

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 21st 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
K	<p>An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> physical, emotional and spiritual health and well-being; relationships and belonging; learning and growing 	<p>An inquiry into histories and orientation in place, space and time through:</p> <ul style="list-style-type: none"> periods, events and artifacts; communities, heritage, culture and environment; natural and human drivers of movement, adaptation and transformation 	<p>An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> inspiration, imagination, creativity; personal, social, and cultural notes and practices of communication; intentions, perceptions, interpretations, and responses 	<p>An inquiry into the understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> patterns, cycles, systems; diverse practices, methods, and tools; discovery, design, innovation, possibilities, and impacts 	<p>An inquiry into systems, structures, and networks through:</p> <ul style="list-style-type: none"> interactions with and between social and ecological systems; approaches to livelihoods and trade practice - intended and unintended consequences; representation, collaboration, and decision-making 	<p>An inquiry into the interdependence of human and natural worlds through:</p> <ul style="list-style-type: none"> rights, responsibilities, and dignity of all; pathways to just, peaceful, and reimagined futures; nature, complexity, coexistence, and wisdom
	<p>#1 September 1 - June 19</p> <p>Central Idea: Sense of self is shaped by experiences with family and the community.</p> <p>Specified Concepts: Connection, Perspective, Responsibility</p> <p>Additional Concepts: Identity, Rights, Relationships</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> Characteristics of being special and unique Personal experiences with family and the community Student roles and responsibilities at home and school <p>Focus on: Language/ SS/PSPE</p> <p>Learner Profile: Balanced, Caring, Open-Minded</p>	<p>#5 March 9-April 17</p> <p>Central Idea: Learning from the past impacts the present.</p> <p>Specified Concepts: Change, Form</p> <p>Additional Concepts: Diversity, Culture, Geography</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> How life today is different from the past Reasons things change How inventions improve the way we live over time <p>Focus on: Language, S.S.</p> <p>Learner Profile: Inquirer, Reflective, Thinker</p>	<p>#4 January 12-March 6</p> <p>Central Idea: Literature expresses ideas and connect people through experiences.</p> <p>Specified Concepts: Connection, Form, Perspective</p> <p>Additional Concepts: Interpretations, Literature</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> Story elements Ways people, places, and things are connected in a story How people respond to stories <p>Focus on: Language/ SS/PSPE</p> <p>Learner Profile: Communicator Reflective, Thinker</p>	<p>#6 April 20--June 12</p> <p>Central Idea: Living things adapt to climate and weather changes.</p> <p>Specified Concepts: Causation, Connection, Form</p> <p>Additional Concepts: Interdependence, Survival, Environment</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> Describing weather How living things adapt to the weather Ways people protect themselves from extreme weather <p>Focus On: Language, Science</p> <p>Learner Profile: Inquirer, Thinker, Knowledgeable</p>	<p>#2 October 1-November 7</p> <p>Central Idea: Special places generate curiosity in the community.</p> <p>Specified Concepts: Connection, Form, Perspective</p> <p>Additional Concepts: Identity, Relationships, Community, Structures</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> Identifying what makes a place special Why exploring special places can be fun Finding places on a map <p>Focus On: Language, S.S.</p> <p>Learner Profile: Communicator, Open-minded, Reflective, Thinker</p>	<p>#3 November 10-January 9</p> <p>Central Idea: Living things have certain needs in order to grow and stay healthy.</p> <p>Specified Concepts: Causation, Connection, Function</p> <p>Additional Concepts: Wants, Needs, Cycles, Discovery, Habitats, Attributes</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> Basic needs and wants How living things share the environment Why animals and plants require certain things to survive <p>Focus On: Language, Science, S.S.</p> <p>Learner Profile: Knowledgeable, Principled, Reflective</p>
