

INSPIRE.

MOVE FORWARD.

GIVE BACK.



Primary Years Curriculum Information

Early Years and Primary Years Programme

World Citizens Made in Dresden



DIS Vision

Inspire. Move forward. Give back.

DIS Mission Statement

We are a diverse community that empowers innovative and collaborative learning. As learners, we are prepared to be multifaceted, self-sufficient individuals who contribute to society.

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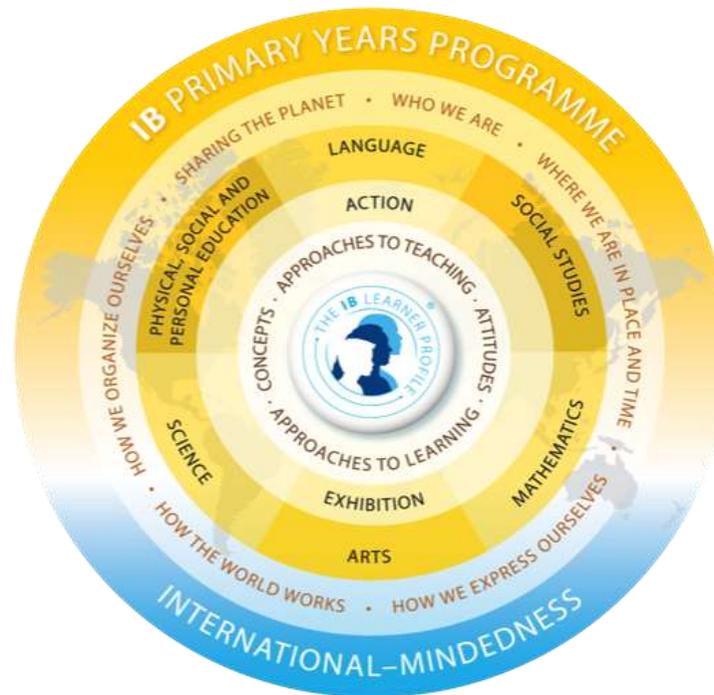
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INTRODUCTION

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, sports, performing arts and music; these areas are linked to the units of inquiry authentically.

At the heart of the PYP is a commitment to 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 Attributes

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 Attributes, 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 analyze 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 systems 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 the 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. The programme is guided by a series of transdisciplinary themes that 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 Grade 1 through 5, students take part in six units of inquiry, one for each transdisciplinary theme. In the Early Years (ages 3-6), children inquire within four units throughout the year. 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 2020/2021

Units are consistently being reviewed and will be updated accordingly

Grade Levels	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
3-4yrs	<p>Central Idea: Children develop a sense of self as they grow</p> <p>Key Concepts: Form, Function, Change</p> <p>Related Concepts: Growth, Senses, Characteristics</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How we grow and change • Characteristics that make up who we are • What we discover through our senses 		<p>Central Idea: People may express feelings and ideas in different ways.</p> <p>Key Concepts: Form, Function, Reflection</p> <p>Related Concepts: Expression, Media, Art</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How we use different colours, media and techniques to express ourselves • How we represent people, places, and emotions in visual and performing arts • How artists use different colours, media and techniques in their work to express ideas. 	<p>Central Idea: Water exists in different forms and has different uses.</p> <p>Key Concepts: Form, Function Change</p> <p>Related Concepts:</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Properties of water in its different forms • How water changes from one state to another • Different ways water is used • Where we find water 	<p>Central Idea: People have roles to help communities' function</p> <p>Key Concepts: Form, Function Connection</p> <p>Related Concepts:</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Roles people have in different kinds of jobs • Equipment workers use • How people with jobs help others 	
PreK B	<p>Central Idea: People in families care for one another.</p> <p>Key Concepts: Form, Function Connection</p> <p>Related Concepts: Similarities and Differences, Roles</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How families are alike and different • Different roles and tasks of family members • How my family reflects our cultural connections 		<p>Central Idea: People use rhythm and rhyme to express themselves</p> <p>Key Concepts: Form Function</p> <p>Related Concepts:</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Rhythm and rhymes in our daily lives • Rhythm and rhymes in the world around us • How our bodies can move creatively in response to different stimuli 	<p>Central Idea: Exploring light and sound enables us to discover how they work</p> <p>Key Concepts: Form Causation</p> <p>Related Concepts:</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • manmade and natural sources of light • properties of light (opaque, transparent, translucent or reflective) 		<p>Central Idea: Woods are important places for people and animals.</p> <p>Key Concepts: Form, Change Connection, Responsibility</p> <p>Related Concepts:</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Living things in the woods • How the woods are important • How the woods change • How we can care for the woods

