <p><b>Focus on:</b> Language/SS/ Arts</p> <p><b>Learner Profile:</b> Communicator, Principled, Risk-taker</p>	<p><b># 8</b> April 27-June 19</p> <p><b>Central Idea:</b> Earth is a dynamic environment affected and changed by living things.</p> <p><b>Specified Concepts:</b> Change, Connection, Form</p> <p><b>Additional Concepts:</b> Properties, Structures, Transformation</p> <p><b>Lines of Inquiry:</b> An Inquiry Into: 1. Actions we can take to protect the earth 2. How living things impact the earth 3. How Earth changes over time</p> <p><b>Focus on:</b> Language/Math/Science &gt;Technology</p> <p><b>Learner Profile:</b> Inquirer, Knowledgeable, Reflective</p>	<p><b># 2</b> October 15-November 25</p> <p><b>Central Idea:</b> Where you live affects how you live.</p> <p><b>Specified Concepts:</b> Connection, Perspective, Responsibility</p> <p><b>Additional Concepts:</b> Geography, Resources, Interdependence</p> <p><b>Lines of Inquiry:</b> An Inquiry Into: 1. Ways communities transform the world around us 2. How communities develop and change over time 3. Meeting needs and wants within a community</p> <p><b>Focus on:</b> Language/SS/Science&gt;Technology/</p> <p><b>Learner Profile:</b> Communicator, Inquirer, Open Minded, Thinker</p>	<p><b># 3</b> December 1-January 9</p> <p><b>Central Idea:</b> Living things adapt to their environment.</p> <p><b>Specified Concepts:</b> Causation, Change, Connection</p> <p><b>Additional Concepts:</b> Cycles, Environment, Habitats</p> <p><b>Lines of Inquiry:</b> An Inquiry Into: 1. Characteristics of adaptations 2. Animal traits and habitats 3. Environmental changes effect on living things</p> <p><b>Focus on:</b> Language/ Science&gt;Technology</p> <p><b>Learner Profile:</b> Caring, Inquirer, Knowledgeable</p>
	3	<p><b># 4</b> January 12-March 6</p> <p><b>Central Idea:</b> Self-identity, feelings, and thoughts may help us manage interactions with other people.</p> <p><b>Specified Concepts:</b> Causation, Connection, Perspective</p> <p><b>Additional Concepts:</b> Culture, Diffusion, Literature</p> <p><b>Lines of Inquiry:</b> An Inquiry Into: 1. Identifying personal histories and narratives 2. How challenges turn ordinary people into heroes 3. Characteristics of heroes</p> <p><b>Focus on:</b> Language/SS/ PSPE</p> <p><b>Learner Profile:</b> Caring, Open-Minded</p>	<p><b># 5</b> March 9-April 17</p> <p><b>Central Idea:</b> People's actions ideas, and experiences cause communities to change over time.</p> <p><b>Specified Concepts:</b> Causation, Change, Connection,</p> <p><b>Additional Concepts:</b> Diversity, Expression, Meaning</p> <p><b>Lines of Inquiry:</b> An inquiry into: 1. How people can make changes in a community 2. How big ideas can change a community 3. How leaders can inspire change.</p> <p><b>Focus on:</b> Language/SS/Arts</p> <p><b>Learner Profile:</b> Risk-taker, Thinker</p>	<p><b># 1</b> September 1-October 10</p> <p><b>Central Idea:</b> Cycles and systems can be used to express and communicate.</p> <p><b>Specified Concepts:</b> Form, Function, Responsibility</p> <p><b>Additional Concepts:</b> Conflict, Innovation, Sequence</p> <p><b>Lines of Inquiry:</b> An Inquiry Into: 1. Rights and responsibilities of citizens and how they support a community 2. Government leadership 3. Life cycles</p> <p><b>Focus on:</b> Science&gt;Technology/Math / PSPE</p> <p><b>Learner Profile:</b> Balanced, Communicator</p>	<p><b>#8</b> April 27-June 19</p> <p><b>Central Idea:</b> The world creates challenges for living things.</p> <p><b>Specified Concepts:</b> Change, Connection, Responsibility</p> <p><b>Additional Concepts:</b> Adaptation, Environment, Geography</p> <p><b>Lines of Inquiry:</b> An Inquiry Into: 1. How nature can change people's lives 2. How changes on Earth affect the environment 3. How people prepare and respond to disasters</p> <p><b>Focus on:</b> Language/Science&gt;Technology</p> <p><b>Learner Profile:</b> Inquirer, Reflective</p>	<p><b># 2</b> October 15-November 25</p> <p><b>Central Idea:</b> Humans interact, utilize, and value the environment in many ways.</p> <p><b>Specified Concepts:</b> Form, Function, Causation</p> <p><b>Additional Concepts:</b> Contributions, Government, Interconnectedness</p> <p><b>Lines of Inquiry:</b> An Inquiry Into: 1. How people travel in different environments 2. How diverse cultures relate to their environment 3. How environment affects people's lives and relationships</p> <p><b>Focus on:</b> Language/SS</p> <p><b>Learner Profile:</b> Knowledgeable, Thinker</p>

