



Primary Years Programme Curriculum Information

(Early Years and Primary Years Programme)



DIS Mission Statement

The goal of the Dresden International School is to provide an excellent education to students of all nationalities, based on the International Baccalaureate program and philosophy. The school is dedicated to intercultural understanding and the development of the individual talents of young people.

DIS Primary School Vision

Our mission is to cultivate a coherent, transdisciplinary programme of inquiry through best practice, with a focus on the whole child and continually improving student learning and well-being.

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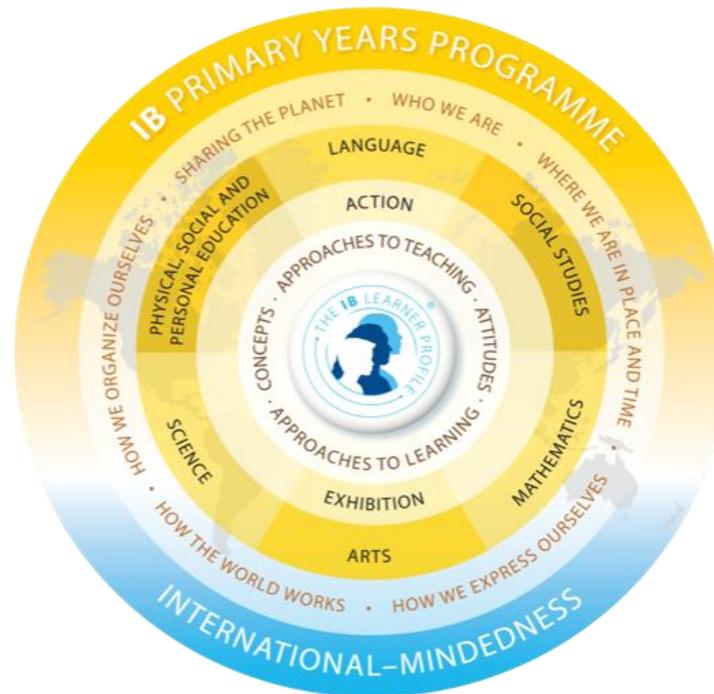
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INTRODUCTION

The International Baccalaureate Primary Years Programme (PYP) at DIS combines best practice and research from several different national systems and from a range of international schools. It is a challenging, transdisciplinary curriculum designed to engage and make learning relevant for our students.

The curriculum at Dresden International School is guided by the philosophical framework of the PYP. The PYP supports a body of significant knowledge for all students in all cultures in six principal curriculum areas: *languages, social studies, mathematics, arts, science, and personal, social and physical education*. The PYP represents an internationally recognized curricular framework built on best-practice in education.



Wherever possible, learning takes place within the units of inquiry. When there are stand-alone elements to a particular discipline, inquiry is still the major pedagogical approach to teaching and learning. PYP students have regular classes with specialist teachers in German, sport, performing arts and media, and wherever possible, these areas are linked to the units of inquiry.

At the heart of the PYP is a commitment to structured inquiry as a method of teaching and learning. Students participate in problem solving, ask questions, actively seek explanations, form hypotheses and generalizations within a constructivist framework.

IB Learner Profile

The aim of all IB programmes 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. Every day, students engage in relevant, significant and age-appropriate learning experiences. The philosophy of the PYP supports this by ensuring that we meet the academic, social, emotional cultural, linguistic and physical needs of each child's educational journey. The programme is anchored by the IB Learner Profile, which is a core set of values that define what it means to be internationally minded, the students and the adults in our community strive to be:

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.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
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.
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.
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.
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.
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.
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.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

DIS Programme of Inquiry

Our Programme of Inquiry is built around six transdisciplinary themes:

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.	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 on the environment.
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.	How we organize ourselves An inquiry into the interconnectedness of human-made system and communities; the structure and function of organizations; societal decision-making, economic activities and their impact on humankind and the environment.
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 appreciation of the aesthetic.	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.