1	<p>#1 September 1-October 10</p> <p>Central Idea: People are shaped by different cultures.</p> <p>Specified Concepts: Connection, Perspective, Responsibility</p> <p>Additional Concepts: Citizenship, Communities, Values</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> Differences and similarities Roles, rules, and responsibilities Growth and change over time <p>Focus on: Language/ SS/PSPE</p> <p>Learner Profile: Caring, Open-minded, Thinker</p>	<p>#5 March 9- April 17</p> <p>Central Idea: Personal journeys can lead to change and new opportunities.</p> <p>Specified Concepts: Change, Connection, Form</p> <p>Additional Concepts: Exploration, History, Technology</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> Important events leading to change How contributions may lead to new opportunities Making connections to the past and present <p>Focus on: Language/SS/Science> Technology</p> <p>Learner Profile: Balanced, Inquirers, Risk-Takers, Reflective</p>	<p>#4 January 12-March 6</p> <p>Central Idea: Stories help us to expand our imagination.</p> <p>Specified Concepts: Connection, Perspective</p> <p>Additional Concepts: Creativity, Discovery, Expression</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> Ways of telling stories Stories from different cultures How traditions and values can be expressed through genres <p>Focus on: Language//PSPE/Arts</p> <p>Learner Profile: Communicator, Open-Minded, Reflective</p>	<p>#6 April 27- June 19</p> <p>Central Idea: Living things evolve based on needs and wants.</p> <p>Specified Concepts: Causation, Connection, Form</p> <p>Additional Concepts: Patterns, Seasons, Systems, Time</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> Needs and wants Movement to fulfill needs Cycles around us <p>Focus on: Language/Math/ Science>Technology</p> <p>Learner Profile: Caring, Communicator, Open-minded, Principled</p>	<p>#2 October 14-November 25</p> <p>Central Idea: Features and members work together to support a community.</p> <p>Specified Concepts: Causation, Function, Responsibility</p> <p>Additional Concepts: Data, Environment, Geography, Maps, Resources</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> Roles and responsibilities of community members Features in a community How we learn and grow from our community <p>Focus on: SS/Science>Technology /Math</p> <p>Learner Profile: Communicator, Knowledgeable, Principled</p>	<p>#3 December 1-January 9</p> <p>Central Idea: Living things change and grow to adapt to their environment.</p> <p>Specified Concepts: Causation, Change, Function</p> <p>Additional Concepts: Cycles, Measurement, Relationships, Transformation</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> How living things adapt to changes in their environment. How growth and change allow living things to survive How characteristics are passed down from parents <p>Focus on: Language/Science>Technol ogy/Math</p> <p>Learner Profile: Balanced, Inquirer</p>

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2	<p># 1 September 1-October 10</p> <p>Central Idea: Responsible citizens work together to make choices that affect their lives.</p> <p>Specified Concepts: Connection, Function, Responsibility</p> <p>Additional Concepts: Balance, Well-being</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> Ways to be a good citizen Consequences of making choices How citizens are united by common symbols <p>Focus on: Language/SS/ /PSPE</p> <p>Learner Profile: Balanced, Communicator, Principled, Risk-Taker</p>	<p># 5 March 9-April 17</p> <p>Central Idea: People's actions and discoveries from the past may affect the present and the future.</p> <p>Specified Concepts: Causation, Change, Connection, Function</p> <p>Additional Concepts: Discovery, Time, Values</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> How the past affects the present How people's actions create change How people work together to solve problems <p>Focus on: Language/SS/Math</p> <p>Learner Profile: Reflective, Thinker</p>	<p># 4 January 12-March 6</p> <p>Central Idea: People around the world recognize and honor cultures through celebrations and traditions.</p> <p>Specified Concepts: Connection, Form, Function, Perspective</p> <p>Additional Concepts: Culture, Beliefs, Diversity, Symbols</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> Global cultures and celebrations How people express themselves through their cultural traditions Ways to express ourselves <p>Focus on: Language/SS/ Arts</p> <p>Learner Profile: Communicator, Principled, Risk-taker</p>	<p># 6 April 27-June 19</p> <p>Central Idea: Earth is a dynamic environment affected and changed by living things.</p> <p>Specified Concepts: Change, Connection, Form</p> <p>Additional Concepts: Properties, Structures, Transformation</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> Actions we can take to protect the earth How living things impact the earth How Earth changes over time <p>Focus on: Language/Math/Science >Technology</p> <p>Learner Profile: Inquirer, Knowledgeable, Reflective</p>	<p># 2 October 15-November 25</p> <p>Central Idea: Where you live affects how you live.</p> <p>Specified Concepts: Connection, Perspective, Responsibility</p> <p>Additional Concepts: Geography, Resources, Interdependence</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> Ways communities transform the world around us How communities develop and change over time Meeting needs and wants within a community <p>Focus on: Language/SS/Science>Technology/</p> <p>Learner Profile: Communicator, Inquirer, Open Minded, Thinker</p>	<p># 3 December 1-January 9</p> <p>Central Idea: Living things adapt to their environment.</p> <p>Specified Concepts: Causation, Change, Connection</p> <p>Additional Concepts: Cycles, Environment, Habitats</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> Characteristics of adaptations Animal traits and habitats Environmental changes effect on living things <p>Focus on: Language/ Science>Technology</p> <p>Learner Profile: Caring, Inquirer, Knowledgeable</p>