Transdisciplinary Themes	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
4	<p><b>#1</b> September 1–October 10</p> <p><b>Central Idea:</b> Beliefs, values, and location determine our overall well-being.</p> <p><b>Specified Concepts:</b> Connection, Form, Perspective</p> <p><b>Additional Concepts:</b> Culture, Networks</p> <p><b>Lines of Inquiry:</b> <b>An Inquiry Into:</b></p> <ol style="list-style-type: none"> <li>1. Commonalities of people</li> <li>2. Regional and cultural traditions</li> <li>3. Cultural diversity</li> </ol> <p><b>Focus on:</b> Language/SS/ PSPE</p> <p><b>Learner Profile:</b> Caring, Open-Minded, Risk-Taker</p>	<p><b>#3</b> December 1-January 9</p> <p><b>Central Idea:</b> Revolution shapes our land and society.</p> <p><b>Specified Concepts:</b> Change, Form, Perspective</p> <p><b>Additional Concepts:</b> Diversity, Landforms, Revolution</p> <p><b>Lines of Inquiry:</b> <b>An Inquiry Into:</b></p> <ol style="list-style-type: none"> <li>1. How land is formed and how it changes</li> <li>2. How movement and settlement create conflict</li> <li>3. How conflict leads to change</li> </ol> <p><b>Focus on:</b> Languages, Science</p> <p><b>Learner Profile:</b> Inquirer, Thinker</p>	<p><b>#6</b> March 9-April 17</p> <p><b>Central Idea:</b> People communicate through various formats to transfer information.</p> <p><b>Specified Concepts:</b> Change, Form, Responsibility</p> <p><b>Additional Concepts:</b> Impacts, Inventions, Transformation</p> <p><b>Lines of Inquiry:</b> <b>An Inquiry Into:</b></p> <ol style="list-style-type: none"> <li>1. Different forms of communication</li> <li>2. Using communication to effect social change</li> <li>3. Energy transformation</li> </ol> <p><b>Focus on:</b> Language/Math/Science&gt; Technology/SS</p> <p><b>Learner Profile:</b> Communicator, Principled</p>	<p><b>#8</b> April 27–June 19</p> <p><b>Central Idea:</b> Geographic, technological, and human factors can lead to change and innovation.</p> <p><b>Specified Concepts:</b> Change, Function, Responsibility</p> <p><b>Additional Concepts:</b> Features, Patterns, Resources</p> <p><b>Lines of Inquiry:</b> <b>An Inquiry Into:</b></p> <ol style="list-style-type: none"> <li>1. How individuals make a difference in the lives of New Yorkers</li> <li>2. Ways to protect our environment</li> <li>3. Roles of state and federal government</li> </ol> <p><b>Focus on:</b> Language/Science&gt; Technology/SS</p> <p><b>Learner Profile:</b> Knowledgeable, Thinker</p>	<p><b>#4</b> January 12- March 6</p> <p><b>Central Idea:</b> Thoughts and ideas may lead to the creation of systems in societies.</p> <p><b>Specified Concepts:</b> Causation, Change, Form, Function</p> <p><b>Additional Concepts:</b> Data, Government, New Nation</p> <p><b>Lines of Inquiry:</b> <b>An Inquiry Into:</b></p> <ol style="list-style-type: none"> <li>1. How governments are formed</li> <li>2. Changes in society and government due to conflict</li> <li>3. Collecting and analyzing data</li> </ol> <p><b>Focus on:</b> Language/SS/Math</p> <p><b>Learner Profile:</b> Knowledgeable, Open-Minded, Reflective</p>	<p><b>#2</b> October 14-November 25</p> <p><b>Central Idea:</b> The environment shapes the world of its inhabitants.</p> <p><b>Specified Concepts:</b> Change, Function, Perspective</p> <p><b>Additional Concepts:</b> Development, Environment, Interdependence</p> <p><b>Lines of Inquiry:</b> <b>An Inquiry Into:</b></p> <ol style="list-style-type: none"> <li>1. Comparing and contrasting Native American Life in New York</li> <li>2. How new influences can change an environment</li> <li>3. Building positive and negative relationships</li> </ol> <p><b>Focus on:</b> Language/Science&gt; Technology/SS</p> <p><b>Learner Profile:</b> Balanced, Inquirer, Risk-Taker</p>
	5	<p><b>#1</b> September 9-October 11</p> <p><b>Central Idea:</b> Journeys influence a person's perspective.</p> <p><b>Specified Concepts:</b> Change, Perspective, Responsibility</p> <p><b>Additional Concepts:</b> Migration, Civilization, Patterns</p> <p><b>Lines of Inquiry:</b> <b>An Inquiry Into:</b></p> <ol style="list-style-type: none"> <li>1. How history impacts civilizations, culture, and experiences.</li> <li>2. How migration of groups may lead to cultural diversity</li> <li>3. The function of the base 10 system as a pattern</li> </ol> <p><b>Focus on:</b> SS/Science&gt;Technology /Math</p> <p><b>Learner Profile:</b> Caring, Open-minded, Thinker</p>	<p><b>#3</b> December 1-January 9</p> <p><b>Central Idea:</b> People's actions may reflect experiences.</p> <p><b>Specified Concepts:</b> Causation, Form, Perspective</p> <p><b>Additional Concepts:</b> Adaptations, Geography, Contributions</p> <p><b>Lines of Inquiry:</b> <b>An Inquiry Into:</b></p> <ol style="list-style-type: none"> <li>1. Relationships among generations</li> <li>2. Transformation</li> <li>3. How geography influences history</li> </ol> <p><b>Focus On:</b> Language/SS/ Science&gt; Technology</p> <p><b>Learner Profile:</b> Knowledgeable, Reflective</p>	<p><b>#8</b> April 27-June 19</p> <p><b>Central Idea:</b> Cultural interactions influence how people view and function in the world.</p> <p><b>Specified Concepts:</b> Connection, Function, Perspective</p> <p><b>Additional Concepts:</b> Culture, Diversity, Influence</p> <p><b>Lines of Inquiry:</b> <b>An Inquiry Into:</b></p> <ol style="list-style-type: none"> <li>1. How the migration of groups of people have led to cultural diffusion</li> <li>2. How different experiences influence perspectives of groups of people</li> <li>3. Exploration of the coordinate plane when solving problems in real world application</li> </ol> <p><b>Focus on:</b> Language/SS/Math</p> <p><b>Learner Profile:</b> Balanced, Knowledgeable, Reflective</p>	<p><b>#6</b> March 3-May 2</p> <p><b>Central Idea:</b> Earth's natural systems affect the world and the organisms within it.</p> <p><b>Specified Concepts:</b> Change, Function, Responsibility</p> <p><b>Additional Concepts:</b> Economics, Equity, Resources</p> <p><b>Lines of Inquiry:</b> <b>An Inquiry Into:</b></p> <ol style="list-style-type: none"> <li>1. How Earth's natural systems, such as <b>matter</b> and energy may change</li> <li>2. How people use natural systems and resources to meet their needs</li> <li>3. The functions of addition and multiplication when solving for volume and area</li> </ol> <p><b>Focus on:</b> Language/SS/Science&gt; Technology, Math</p> <p><b>Learner Profile:</b> Inquirer, Knowledgeable</p>	<p><b>#4</b> January 12 -March 6</p> <p><b>Central Idea:</b> Humans have the responsibility to create and maintain functioning systems of government.</p> <p><b>Specified Concepts:</b> Causation, Function, Responsibility</p> <p><b>Additional Concepts:</b> Government, Interaction, Systems</p> <p><b>Lines of Inquiry:</b> <b>An Inquiry Into:</b></p> <ol style="list-style-type: none"> <li>1. How government affects the lives of all people</li> <li>2. The effect of people's freedom on society</li> <li>3. Use of multiplication and division of fractions and decimal fractions</li> </ol> <p><b>Focus on:</b> SS/Science&gt;Technology/ Math</p> <p><b>Learner Profile:</b> Open-minded, Risk-Taker, Thinker</p>