The transdisciplinary themes are the vehicles through which subject area disciplines are explored and developed. This is done through the lens of the central idea of a unit, the lines of inquiry, and through key concepts.

Dresden International School Primary Years Program of Inquiry 2017-2018

	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
P3/4 A	Children develop a sense of self as they grow.		People may express feelings and ideas in different ways.	Water exists in different forms and has different uses.	People have roles to help communities function	
	- how our bodies grow and change what I can do now, that I couldn't do before - how we are alike and different - the ways I take care of myself		- how we use different colours, media and techniques to express ourselves - how we represent people, places, and emotions in visual arts - how artists use different colours, media and techniques in their work	- properties of water in its different forms - the different ways we use water - where we see water	- roles people have in different kinds of jobs - equipment workers use - how people with jobs help others	
	<i>Form Function</i>		<i>Form Function Reflection</i>	<i>Form Function Causation Connection</i>	<i>Form Function Reflection</i>	
P3/4 B	People in families care for one another.		People use rhythm and rhyme to express themselves.	Light helps us understand the world around us.		Woods are important to the lives of people and animals.
	- how families are alike and different - different roles and tasks of family members - how my family reflects our cultural connections		- rhythm and rhymes in our daily lives - rhythm and rhymes in the world around us - our bodies can move creatively in response to different stimuli	- manmade and natural sources of light - properties of light		- living things in the woods - how the woods change - how we care for the woods and living things in the woods - why the woods are important
	<i>Form Function Connection</i>		<i>Form Function</i>	<i>Form Causation</i>		<i>Form Function Responsibility</i>

K5	21 Aug - 15 Sep	18 Sep - 10 Nov	13 Nov - 21 Dec	8 Jan - 9 Mar	12 Mar - 4 May	7 May - 15 June
K5	1 - Communities can be places where people share (4 weeks). (PA) (PE)	2 - Our senses allow us to experience and explore our world. (PA) (PE)	3 - Materials are used for different purposes based on their properties. (PE)	1 - Communities can be places where people share. (2 weeks) (PA)	5 - People create systems to meet their daily needs	6 - Places within a city have stories to tell
				4 - A performance needs practice and preparation. (6 weeks)(PA) (PE)		
	Social Studies Social organization and culture	Science Living things PSPE Identity	Science Materials and matter	Social studies Social organization and culture PSPE Identity	Science Living things Social studies Human systems and the environment	Social studies Continuity and change through time
	- roles and relationships at school - sharing space and resources at school - conflict resolution	- how we use our senses - each other's likes and dislikes - how people experience the world without one senses	- different materials. - the properties of materials. - how the properties of materials affect their use.	- a variety of performances. - how we recognize and express feelings through performances. - how we communicate ideas and feelings through performances.	- the origins of food products - the journey food takes - what people do to food before it is eaten	- the places within our city - personal and historical stories about our city - how our city has changed
	<i>Function</i> <i>Connection</i> <i>Responsibility</i>	<i>Perspective</i> <i>Reflection</i>	<i>Form</i> <i>Function</i> <i>Causation</i>	<i>Form</i> <i>Perspective</i>	<i>Change</i> <i>Connection</i>	<i>Form</i> <i>Change</i> <i>Connection</i>