Grade Levels	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
Kindergarten	<p>Central Idea: Increasing our awareness of our interests and abilities enables us to develop our self-identity.</p> <p>Key Concepts: Reflection, Responsibility, Function</p> <p>Related concepts: Interests, Identity, Interaction</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Our personal interests • Our abilities and what we can do • An inquiry into how our personality influences our interactions with others 		<p>Central Idea: Exploring tools and materials enables us to use them to create and express themselves.</p> <p>Key Concepts: Perspective, Connection, Function</p> <p>Related Concepts: Materials, Tools, Creativity, Imagination</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Exploring tools and materials (e.g. art, props, dress ups, materials, instruments) • The different effects tools and materials make • How we use tools and materials to express ourselves and create 		<p>Central Idea: Products go through a process before they are used</p> <p>Key Concepts: Function, Change, Form</p> <p>Related Concepts: Process, products, origins</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The origins of products • The process that products go through • How we can develop a process to create a product 	<p>Central Idea: Exploring and building a relationship with nature leads to new discoveries and understandings</p> <p>Key Concepts: Causation, Form, Connection</p> <p>Related Concepts: Nature, Discovery, Exploration</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Where and what nature is • How we explore nature • What we discover through our exploration of nature
Grade 1	<p>Central Idea: Relationships require nurturing</p> <p>Key Concepts: Function, Causation, Responsibility</p> <p>Related Concepts: Relationships, Roles, Sense of Self</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Different relationships (family, friends, other) • Our role in maintaining relationships • How relationships impact our sense-of-self 	<p>Central Idea: Curating personal historical resources provides insight into people's past</p> <p>Key Concepts: Form, Function, Change</p> <p>Related Concepts: Past, Historical Sources, Curation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How historical sources tell the story about our past • How we curate historical sources to share our past with others • How historical sources provide a lens into the past. 	<p>Central Idea: Music provides opportunities to express feelings, imagination and experiences.</p> <p>Key Concepts: Form, Function, Perspective</p> <p>Related Concepts:</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The elements of music (pitch, tempo, dynamics, rhythm, patterning, volume) • How music can nurture our imagination • How we express meaning through music 	<p>Central Idea: Earth's natural cycles influence living things.</p> <p>Key Concepts: Form, Change, Connection</p> <p>Related Concepts: Cycles, Impact, Similarities and Differences</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Natural cycles • How humans are impacted by natural cycles • Differences in natural cycles around the world 	<p>Central Idea: Transportation systems are connected to people's needs.</p> <p>Key Concepts: Form, Causation, Connection</p> <p>Related Concepts: System, transportation, environment</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Different kinds of transportation systems • Reasons why people choose different types of transport • How transportation choices are affected by the environment 	<p>Central Idea: Living things are interdependent on the habitat in which they live.</p> <p>Key Concepts: Change, Causation, Responsibility</p> <p>Related Concepts: Habitats, Interdependence, Impact</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How living things adapt to different habitats • Interdependence of living things within a habitat • Impact of humans on natural habitats

Grade Levels	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
Grade 2	<p>Central Idea: Stories can provide a window into people's beliefs and values.</p> <p>Key Concepts: Form, Connection Perspective</p> <p>Related Concepts:</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Why people tell stories different types of stories (folktales, fables, fairy tales, myths, and legends) different ways stories can be communicated. (drama, writing, audiobook, oral vs. different versions of one story) <ul style="list-style-type: none"> different perspectives within and about a story. 	<p>Central Idea: The geography of a place influences how people live their lives</p> <p>Key Concepts: Connection, Causation, Perspective</p> <p>Related Concepts: Influence, Community, Geography</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The geography of places How geography influences the way people in communities live their lives How we can help new people in our community understand the connection between where we live and the geography 	<p>Central Idea: Throughout time, people have used the arts to express and symbolize feelings.</p> <p>Key Concepts:</p> <p>Related Concepts: Symbols, Expression, Feelings</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> What is symbolization and how does it express feelings How do the arts symbolizing feelings How can we use the arts to express our feelings 	<p>Central Idea: Investigating and understanding the properties of materials enables people to use them to solve problems and/or create.</p> <p>Key Concepts:</p> <p>Related Concepts: Investigations, Materials, Properties</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How we investigate the properties of materials and where they are used How materials can be changed and why people change them How we use our understanding of materials to solve problems and/or create 	<p>Central Idea: When we work together in a community, we can achieve more.</p> <p>Key Concepts: Form, Function Responsibility</p> <p>Related Concepts: Communication, Community</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The different types of communities (from small family & personal communities to large rural or urban communities) The features of a community (members, roles, rules, place & purpose) The reasons why we have communities 	<p>Central Idea: Animals and plants depend on each other for survival</p> <p>Key Concepts: Function, Connection, Responsibility</p> <p>Related Concepts: Interdependence, Needs</p> <p>Lines of Inquiry:</p> <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
Grade 3	<p>Central Idea: Promoting well-being in the community encourages positive action</p> <p>Key Concepts: Causation, Responsibility, Reflection</p> <p>Related Concepts: Well-being, Choices</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> What is well-being How do our choices impact our well being How we can promote well being in our community 	<p>Central Idea: Human migration impacts people's lives</p> <p>Key Concepts: Causation, Change Perspective</p> <p>Related Concepts: Migration, Communities</p> <p>Lines of Inquiry:</p> <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. 	<p>Central Idea: Media influence our thinking and decision making</p> <p>Key Concepts: Form, Perspective Responsibility</p> <p>Related Concepts: Influence, Media, Choices</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Different types of media The purposes of different media platforms How we can use the media to influence people 	<p>Central Idea: The Earth is constantly undergoing geological change</p> <p>Key Concepts:</p> <p>Related Concepts: Adaptation, Past, Impact</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Why living things adapt How we can learn about the past from evidence in the Earth (including fossils) How can we have a positive impact on the extinction of living things 	<p>Central Idea: People create and develop structures from materials in communities</p> <p>Key Concepts:</p> <p>Related Concepts: Structures, Design, Purpose</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Different structures their materials and design The purpose of different structures and their design in places Creating our own structures using materials for a purpose in our community 	<p>Central Idea: Humans can make choices to conserve the Earth's resources</p> <p>Key Concepts: Form, Causation, Responsibility</p> <p>Related Concepts: Resources, Sustainability, Impact</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How the human use of natural resources impact the environment What is the role of sustainability How can we promote and contribute to sustainability.