Transdisciplinary Themes	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>6</b>	<p>An inquiry into identify as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> <li>physical, emotional and spiritual health and <b>well-being</b>;</li> <li>relationships and <b>belonging</b>;</li> <li>learning and growing</li> </ul>	<p>An inquiry into histories and orientation in place, space and time through:</p> <ul style="list-style-type: none"> <li>periods, events and <b>artifacts</b>;</li> <li>communities, heritage, culture and <b>environment</b>;</li> <li>natural and human drivers of movement, adaptation and <b>transformation</b></li> </ul>	<p>An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>Inspiration, Imagination, <b>creativity</b>;</li> <li>personal, social, and cultural notes and practices of <b>communication</b>;</li> <li>intentions, perceptions, interpretations, and responses</li> </ul>	<p>An inquiry into the understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> <li>patterns, cycles, <b>systems</b>;</li> <li>diverse practices, methods, and <b>tools</b>;</li> <li>discovery, design, innovation, possibilities, and impacts</li> </ul>	<p>An inquiry into systems, structures, and networks through:</p> <ul style="list-style-type: none"> <li>interactions with and between social and ecological <b>systems</b>;</li> <li>approaches to livelihoods and trade practice - intended and unintended <b>consequences</b>;</li> <li>representation, collaboration, and decision-making</li> </ul>	<p>An inquiry into the interdependence of human and natural worlds through:</p> <ul style="list-style-type: none"> <li>rights, responsibilities, and dignity of <b>all</b>;</li> <li>pathways to just, peaceful, and reimagined <b>future</b>;</li> <li>nature, complexity, coexistence, and wisdom</li> </ul>
	<p><b>#1</b> September 9- October 10</p>	<p><b>#2</b> October 14- November 25</p>	<p><b>#3</b> December 1- January 9</p>	<p><b>#5</b> March 9-April 17</p>	<p><b>#4</b> January 12—March 6</p>	<p><b>#6</b> April 27—June 19</p>
	<p><b>Central Idea:</b> Human interactions contribute to cultural diversity.</p>	<p><b>Central Idea:</b> Human adaptations lead to the development of societies over time.</p>	<p><b>Central Idea:</b> Life experiences influences the way that creativity is displayed in the world.</p>	<p><b>Central Idea:</b> Technology and innovations impact productivity and everyday activities.</p>	<p><b>Central Idea:</b> Beliefs and values from the past play a significant role in the world today.</p>	<p><b>Central Idea:</b> Exploration determines and influences history.</p>
	<p><b>specified Concepts:</b> Causation, Connection, Form, Perspective</p>	<p><b>specified Concepts:</b> Change, Form, Responsibility</p>	<p><b>specified Concepts:</b> Change, Connection, Perspective</p>	<p><b>specified Concepts:</b> Change, Form, Function</p>	<p><b>specified Concepts:</b> Causation, Connection, Perspective</p>	<p><b>specified Concepts:</b> Causation, Function, Responsibility</p>
	<p><b>Additional Concepts:</b> Adaptation, Beliefs, Relationships</p>	<p><b>Additional Concepts:</b> Development, Patterns, Structure</p>	<p><b>Additional Concepts:</b> Exploration, Imagination</p>	<p><b>Additional Concepts:</b> Energy, Impact, Systems</p>	<p><b>Additional Concepts:</b> Religion, Systems</p>	<p><b>Additional Concepts:</b> Geography, Interdependence, Technology</p>
	<p><b>Lines of Inquiry:</b> An inquiry into:</p> <ol style="list-style-type: none"> <li>The role of culture within relationships</li> <li>Human relationships, as they relate to setting and innate characteristics</li> <li>The impact of cultural contributions</li> </ol>	<p><b>Lines of Inquiry:</b> An inquiry into:</p> <ol style="list-style-type: none"> <li>Environmental interactions and development of new forms of society</li> <li>Use of tools to draw conclusions about early human development</li> <li>Evolution in human development</li> </ol>	<p><b>Lines of Inquiry:</b> An inquiry into:</p> <ol style="list-style-type: none"> <li>Types of adventures</li> <li>Using imagination to explore</li> <li>Discovering the benefits of imagination</li> </ol>	<p><b>Lines of Inquiry:</b> An inquiry into:</p> <ol style="list-style-type: none"> <li>The role technology plays in society</li> <li>The impact of how inventions and technology promote global trade</li> <li>The impact of energy resources on technological advancements</li> </ol>	<p><b>Lines of Inquiry:</b> An inquiry into:</p> <ol style="list-style-type: none"> <li>Relationships between animals and people</li> <li>Similarities and differences of major world religions</li> <li>How religion has influenced systems and governance throughout history</li> </ol>	<p><b>Lines of Inquiry:</b> An inquiry into:</p> <ol style="list-style-type: none"> <li>How trade networks promote the exchange and diffusion of language and belief systems</li> <li>The impact of conflict and the blending of cultures</li> <li>How complex societies and civilizations adapt to and design technologies, tools, and inventions</li> <li>Causes and the impact of conflict</li> </ol>
<p><b>Focus on:</b> Language/ SS/ Math</p>	<p><b>Focus on:</b> SS/Language/ Science</p>	<p><b>Focus on:</b> SS/Language/Math</p>	<p><b>Focus on:</b> Science&gt; Technology/ Language/ Arts/ S.S</p>	<p><b>Focus on:</b> SS/ Language/ Math</p>	<p><b>Focus on:</b> SS/Language/Science&gt; Technology</p>	
<p><b>Learner Profile:</b> Caring, Communicator</p>	<p><b>Learner Profile:</b> Open-Minded, Risk-Taker, Thinker</p>	<p><b>Learner Profile:</b> Knowledgeable, Reflective, Thinker</p>	<p><b>Learner Profile:</b> Balanced, Inquirer, Reflective</p>	<p><b>Learner Profile:</b> Communicator, Open-Minded</p>	<p><b>Learner Profile:</b> Knowledgeable, Principled</p>	