G1	21 Aug - 29 Sep	16 Oct - 24 Nov	27 Nov - 19 Jan	22 Jan - 9 Mar	12 Mar - 4 May	7 May - 15 June
G1	1 - Relationships require nurturing. (PA)	2 - Music-provides opportunities to express feelings, imagination and experiences. (G) (PA)	3 - The Earth's natural cycles affect human activity. (PA)	4 - Artifacts carry stories to connect us to the past and help us understand the present.	5 - Transportation systems have an impact on people's lives.	6 - Animals and other living things share habitats.
	Social studies Social organization and culture PSPE Interactions	Social studies Social organization and culture	Science Earth and space Social studies Human and natural environments	Social studies Continuity and change through time	Social studies Human systems and economic activities	Science Living things Social studies Human and natural environment PSPE Interactions
	- different types of relationships - making and maintaining relationships with others and ourselves - the effects of our behaviour and actions	- what the arts are - the elements of music - how we express meaning through music	- natural cycles - how humans are impacted by natural cycles - differences in natural cycles around the world	- what an artifact is - why artifacts are important - how we can learn from artifacts	- different kinds of transportation systems - reasons why people choose different types of transport - how humans travel is affected by environment	- the classification of different animals - how living things adapt to different habitats - how animals share their habitats - how humans affect animals' natural habitats
	<i>Function</i> <i>Causation</i> <i>Responsibility</i>	<i>Form</i> <i>Function</i> <i>Perspective</i>	<i>Form</i> <i>Change</i> <i>Connection</i>	<i>Form</i> <i>Function</i> <i>Change</i>	<i>Form</i> <i>Function</i> <i>Connection</i>	<i>Change</i> <i>Responsibility</i> <i>Reflection</i>

G2	21 Aug - 29 Sep	16 Oct - 24 Nov	27 Nov - 19 Jan	22 Jan - 9 Mar	12 Mar - 4 May	7 May - 15 June
G2	1- When we work together in a community, we can achieve more. (PA) (PE)	2- Stories can provide a window into people's beliefs and values. (PA)	3- Properties of solids, liquids and gasses are used in everyday life. (PA) (PE)	4- Dance, as one element of the arts, can help people to discover and express themselves. (PA) (PE)	5- Homes reflect culture and local conditions.	6- Animals and plants depend on each other for survival. (G)
	Social Studies Human systems and economic activities Social organization and culture PSPE Interactions	Social studies Social organization and culture PSPE Identity	Science Materials and Matter	Social studies Social organization and culture PSPE Interactions	Science Living things Social Studies Human and natural environments	Science Living things Social Studies Resources and the environment
	<ul style="list-style-type: none"> - the different types of communities (from family & personal communities to rural or urban communities) - the features of a community (members, roles, rules, place & purpose) - the reasons why we have communities 	<ul style="list-style-type: none"> - why people tell stories - different ways stories can be communicated -different versions of the same story from different cultures - different perspectives within and about a story 	<ul style="list-style-type: none"> - the properties of the three states of matter (solids, liquids, gases) - how matter changes state - How we use the properties of matter 	<ul style="list-style-type: none"> - the elements of dance - ways dance is used by people to express themselves - ways to respond to dance 	<ul style="list-style-type: none"> - diverse landforms and climate on the Earth. - how people's homes reveal their culture - ways people adapt their homes to their environment. 	<ul style="list-style-type: none"> - how plants and animals are interdependent - how plants and animals meet their basic needs - our responsibility to care for plants and animals
	<i>Form</i> <i>Function</i> <i>Responsibility</i>	<i>Form</i> <i>Connection</i> <i>Perspective</i>	<i>Form</i> <i>Function</i> <i>Change</i>	<i>Function</i> <i>Connection</i> <i>Reflection</i>	<i>Form</i> <i>Function</i> <i>Causation</i>	<i>Connection</i> <i>Function</i> <i>Responsibility</i>