	<p># 4 January 12-March 6</p> <p>Central Idea: Self-identity, feelings, and thoughts may help us manage interactions with other people.</p> <p>Specified Concepts: Causation, Connection, Perspective</p> <p>Additional Concepts: Culture, Diffusion, Literature</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> Identifying personal histories and narratives How challenges turn ordinary people into heroes Characteristics of heroes <p>Focus on: Language/SS/ PSPE</p> <p>Learner Profile: Caring, Open-Minded</p>	<p># 5 March 9-April 17</p> <p>Central Idea: People's actions ideas, and experiences cause communities to change over time.</p> <p>Specified Concepts: Causation, Change, Connection,</p> <p>Additional Concepts: Diversity, Expression, Meaning</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> How people can make changes in a community How big ideas can change a community How leaders can inspire change. <p>Focus on: Language/SS/Arts</p> <p>Learner Profile: Risk-taker, Thinker</p>	<p># 1 September 1-October 10</p> <p>Central Idea: Cycles and systems can be used to express and communicate.</p> <p>Specified Concepts: Form, Function, Responsibility</p> <p>Additional Concepts: Conflict, Innovation, Sequence</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> Rights and responsibilities of citizens and how they support a community Government leadership Life cycles <p>Focus on: Science>Technology/Math / PSPE</p> <p>Learner Profile: Balanced, Communicator</p>	<p>#6 April 27-June 19</p> <p>Central Idea: The world creates challenges for living things.</p> <p>Specified Concepts: Change, Connection, Responsibility</p> <p>Additional Concepts: Adaptation, Environment, Geography</p> <p>Lines of inquiry: An inquiry into:</p> <ol style="list-style-type: none"> How nature can change people's lives How changes on Earth affect the environment How people prepare and respond to disasters <p>Focus on: Language/Science>Technology</p> <p>Learner Profile: Inquirer, Reflective</p>	<p># 2 October 15-November 25</p> <p>Central Idea: Humans interact, utilize, and value the environment in many ways.</p> <p>Specified Concepts: Form, Function, Causation</p> <p>Additional Concepts: Contributions, Government, Interconnectedness</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> How people travel in different environments How diverse cultures relate to their environment How environment affects people's lives and relationships <p>Focus on: Language/SS</p> <p>Learner Profile: Knowledgeable, Thinker</p>	<p># 3 December 1-January 9</p> <p>Central Idea: People, plants, and animals depend on each other for survival.</p> <p>Specified Concepts: Connection, Form, Responsibility</p> <p>Additional Concepts: Growth, Interdependence, Relationships, Resources</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> How plants and animals depend on each other How living things in a habitat support one another Interactions amongst humans, plants, and animals <p>Focus on: Language//Science>Technology/Arts</p> <p>Learner Profile: Communicator, Inquirer, Principled,</p>

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4	<p># 1 September 1– October 10</p> <p>Central Idea: Understanding our shared humanity and diverse beliefs helps us make sense of how cultures shape each other and influence the world today=y.</p> <p>Specified Concepts: Causation, Perspective, Responsibility</p> <p>Additional Concepts: Culture, Networks</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> New York's physical features Similarities and differences between Native Americans and European Explorers Cultural and regional traditions <p>Focus on: Language/SS/ PSPE</p> <p>Learner Profile: Caring, Knowledgeable, Open-Minded,</p>	<p># 3 December 1-January 9</p> <p>Central Idea: Living things have special traits, called adaptations, that help them survive.</p> <p>Specified Concepts: Change, Form, Perspective</p> <p>Additional Concepts: Diversity, Landforms, Revolution</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> Living things change to survive in their environment. Animals use special traits to protect themselves and find food. Plants and animals rely on each other to live. <p>Focus on: Languages, Science</p> <p>Learner Profile: Inquirer, Open-Minded</p>	<p># 5 March 9- April 17</p> <p>Central Idea: Colonists and others express their culture and ideas in creative ways to adjust to their new environment.