Exhibition 2025-2026 Learner Agency Choice of Themes: Include all PYP Elements **Date: TBD: Spring 2026**

## Program of Inquiry Notes

- Please refer to the HUFSD Unified documents, resources, Power Point, and links. [Curriculum and Instruction / Curriculum \(hempsteadschools.org\)](https://www.hempsteadschools.org)
- Dates included on POI
- **Theme Descriptors have changed :**

The transdisciplinary themes remain the same and continue to be central to the structure of the program of inquiry (POI). The descriptors have moved from commonalities of human experience to a balance between human and natural worlds. Schools can begin using the new theme descriptors now. By September 2027 all PYP schools will be required to be using the new descriptors.





Transdisciplinary Theme	From...(Old)	To...(New)
Who we are	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships, including families, friends, communities and cultures; rights and responsibilities; what it means to be human	An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> <li>• physical, emotional and spiritual health and well-being;</li> <li>• relationships and belonging;</li> <li>• learning and growing</li> </ul>
Where we are in place and time	An inquiry into orientation in place and time; personal histories, homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from local and global perspectives	An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> <li>• periods, events and artifacts;</li> <li>• communities, heritage, culture and environment;</li> <li>• natural and human drivers of movement, adaptation and transformation</li> </ul>
How we express ourselves	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciations of the aesthetic	An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> <li>• inspiration, imagination, creativity;</li> <li>• personal, social, and cultural notes and practices of communication;</li> <li>• intentions, perceptions, interpretations, and responses</li> </ul>
How the world works	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment	An inquiry into the understandings of the world and phenomena through: <ul style="list-style-type: none"> <li>• patterns, cycles, systems;</li> <li>• diverse practices, methods, and tools;</li> <li>• discovery, design, innovation, possibilities, and impacts</li> </ul>
How we organize ourselves	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment	An inquiry into systems, structures, and networks through: <ul style="list-style-type: none"> <li>• interactions with and between social and ecological systems;</li> <li>• approaches to livelihoods and trade practice - intended and unintended consequences;</li> <li>• representation, collaboration, and decision-making</li> </ul>
Sharing the planet	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution	An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> <li>• rights, responsibilities, and dignity of all;</li> <li>• pathways to just, peaceful, and reimagined futures;</li> <li>• nature, complexity, coexistence, and wisdom</li> </ul>