G3	21 Aug - 29 Sep	16 Oct - 24 Nov	27 Nov - 19 Jan	22 Jan - 9 Mar	12 Mar - 4 May	7 May - 15 June
G3	Lifestyle choices may affect your overall wellbeing. (PE)	Human migration impacts people's lives.	Physical spaces are made according to various factors (PE, G)	Humans can make choices to conserve the Earth's resources (PA) (PE)	Media influence our thinking and decision making (PA)	The Earth is constantly undergoing geological change
	Science Living things PSPE Active living	Social studies Continuity and change through time PSPE Identity	Science Living things Social Studies Human & natural environments	Science Earth and Space Social studies Resources and the environment PSPE Interactions	Social Studies Human systems and economic activities Social organization and culture PSPE Interactions	Science Earth and space
	<ul style="list-style-type: none"> - the choices we make about our lifestyle - how people's choices affect physical, mental and social health - how to maintain a balanced lifestyle 	<ul style="list-style-type: none"> - the reasons people move - how moving affects individuals and communities - the different points of view people have towards moving. 	<ul style="list-style-type: none"> - characteristics of physical spaces - the various purposes of a physical space - the needs and wants that people have when designing a physical space 	<ul style="list-style-type: none"> - the Earth's resources that humans use and waste - how waste affects the environment - how the impact on the environment can be minimised by reusing, reducing and recycling 	<ul style="list-style-type: none"> - different types of media - how media influence audiences - how we can use the media to influence people responsibly 	<ul style="list-style-type: none"> - the structure of the Earth - the Earth's natural changes - how we can learn about the past from evidence in the Earth
	<i>Causation</i> <i>Responsibility</i> <i>Reflection</i>	<i>Causation</i> <i>Change</i> <i>Perspective</i>	<i>Form</i> <i>Function</i> <i>Connection</i>	<i>Form</i> <i>Causation</i> <i>Responsibility</i>	<i>Form</i> <i>Perspective</i> <i>Responsibility</i>	<i>Form</i> <i>Change</i> <i>Connection</i>

G4	21 Aug - 29 Sep	16 Oct - 24 Nov	27 Nov - 19 Jan	22 Jan - 9 Mar	12 Mar - 4 May	7 May - 15 June
G4	1- Human interaction with ecosystems has an impact on other living things (PA)	2- People are more than the sum of their parts (PE)	3- Past groups and civilizations shape the world we live in. (G) (PE)	4- Humans use their understanding of scientific principles to make their lives easier. (PE)	5- How we consume products affects humans and the planet.	6- Personal and cultural influences are reflected in an artist's work.
	Science Living things Social studies Resources and the environment PSPE Interactions	Science Living things PSPE Active living	Social studies Continuity and change through time	Science Forces and energy	Science Materials and matter Social Studies Human systems and economic activities PSPE Interactions	Socials studies Social organization and culture PSPE Identity
	<ul style="list-style-type: none"> - the reasons why animals & plants become endangered and extinct - how the loss of animal/plant diversity affects the ecosystem - How humans can preserve the Earth's natural resources 	<ul style="list-style-type: none"> - the form and function of human organs. - our responsibility to care for our well-being. - how we differ from other living things. 	<ul style="list-style-type: none"> - how we know about ancient peoples - how ancient civilisations changed - the similarities and differences between ancient civilizations and the modern world 	<ul style="list-style-type: none"> - what simple machines are and how they work - what forces are and how they affect our world. - the effects of changing a variable in a scientific experiment 	<ul style="list-style-type: none"> - where various goods and commodities come from - the manufacturing and transportation of goods - making fair and informed choices 	<ul style="list-style-type: none"> - the reasons why people create art - the different techniques artists use to express themselves - the influences that affect an artist's work
	<i>Causation</i> <i>Connection</i> <i>Responsibility</i>	<i>Form</i> <i>Function</i> <i>Perspective</i>	<i>Change</i> <i>Connection</i> <i>Reflection</i>	<i>Form</i> <i>Function</i> <i>Causation</i>	<i>Change</i> <i>Connection</i> <i>Responsibility</i>	<i>Form</i> <i>Perspective</i> <i>Reflection</i>