</p> <p>Specified Concepts: Connection, Perspective, Responsibility</p> <p>Additional Concepts: Impacts, Inventions, Transformation</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> How Early Settlements have an impact on societies near and far Exchange of people, ideas and products Motivations for exploration <p>Focus on: Language/Math/Science> Technology/SS</p> <p>Learner Profile: Open-Minded, Balanced, Risk-Taker</p>	<p>#6 April 27--June 19</p> <p>Central Idea: Human understanding of energy leads to innovation and change in our world.</p> <p>Specified Concepts: Change, Function, Responsibility</p> <p>Additional Concepts: Features, Patterns, Resources</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> How force and motion affect performance in everyday life How energy is transformed How understanding of energy and motion leads to change, <p>Focus on: Language/Science> Technology/SS</p> <p>Learner Profile: Knowledgeable, Thinker, Caring</p>	<p># 4 January 12- March 6</p> <p>Central Idea: Human systems and exploration shape societies and influence global connections.</p> <p>Specified Concepts: Causation, Change, Function</p> <p>Additional Concepts: Data, Government, New Nation</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> How geographic, technological, and human factors shape human systems How exploration and innovation lead to societal change How diverse individuals and groups influence global and local connections <p>Focus on: Language/SS/Math</p> <p>Learner Profile: Knowledgeable, Communicators, Reflective</p>	<p># 2 October 14-November 25</p> <p>Central Idea: Earth's features and processes not only shape the land we live on but also influence ecosystems and human interaction with the environment.</p> <p>Specified Concepts: Form, Function, Perspective</p> <p>Additional Concepts: Development, Environment, Interdependence</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> Earth's features and processes. Ways people can reduce waste. Effects of waste on the environment. <p>Focus on: Language/Science> Technology/SS</p> <p>Learner Profile: Inquirers, Principled, Responsibility</p>
	<p>#1 September 9-October 11</p> <p>Central Idea: Journeys influence a person's perspective.</p> <p>Specified Concepts: Change, Perspective, Responsibility</p> <p>Additional Concepts: Migration, Civilization, Patterns</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> How history impacts civilizations, culture, and experiences. How migration of groups may lead to cultural diversity The function of the base 10 system as a pattern <p>Focus on: SS/Science>Technology /Math</p> <p>Learner Profile: Caring, Open-minded, Thinker</p>	<p>#3 December 1-January 9</p> <p>Central Idea: People's actions may reflect experiences.</p> <p>Specified Concepts: Causation, Form, Perspective</p> <p>Additional Concepts: Adaptations, Geography, Contributions</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> Relationships among generations Transformation How geography influences history <p>Focus On: Language/SS/ Science> Technology</p> <p>Learner Profile: Knowledgeable, Reflective</p>	<p># 6 April 27-June 19</p> <p>Central Idea: Cultural interactions influence how people view and function in the world.</p> <p>Specified Concepts: Connection, Function, Perspective</p> <p>Additional Concepts: Culture, Diversity, Influence</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> How the migration of groups of people have led to cultural diffusion How different experiences influence perspectives of groups of people Exploration of the coordinate plane when solving problems in real world application <p>Focus on: Language/SS/Math</p> <p>Learner Profile: Balanced, Knowledgeable, Reflective</p>	<p>#5 March 3-May 2</p> <p>Central Idea: Earth's natural systems affect the world and the organisms within it.</p> <p>Specified Concepts: Change, Function, Responsibility</p> <p>Additional Concepts: Economics, Equity, Resources</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> How Earth's natural systems, such as matter and energy may change How people use natural systems and resources to meet their needs The functions of addition and multiplication when solving for volume and area <p>Focus on: Language/SS/Science> Technology, Math</p> <p>Learner Profile: Inquirer, Knowledgeable</p>	<p>#4 January 12 -March 6</p> <p>Central Idea: Humans have the responsibility to create and maintain functioning systems of government.</p> <p>Specified Concepts: Causation, Function, Responsibility</p> <p>Additional Concepts: Government, Interaction, Systems</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> How government affects the lives of all people The effect of people's freedom on society Use of multiplication and division of fractions and decimal fractions <p>Focus on: SS/Science>Technology/ Math</p> <p>Learner Profile: Open-minded, Risk-Taker, Thinker</p>	<p>#2 October 14-November 25</p> <p>Central Idea: The interaction of living and non-living things creates an impact on the world.</p> <p>Specified Concepts: Change, Connection</p> <p>Additional Concepts: Ecosystems, Matter, Migration</p> <p>Lines of Inquiry: An inquiry into:</p> <ol style="list-style-type: none"> Interdependence within ecosystems How environmental changes effects organisms in the ecosystem How humans interact with resources to solve problems <p>Focus on: Language/SS/Science> Technology</p> <p>Learner Profile: Caring, Communicator, Principled</p>