- Key Concepts have been renamed **Specified** Concepts and Related Concepts have been renamed as **Additional** Concepts.
- Please be sure students reflect at home during holidays/breaks on current unit and build inquiry through assigned learning engagements such as research and other projects. Grade 6 scholars should also continuously work on Exhibition projects.
- Approaches to Learning Skills (ATL)-3 per unit
- Include pre and posttests during the units' time frame.
- Toddle:
  - Please include **pre** and **posttests**, as well as a summative project on Toddle. The summative can be the post.
  - Use class portfolio to evidence the great learning engagements taking place. <https://www.loom.com/share/71260d23fcd44c2babb5f2918b641d0b>
  - Reflection is ongoing. Please reflect on Toddle throughout implementation and end of unit. Reflections should be completed 3 days after end of unit.
- UOI Bulletin Boards: Be as creative as you would like. Include the PYP Elements: Theme, Central Idea, LOI, Learner Profile Attributes, Key Concepts, and action. Try to make them interactive. Showcase the process of student leaning throughout the unit. Include wonderings, projects, pictures etc... Refer to our Padlet for our colleagues' boards. Please add to our Padlet. We are inquirers and thinkers... <https://padlet.com/amos2/we-are-inquirers-and-thinkers-at-paterson-school-tg3seqxf5ks6xtc>
- Portfolios: Please have each student complete an end of the unit reflection (6 total) and include **one** sample of work for the unit (6 total) (post/project/summative etc...)

## Approaches to Learning (ATL): Transdisciplinary Skills

### What do we want students to be able to do?

Understanding is central. Skills are a necessity. Skills refer to the capabilities that the students need to demonstrate to succeed in a changing, challenging world. These may be either disciplinary or transdisciplinary in nature. Education is not just what you learn, but how you learn.

ATL Skills	How we demonstrate the skill
<b>Communication Skills</b> 	<ul style="list-style-type: none"> <li>• Literacy Skills                             <ul style="list-style-type: none"> <li>○ Reading, writing, and using language to gather information.</li> </ul> </li> <li>• Listening</li> <li>• Speaking</li> <li>• Interpreting</li> <li>• Viewing</li> <li>• Presenting</li> <li>• Non-verbal Communication</li> </ul>
<b>Research Skills</b> 	<ul style="list-style-type: none"> <li>• Information Literacy                             <ul style="list-style-type: none"> <li>○ Formulating questions</li> <li>○ Planning</li> <li>○ Observing</li> <li>○ Data gathering and recording</li> <li>○ Synthesizing, interpreting</li> <li>○ Evaluating and communicating</li> <li>○ Presenting</li> </ul> </li> <li>• Media Literacy                             <ul style="list-style-type: none"> <li>○ Interacting with media to create or use information</li> <li>○ Ethical use of media</li> </ul> </li> </ul>
<b>Self-Management Skills</b> 	<ul style="list-style-type: none"> <li>• Organization</li> <li>• Gross motor skills</li> <li>• Fine motor skills</li> <li>• Spatial awareness</li> <li>• Time management</li> <li>• Healthy Lifestyle</li> <li>• Informed choices</li> <li>• Safety</li> <li>• Codes of behavior</li> <li>• States of Mind</li> </ul>
<b>Social Skills</b> 	<ul style="list-style-type: none"> <li>• Responsibilities</li> <li>• Resolving Conflict</li> <li>• Cooperating</li> <li>• Interpersonal relationships</li> <li>• collaborating</li> </ul>
<b>Thinking Skills</b>	<ul style="list-style-type: none"> <li>• Critical thinking (analyze and evaluate)</li> <li>• Creativity</li> <li>• Acquisition of knowledge</li> </ul>









- Innovation
- Transfer
- Reflection/Metacognition (process of learning)


## Concepts

What do we want students to understand?

The PYP curriculum is grounded in concept-based instruction and learning. Learning conceptually helps students to become critical thinkers and creative problem solvers. Teaching conceptually allows students to see not only subject specific knowledge, but larger concepts, or big ideas, which transcend and can be applied to other subjects.

### Specified (Key) Concepts in the PYP

Specified Concept	Related Question	Definition	Related Concepts
<b>Causation</b> 	Why is it like this?	The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.	Consequences, sequences, patterns, impact, etc.
<b>Change</b> 	How is it changing?	How is it changing? The understanding that change is the process of movement from one state to another. It is universal and inevitable.	Adaptation, growth, cycles, sequences, transformation, etc.
<b>Connection</b> 	How is it connected to other things?	The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.	Systems, relationships, networks, homeostasis, interdependence, etc.
<b>Form</b> 	What is it like?	The understanding that everything has a form with recognizable features that can be observed, identified, described, and categorized.	Properties, structure, similarities, differences, pattern, etc.
<b>Function</b> 	How does it work?	The understanding that everything has a purpose, a role or way of behaving that can be investigated.	Behavior, communication, pattern, role, systems, etc.
<b>Perspective</b> 	What are the points of view?	The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings, and findings; perspectives may be individual, group, cultural or disciplinary	Subjectivity, truth, beliefs, opinion, prejudice, etc.