G5	21 Aug - 29 Sep 6 weeks	6 Oct - 24 Nov 6 weeks	7 Nov - 19 Jan 6 weeks	2 Jan - 28 Feb .5 weeks	1 Mar - 09 May 8 weeks	14 May - 16 Jun 5 weeks
G5	1- People express their values or beliefs in different ways. (PE)	2- The future of human civilization may depend upon sustainable energy. (PE)	3 - To protect our rights, we may have to take action. (PE)	4 - Puberty may represent the most significant change of the human life cycle.	5 - Exhibition: People can take action over local and global issues. (G) (PA) (PE)	6 - The universe contains many undiscovered mysteries that we have yet to explore.(PA) (Central idea decided by class every year)
	Social Studies Social organization and culture Continuity and change through time PSPE Identity Interactions	Science Forces and Energy Social studies Resources and the environment PSPE Interactions	Social Studies Social organization & culture Continuity and change through time PSPE Interactions	Science Living things Social studies Social organization and culture PSPE Identity Active living Interactions	Exhibition: Strands vary depending on the topics the students choose.	Science Earth and space Social studies Continuity and change through time
	- individual human values - the interconnectedness between individual human values and larger belief systems - the different ways we can express a belief	- aspects and function of electricity. - how energy is produced. - how we are trying to move towards more sustainable energy.	- why we have universal human rights - human rights violations - our responsibility to protect and care for each other	- how the endocrine system works - physical and emotional changes during adolescence - new roles and responsibilities of adolescence	Students create their own lines of inquiry	Students create their own lines of inquiry
	<i>Form Connection Perspective</i>	<i>Form Function Responsibility</i>	<i>Causation Perspective Responsibility</i>	<i>Function Change Responsibility</i>	<i>Form, Function, Causation, Change, Connection, Perspective, Responsibility, Reflection</i>	<i>Students choose three concepts from: Form, Function, Causation, Change, Connection, Perspective, Responsibility & Reflection</i>

The Essential Elements of the PYP

(Knowledge, Skills, Attitudes, Concepts, Action)

Knowledge: Transdisciplinary Themes

The programme is guided by a series of transdisciplinary themes which fit in with the different subject domains: *Who we are, Where we are in time and place, How we express ourselves, How the world works, How we organize ourselves, and Sharing the planet.* From K5 (ages 5-6) through grade 5, students take part in six units of inquiry, one for each transdisciplinary theme. In the Early Years (ages 3-5), children inquire within four units throughout the year.

Transdisciplinary Skills

The search for understanding is central to the PYP. The construction of meaning and understanding is complemented by the students' acquiring and applying a range of skills. These skills include:

Social Skills	Accepting responsibility, respecting others, cooperating, resolving conflict, group decision making, adopting a variety of group roles
Research Skills	Formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data, presenting research findings
Communication Skills	Listening, speaking, reading, writing, viewing, presenting, non-verbal communication
Thinking Skills	Acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectic thought, metacognition
Self-Management Skills	Gross motor skills, fine motor skills, spatial awareness, organization, time management, safety, healthy lifestyle, codes of behaviour, informed choices.

Concepts

The PYP is a conceptually driven programme, and great importance is attached in all areas of the curriculum to the exploration of a core set of concepts:

Form: What is it like?

Function: How does it work?

Causation: Why is it like it is?

Change: How is it changing?

Connection: How is it connected to other things?

Perspective: What are the points of view?

Responsibility: What is our responsibility?

Reflection: How do we know?

Concepts are presented in the form of key questions used flexibly by teachers and students when planning an inquiry-based unit. These questions shape the unit and give it direction and purpose. The PYP is a concept-driven curriculum which promotes ideas, intellectual depth, the transfer of concepts between subject areas, and perhaps most importantly, develops the intellect and skills to think flexibly within an ever-changing world.

Attitudes

While recognizing the importance of knowledge, concepts and skills, these alone do not make an internationally minded person. It is vital that there is also focus on the development of personal attitudes towards people, towards the environment and towards learning, attitudes that contribute to the well-being of the individual and of the group. In PYP schools, we foster the following attitudes: **appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance.**

Action

An explicit expectation of the PYP is that successful inquiry will lead to responsible **action**, initiated by the children as a result of the learning process. This action may extend the child's learning, or it may have a wider social impact, and will clearly look different within each age range.