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6	#1 September 9-October 10 <u>Central Idea:</u> Human interactions contribute to cultural diversity. <u>Specified Concepts:</u> Causation, Connection, Form, Perspective <u>Additional Concepts:</u> Adaptation, Beliefs, Relationships <u>Lines of Inquiry:</u> An inquiry into: 1. The role of culture within relationships 2. Human relationships, as they relate to setting and innate characteristics 3. The impact of cultural contributions <u>Focus on:</u> Language/ SS/ Math <u>Learner Profile:</u> Caring, Communicator	#2 October 14-November 25 <u>Central Idea:</u> Human adaptations lead to the development of societies over time. <u>Specified Concepts:</u> Change, Form, Responsibility <u>Additional Concepts:</u> Development, Patterns, Structure <u>Lines of Inquiry:</u> An inquiry into: 1. Environmental interactions and development of new forms of society 2. Use of tools to draw conclusions about early human development 3. Evolution in human development <u>Focus on:</u> SS/Language/ Science <u>Learner Profile:</u> Open-Minded, Risk-Taker, Thinker	#3 December 1-January 9 <u>Central Idea:</u> Life experiences influences the way that creativity is displayed in the world. <u>Specified Concepts:</u> Change, Connection, Perspective <u>Additional Concepts:</u> Exploration, Imagination <u>Lines of Inquiry:</u> An inquiry into: 1. Types of adventures 2. Using imagination to explore 3. Discovering the benefits of imagination <u>Focus on:</u> SS/Language/Math <u>Learner Profile:</u> Knowledgeable, Reflective, Thinker	#5 March 9-April 17 <u>Central Idea:</u> Technology and innovations impact productivity and everyday activities. <u>Specified Concepts:</u> Change, Form, Function <u>Additional Concepts:</u> Energy, Impact, Systems <u>Lines of Inquiry:</u> An inquiry into: 1. The role technology plays in society 2. The impact of how inventions and technology promote global trade 3. The impact of energy resources on technological advancements <u>Focus on:</u> Science> Technology/ Language/ Arts/ S.S <u>Learner Profile:</u> Balanced, Inquirer, Reflective	#4 January 12—March 6 <u>Central Idea:</u> Beliefs and values from the past play a significant role in the world today. <u>Specified Concepts:</u> Causation, Connection, Perspective <u>Additional Concepts:</u> Religion, Systems <u>Lines of Inquiry:</u> An inquiry into: 1. Relationships between animals and people 2. Similarities and differences of major world religions 3. How religion has influenced systems and governance throughout history <u>Focus on:</u> SS/ Language/ Math <u>Learner Profile:</u> Communicator, Open-Minded	#6 April 27--June 19 <u>Central Idea:</u> Exploration determines and influences history. <u>Specified Concepts:</u> Causation, Function, Responsibility <u>Additional Concepts:</u> Geography, Interdependence, Technology <u>Lines of Inquiry:</u> An inquiry into: 1. How trade networks promote the exchange and diffusion of language and belief systems 2. The impact of conflict and the blending of cultures 3. How complex societies and civilizations adapt to and design technologies, tools, and inventions 4. Causes and the impact of conflict <u>Focus on:</u> SS/Language/Science> Technology <u>Learner Profile:</u> Knowledgeable, Principled

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/Curriculum%20and%20Instruction/)
- 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"> • physical, emotional and spiritual health and well-being; • relationships and belonging; • learning and growing
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"> • 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 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"> • 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 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"> • patterns, cycles, systems; • diverse practices, methods, and tools; • discovery, design, innovation, possibilities, and impacts
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"> • interactions with and between social and ecological systems; • approaches to livelihoods and trade practice - intended and unintended consequences; • representation, collaboration, and decision-making
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"> • rights, responsibilities, and dignity of all; • pathways to just, peaceful, and reimagined futures; • nature, complexity, coexistence, and wisdom

- 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/eamos2/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....)