<b>Responsibility</b> 	What is our responsibility?	The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.	Review, interpretation, evidence, responsibility, behavior
--	-----------------------------	---	--

**Action**

**What is action?**

- Action is:
  - Connected to agency (student voice ,choice,and ownership)
  - Connected to the learner profile
  - Connected to international-mindedness
  - Student initiated
  - Individual
  - Collective
  - Authentic
  - Meaningful
  - Mindful
  - At any time for any period of time
  - Reflected on
  - Ongoing
  - Supported by our school learning community
  - Demonstrating:
    - Participation
    - Advocacy
    - Social Justice
    - Entrepreneurship
    - Lifestyle choices



Participation	Advocacy	Social Justice	Social Entrepreneurship	Lifestyle Choices
Examples: <ul style="list-style-type: none"> <li>• Involvement in class,school, community projects</li> <li>• Making appropriate choices and taking responsibility for personal learning and actions</li> <li>• Contributing to discussions and</li> </ul>	Examples: <ul style="list-style-type: none"> <li>• Supporting peers</li> <li>• Sharing ideas with others(peers, teams,local or global community organizations)</li> <li>• Advocating for others' needs and ideas</li> <li>• Taking a role of a student representative at class,school,local community level and beyond</li> </ul>	Examples: <ul style="list-style-type: none"> <li>• Exploring issues from different perspectives</li> <li>• Being aware of and inquiring into the challenges and opportunities of the local and global community</li> <li>• Reflecting on possible consequences</li> </ul>	Examples: <ul style="list-style-type: none"> <li>• Designing, planning and developing solutions to address issues</li> <li>• Initiating and maintaining projects that have a positive impact on the learning community(peer tutoring and mentoring,</li> </ul>	Examples: <ul style="list-style-type: none"> <li>• Making choices that contribute to personal, social, and physical health and well-being</li> <li>• Taking responsibility for interactions and relationships with others</li> <li>• Reflecting on the impact of personal choices on local and</li> </ul>

learning experiences		of decisions and actions <ul style="list-style-type: none"> <li>Volunteering in response to community needs</li> </ul>	recycling, school clubs)	global environments
----------------------	--	--	--------------------------	---------------------

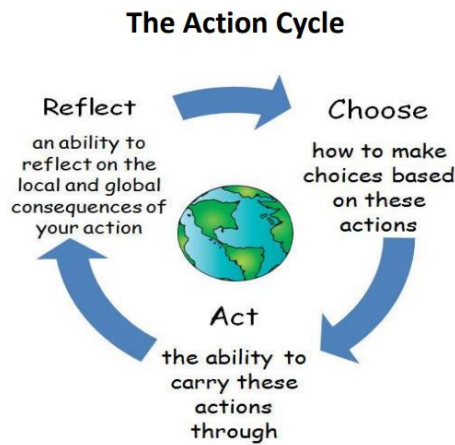
### How do we expect our students to act?

Our goal is for students to take action that results in a positive change locally and or globally. Throughout each day we encourage students to follow a three step action cycle .

Step 1: Reflect on learning

Step 2: Make good choices based on the reflections

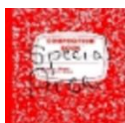
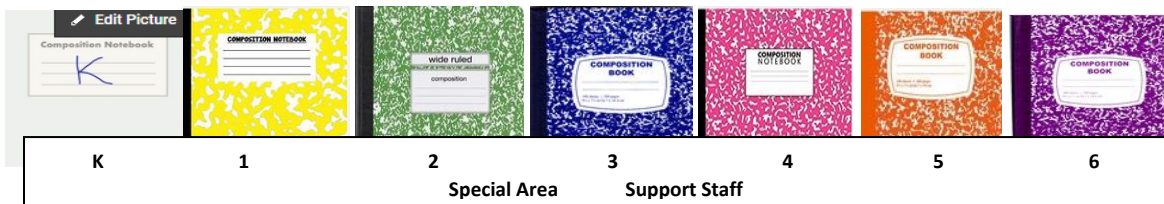
Step 3: Take action(s) to support their choice(s)



## Schology

[Hempstead Union Free School District / Home \(hempsteadschools.org\)](http://hempsteadschools.org)

**Please refer to your Schology Groups for Resources**



## Exhibition Experience

### What is the PYP exhibition?

In the final year of the IB PYP program, our exiting students participate in a culminating community event known as the Exhibition. Students demonstrate their learning by engaging in a collaborative transdisciplinary inquiry process. They identify, research, and offer solutions to real-life issues or problems that have meaning to them. As the culminating PYP experience, it is required that the exhibition synthesizes and reflects the essential elements of the Primary Years Program.

The exhibition showcases student agency, where their voice and choice are communicated. All members of our school learning community can participate, support, and celebrate our life-long learners who will be equipped to become college and career ready and exemplify attributes and skills of a 21<sup>st</sup> century global citizen.