GENERAL INFORMATION

Assessment

Assessment is integral to all teaching and learning. Assessment is used to promote student learning, to provide information about student learning and to contribute to the evaluation of the effectiveness of the programme. Assessment is varied, and informs teaching and learning in order to help teachers understand how to differentiate learning engagements to meet the needs of their students. Teachers and students use a variety of assessment tools that may include, but are not limited to observations, anecdotal notes, diagnostic assessments, rubrics, peer-assessment, self-assessments, checklists, quizzes, exit tickets, descriptive feedback, portfolio collections, and reflections. The components of our assessment program which we use to provide information about student learning are our report cards (issued mid-year and in June), parent conferences (in fall), student portfolios, and our student-led conferences (in spring). There are also mid-term progress reports issued for Grade 1 - Grade 5 students in the fall, prior to parent conferences.

Portfolio Assessment

Portfolios are collections of student work that are designed to demonstrate successes, growth, creativity, areas that need improvement, and reflection. The portfolio is a celebration and an opportunity for students, parents, and teachers to share and discuss learning accomplishments and to set goals. It is also a chance to observe an overall picture of the students' learning and share what has been worked on.

How are the portfolios prepared?

Students and teachers select items for the portfolio from work students have done during every trimester. The children's selections are based on the criteria such as:

- A piece of work they are proud of.
- An assignment they need to work on further or improve.
- A task they enjoyed learning about.
- Special memories.
- Something that shows improvement.

After selecting items, students will reflect on what they have chosen. This may be done in writing or through a discussion with peers and the teacher.

Parents may check out the portfolio periodically through the year to take home and spend more time reflecting with their child. **However, the portfolio needs to be returned to school complete with all its contents for the true value of the portfolio to be maintained.** Portfolios are sent home at the end of K5 and Grade 3 or when a student withdraws from DIS. Students in Grades 4 and 5 create and maintain electronic portfolios.

Student Evaluation

Report Cards

Report cards are issued twice each year. Report cards reflect the six essential elements of the PYP: knowledge, skills, attitudes, concepts, and action. Each subject area, including the units of inquiry, contains a written evaluation of a child's achievements and areas for growth, in addition to a rubric that outlines each child's progress according to grade level expectations (Grade 1 - 5):

<i>Beginning Level</i> The student is at an introductory level of understanding or skills and requires continuous instruction and support throughout the learning process. The student has difficulty explaining mistakes.	<i>Approaching Grade Level Expectations</i> The student works with moderate support, continues to develop understanding of concepts and skills. Errors detract from communicating understanding, but student is able to explain some mistakes.	<i>Meeting Grade Level Expectations</i> The student has a substantial understanding of concepts and successfully completes tasks with general accuracy, and works with minimal assistance. Students are able to explain minor mistakes.	<i>Exceeding Grade Level Expectations</i> The student consistently works independently, performs skills or explains grade-level concepts with a high degree of effectiveness, and complete accuracy.
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The progress of children in PK1 - K5 is not assessed on a rubric. PK1 and PK2 Students receive a written report twice a year based on anecdotal comments reflective of their self-management and social skills. PK3/4 and K5 students also receive a report twice a year which includes a written report on each of the following areas:

Social, Emotional and Personal Development

Literacy and Language Skills

Cognition and Numeracy Skills

Physical Education

Performing Arts (K5)

Units of Inquiry

Student-Led Conferences

Student Led Conferences are held in the spring - March or April for children in K5 - Grade 5, and May for children in PK1 - PK3/4. During the student-led conference, each student will take their parents through a series of activities to demonstrate what they have learned. They will go over their portfolio and reflections (as is age-appropriate), along with activities based on learning in the different subject areas. During each activity, parents will have an opportunity to ask their child questions, set goals for the next term and observe what they have been learning.

Parents are scheduled in for a one hour block. While more than one family will be working in the room, each family group works independently on the different activities. The teacher is present, but this is not a parent-teacher conference time. If time is needed with the teacher, an additional appointment can be arranged.

Learning Support

Learning support is generally available for students from Grade 1 - Grade 5, and the level or type of support varies depending on student need. It may take the form of small group or individual "pull-out" sessions, or may take the form of a co-teaching model, where a teacher works alongside the classroom or specialist teacher to deliver instruction. SEN specialists also assist teachers in differentiating instruction according to the needs of the individual learners in each class. Our SEN specialists and teachers support students by helping them identify their own learning strengths and needs, and by helping them develop strategies that support their particular learning profiles.

EAL Support (English as an Additional Language)

Many of our students come to us with little or no English language proficiency. English is the language of instruction at DIS, and accordingly, we support our students in their language development in ways that help them access the curriculum. Like our Learning Support model, EAL support is available for students from Grade 1 - Grade 5, and the level of support changes according to the level of need. Support may be in or out of class. The lower the level of English proficiency, the higher the level of support, with the idea of a gradual release of support as a child becomes more proficient in English. Our EAL specialists often support classroom teachers in a co-teaching model, and help classroom and specialist teachers differentiate instruction according to the needs of students.

German and German as an Additional Language (GAL)

German mother-tongue classes are offered everyday for highly proficient German speakers. Students who are developing their German skills are placed in a German as an Additional Language class (GAL). Students who are not proficient in English or in German attend EAL classes during the time their peers are in German or GAL. In grades 1-5, German is taught for 40 minutes, 5 times per week on a daily basis as a mother tongue language and as an additional language. The German mother tongue curriculum is based on the Saxon State's curriculum (Rahmenlehrplan 2004, Überarbeitung 2009) and linked to the PYP. The curriculum for German as an additional language is linked to the PYP Units and the Curriculum for German as second language for Sachsen (Lehrplan für Vorbereitungsgruppen Deutsch als Zweitsprache, 2000/2009-) and Rheinland Pfalz (Rahmenplan Deutsch als Zweitsprache, 2002). All instruction and learning aims for a structured, purposeful inquiry approach.

Homework

Homework is any out-of-class learning experience assigned to enhance or support student learning. It provides opportunities for students to make connections between home and school, and fosters the development of time management skills and independence. The purposes of homework are:

- to engage with learning- homework may provide an introduction to a topic or concept by assessing prior understanding, stir interest, or bring up questions about a new topic.
- to check for understanding - homework can give teachers insight into student understanding of new concepts and skills already taught in class, and to ensure that students are developing an accurate understanding before moving on to practice or apply new skills.
- to practise - homework may review and reinforce newly acquired skills and concepts.
- to process - homework may provide opportunities to reflect on learning, extend or apply skills and understanding, and synthesize information. Processing may include review and preparing for various assessment tasks.

All students are expected to read, or be read to, every evening. Reading to your child everyday has a multitude of cognitive, communication and social benefits. Please spend time reading to your child in your mother-tongue in addition to encouraging them to read in English. Time spent on homework ranges from approximately 15 minutes per day in Grade 1, up to 30 minutes a day in Grades 2 and 3, 30 - 40 minutes in Grade 4, and up to 45 minutes a day in Grade 5. Time spent on homework may increase in Grade 5 during the Exhibition period. If your child consistently completes more or less than the expected average for the grade, his or her teacher should be notified. All homework is recorded in a Student Agenda which also serves as a form of communication between home and school. It is the responsibility of the student to complete homework assignments on time.

Field Trips

We are fortunate in Dresden to have so many exciting field trip opportunities close by. Field trips provide meaningful opportunities to connect school-based inquiries to the larger community. Field trips may be on-site (i.e. guest speakers) or off-site (museums, parks, galleries, theatres, etc). The costs of field trips within Dresden is typically assumed by the school.