Please see our [Exhibition Padlet from the previous year](#)

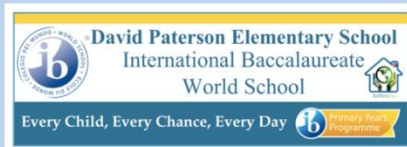
[DPS Exhibition #4 2024-2025](#)



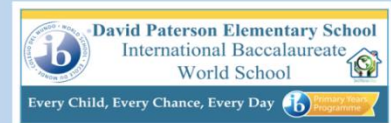
## School Policies

Please refer to our district and school website to review the following policies:

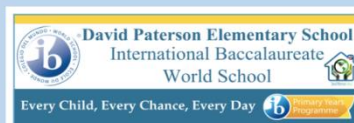
### Admissions Policy



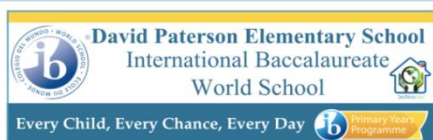
### School Assessment Policy



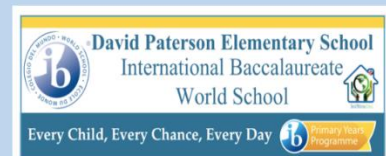
### School Academic Integrity Policy



### School Inclusion Policy



### School Language Policy





# 5 ways you could support your child as a PYP parent

As an essential member of your child's learning community, you play an important role helping them take their learning deeper. Here are 5 simple ways you can support your child's learning at home. Whether it is the more formal learning connected to their schooling, or the incidental, unplanned learning through play, exploration and life experience; these 5 strategies will help you, help your child become a lifelong learner.



**Take an inquiry stance**

**MEET A QUESTION WITH A QUESTION**  
How could you find that out?

**BE PREPARED TO INQUIRE TOGETHER**  
Let's figure it out together!

**ASK AN OPEN-ENDED QUESTION**  
What do you notice?

**BE A LEARNER**  
Here is how I'm going to find out

**Support conceptual understanding**

**VALUE PROCESS**  
How did you do that?  
Why did you do that?  
What strategy did you use?

**HARNESS THE POWER OF KEY CONCEPTS**  
What does it look like? [Form]  
\*Turn page for key concepts\*

**Prioritise reflection**

**GET THEM THINKING ABOUT THEIR THINKING**  
How do you know?  
What makes you think that?  
Is there another way that you could do that?  
What did you find easy or challenging? Why?

**Support your child's agency**

**INVITE AND INVOLVE THEIR VOICE**  
Let them express themselves

**SUPPORT THEIR CHOICES**  
What choice are you making for yourself as a learner?

**EMPHASISE OWNERSHIP**  
You're in the driver's seat

**Give feedback that goes beyond the moment**

**TEACH THE LEARNER, NOT THE LEARNING**  
Move from asking How are you doing? to Where to next?

**GIVE SPECIFIC FEEDBACK ON THE PROCESS**  
I like how you did... What might you try doing next?

# Using PYP Key Concepts (Specified)

To extend learning, these questions work for everything and every time.

## whether looking at...

An exclamation mark  
A mathematical equation  
The gears on a bike  
A weather pattern

A structure of government  
Kicking a ball  
A bridge  
The periodic table


A flower  
An event in the news  
A scene in a film  
**Anything!**



**Form**  
What is it like?




**Function**  
How does it work?



**Connection**  
How is it connected to other things?



**Change**  
How does it change?



**Causation**  
Why is it like that?  
Why is it the way it is?

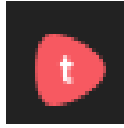


**Perspective**  
What are the different points of view?



**Responsibility**  
What are our responsibilities?

## Toddle



Please use the Toddle Platform for your Unit of Inquiry Planning. This is the document our district and IB will be looking at ..We need to submit 3 completed planners for each grade at the end of the school year for our evaluation.

[Toddle: Teaching & Learning platform for IB and other Progressive schools \(toddleapp.com\)](https://www.toddleapp.com)

Read, review, revise, add to your Toddle planners for each theme.

### **Sections:**

- Before the unit begins: Planning Section
- During teaching: Implementation and Evidencing using the portfolio
- After Teaching: Reflecting: Teacher and Assessment Reflections

Video to help with tagging:

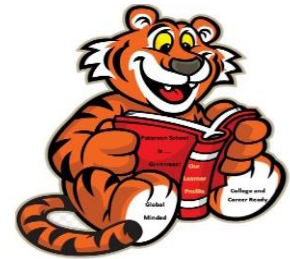
<https://www.loom.com/share/71260d23fcd44c2babb5f2918b641d0b>

- Use the Toddle Library and Learning Community to see other plans from around the world
- Sign Up for Lemonade to receive newsletters
- Use Toddle Academy for videos and information

Free professional Development and Resources: Toddle Learn (Some placed in your Schoology Groups)



David Paterson School



A Living Document of Our Journey through IB PYP...

### “Cultivating Champions One Child at a Time”

#### What should my PYP Classroom look like?

A PYP classroom is organized to promote global-minded life-long learners. Rooms should reflect a PYP approach to learning: child-friendly, engaging, and orderly. Displays of student work demonstrate achievements and ongoing learning and inquiry. Everything has a purpose and is related to student learning. Resources are easily accessible and respected. PYP classrooms celebrate the diversity of their students. Classrooms should be organized for smooth transitions between whole group, small group, and individual learning inquiries. Attributes of the learner profile are modeled and evident.

#### Essential Agreements and Mission Statements

- IB Mission Statement
- David Paterson Mission Statement
- Essential Agreements
- Class Leadership Roles
- Class Mission Statement Posted Inside and Outside of Class

#### PYP Elements Inside Class

- Emphasis on process not necessarily product (ongoing work)
- Authentic student work reflecting the inquiry process and aligned to current UOI.
- Evidence of Reflection and feedback
- District Learner Profile Calendar aligned with 7 Mindsets.
- Learner Profile Attributes Posted (can be class made, student made, printed, be creative)
- Current transdisciplinary theme posted on board
- Specified (Key) Concepts displayed.
- Additional (Related) Concepts for current UOI
- Approaches to Learning (ATL Skills)
- Learner Profiles for current UOI
- Lines of Inquiry
- Evidence of Visible Thinking Routines (VTR)
- Action Cycle/Action board
- Wonder Wall-Student and Teacher questions, wonderings, findings.
- Success Criteria and rubric used to assess work.
- Classroom library has literature labeled by reading level, learner profile or transdisciplinary theme.
- Materials/resources for current UOI
- Materials/resources/bin labeled for Second Language (FLES) (optional)

- Inquiries, wonderings, and work aligned to Second Language (FLES) (optional)
- Motivational Posters or Quotes (Learner Created)
- Data /Goal Setting /Conference Binder is visible. Students' conference record with date, strategy or skills worked on, the outcome, and next step(s)
- Interactive Word Wall (with activities that can reinforce vocabulary) (optional)
- Centers Labeled(optional)
- Conference clip board and conferencing is evident (optional)
- Current Instructional Charts (teacher/student created) are posted, retired charts could be together for students to use as a resource (hanger, bin, etc.)
- Student Work Folders labeled and reflective of students' understanding and process (work in progress)
- Student Journals: Rubrics and prompts are located in journal (optional)
- Photos (optional)
- Connections to special area classes: Arts, PSPE is integrated as much as possible(optional)

#### Hallway Bulletin Board

- Aligned to Monthly School Learner Profile(s) /7 Mindsets (Subject to change)
- Task
- Title
- Description of the objective/I can statement/Success Criteria
- Rubric
- Model/benchmark piece
- Border
- Posting of NGLS aligned to the assignment.
- Feedback
- Student reflection (optional)
- Minimum of 8 artifacts of student work
- Updated once per month (completed by the first week of the month)
- All "teacher" writing has 100% correct spelling.
- Student writing is completely corrected and free of all errors. In student work, errors may still be present, but adult writing appears on spaces between student writing demonstrating a clear model of perfect spelling and grammar. Teachers should correct in one color, other than red.
- Work that meets or exceeds the standard for the objective can be presented on the outside bulletin board.
- Each bulletin board created should raise the school's standard for what a high-quality presentation looks like and what academic rigor in student work looks like.
- Photos (optional)

### Teaching and Learning

- Facilitates open-ended inquiry and real life investigations
- Encourages student initiative in choice of resources and appropriate means of expression
- Uses a range and balance of teaching and grouping strategies (differentiation): whole group, small group, and individual
- Demonstrates high expectations of students
- Facilitates a balanced emphasis between the goal of understanding and links it to knowledge, concepts, and skills (transdisciplinary learning)
- Uses diverse assessment and self-assessment strategies with students
- Student questions are valued and explored
- Clear about the essential components of the PYP and questions driving inquiry
  - transdisciplinary themes
  - central idea
  - lines of inquiry
  - Specified(key) concepts
  - Additional(related) concepts
  - transdisciplinary skills
  - learner profile
  - action
- Reflects on goals, areas of strength, and areas for improvement

### Student Agency: Choice and Voice

- Inquirers who are empowered to feel responsible, show initiative, and take action (school, community, global)
- Collaborate and encourage each other.
- Move independently through transitions.
- Evidence of approaches to learning (ATL): transdisciplinary skills: research, communication, social, self-management, and thinking
- Involved in planning and assessing in their own work.
- Involved in meaningful and engaging activities.
- Transfers learning to other disciplines
- Student questions are valued and explored.
- Reflects on goals, areas of strength, and areas for improvement.

## Student Portfolios

Portfolios will contain per year:

- Cover Page
- Portfolio Checklist
- Student reflection as an individual of the learner profile at the end of the school year (1)
  
- Student choice; one sample of work for each Unit of Inquiry (UOI) (6)
  - End of each unit reflection (6)
  - Each student choice should have a student reflection as a learner
  - Rubrics if available
- Evidence of Action Student has taken (optional)
- All of the above pieces should be published/completed pieces
- Portfolio Bin(s) labeled and easily accessible
- Portfolios can be digital (Schoology, Padlet, SeeSaw etc.)
- Grade Level Color Folders to place student work  
(place prior years folders inside grade level color )
- Please use Portfolio documents on Schoology or create your own