Co-Curricular Programme

PYP students from PK5 - Grade 5 may choose from a variety of clubs and activities offered at lunch or after school. Students are encouraged to choose a variety of activities in different areas: the arts, academics, clubs, and athletics. Co-curricular programmes are offered by DIS teachers at no charge, and by outside providers for a fee. Due to their young age, students in PK3/4 enjoy a limited range of activities after school when available.

CURRICULUM INFORMATION

English Language and Literacy

Language development is essential to communication and supports and enhances a child's ability to construct and make meaning. It plays a pivotal role in providing students with the intellectual and academic framework to support critical thinking and conceptual development. Students engage in developmentally appropriate literacy experiences that support their growth in reading, writing, listening and speaking. Language experiences are built into the Programme of Inquiry and support the development of strong communication and academic language skills.

German Language - Mother-tongue and German as an Additional Language (GAL)

Students with a high level of proficiency in German attend daily Mother-tongue German classes. Students follow the Saxon curriculum and focus on reading, writing, listening and speaking skills. Wherever possible, German teachers (German mother-tongue and GAL) parallel or complement the English unit of inquiry to further develop content and conceptual understanding. Students with an appropriate level of German attend daily GAL classes, and students who are not German speakers and require English support attend EAL classes. Once these students achieve a level of English that allows them to access the English curriculum, they attend GAL classes.

Mathematics

Integral to the philosophy of the PYP is that mathematics is used and learned in real-life contexts. Students construct, transfer and apply skills as they develop understanding of mathematical concepts. Wherever possible, mathematics is taught within the unit of inquiry so that students can develop their skills in meaningful ways that connects mathematics to greater conceptual understanding and other subject areas.

Mathematics is divided into six strands:

- Data handling and probability
- Measurement
- Pattern and function
- Geometry - shape and space
- Number
- Operations and computation

Science and Social Studies

All science and social studies is taught within the Programme of Inquiry, although elements of both areas may be explored and developed in specialist or other subject areas (i.e. German, performing arts, visual arts) in ways that support transdisciplinary learning. The six transdisciplinary themes of the PYP lend themselves to inquiries in both science and social studies. Science and social studies are an integral part of our units of inquiry.

The Arts

Performing Arts

Students from K5 - Grade 5 enjoy classes in the performing arts twice every week. Drama provides many opportunities for students to practise communicating with different audiences for a variety of purposes, through moving, speaking and writing in role. Wherever possible, the performing arts programme is linked to the Programme of Inquiry, either through continued exploration of the current transdisciplinary theme, or through exploration and development of the key concepts. Students in Grade 4 help to plan and participate in a musical.

Visual Arts

The visual arts curriculum is intended to help students develop their creativity, as well as the ability to communicate their understanding of the world around them through visual arts. The visual arts curriculum is rooted in the experience of art making. Visual arts provide ways of describing, exploring, and responding, and can be used to express ideas, experiences, feelings, and provides ways to develop and demonstrate conceptual understanding. Visual arts helps support subject-specific areas (i.e. mathematics) and is also pivotal in developing conceptual understandings and exploring unit related ideas.

Physical Education

Students from Kindergarten - Grade 2 have either one period of swimming and one period of sport per week or 2 periods of sport. Students from Grade 3 - Grade 5 have 2 periods of sport every week. All periods are led by teachers from our specialist Physical Education teaching team. During lessons, students identify and develop appropriate skills and strategies for taking part in games. They focus on the development of necessary locomotor and manipulative skills needed for a range of athletic activities and have opportunities to create their own sequences of physical movement in the form of dances and gymnastic routines. Wherever possible, sports lessons are linked with the Programme of Inquiry by making connections with the concepts and the transdisciplinary themes that are currently being addressed in class.

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