Grade Levels	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
Grade 4	<p>Central Idea: The effective interactions between human body systems contribute to health and survival</p> <p>Key Concepts: Form, Function Connection</p> <p>Related Concepts: Systems, Interconnectedness, Lifestyles,</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The form and function of human organs and systems • How we differ physically and behaviourally from other animals • The impact of lifestyle choices on the body 	<p>Central Idea: Curating historical sources enables people to tell stories of the past.</p> <p>Key Concepts: change, connection, reflection, perspective</p> <p>Related Concepts: Sources, validity, curation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • What is the role of a historian? (make sure we do not forget - why?; being accurate) • How do historical sources provide insight into the past and whose story do they tell? • What is the role of validity in connection to historical sources? • How do we curate historical evidence to tell stories of the past? (select, organize) 	<p>Central Idea: Personal and cultural influences are reflected in an artist's work</p> <p>Key Concepts: Form, Perspective Reflection</p> <p>Related Concepts: Influences, Technique, Culture</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Why people create art • The different techniques artists use to express themselves • The influences that affect an artist's work 	<p>Central Idea: Humans use their understanding of scientific principles to make their lives easier</p> <p>Key Concepts: Form, Function Causation</p> <p>Related Concepts: Forces, Process, Energy, Simple Machines</p> <p>Lines of Inquiry:</p> <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 	<p>Central Idea: Marketplaces depend on the ability to produce goods and supply services that can be exchanged</p> <p>Key Concepts: Change, Connection, Responsibility</p> <p>Related Concepts: Supply and Demand, Consumerism, Market</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The role of the market • The role of supply and demand • The distribution of goods and services • Our responsibility as consumers 	<p>Central Idea: Human interaction with ecosystems has an impact on other living things</p> <p>Key Concepts: Causation, Perspective, Responsibility</p> <p>Related Concepts: Ecosystems, Endangered Animals, Cause and Effect</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Why ecosystems are important and what they are composed of • How plants and animals can become endangered or extinct • How the loss of animal/plant diversity affects the ecosystem. • How humans can preserve the Earth's flora and fauna.
Grade 5	<p>Central Idea: Puberty is a significant change of the human life cycle.</p> <p>Key Concepts: Function, Change, Responsibility</p> <p>Related Concepts:</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How the endocrine system works • Physical and emotional changes during adolescence • New roles and responsibilities of adolescence 	<p>Central Idea: Space has a lot of mysteries that we still have not uncovered</p> <p>Key Concepts:</p> <p>Related Concepts:</p> <p>Lines of Inquiry:</p> <p>Students create their own lines of inquiry</p>	<p>Central Idea: People express their values or beliefs in different ways</p> <p>Key Concepts: Form, Connection Perspective</p> <p>Related Concepts: Interconnectedness, Values & Beliefs, Systems</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Individual human values • The interconnectedness between individual human values and larger belief systems • The way we use narratives and symbols to express a belief and/or value. 	<p>Central Idea: There are many advantages and some disadvantages to sustainable energy</p> <p>Key Concepts: Form, Change, Responsibility</p> <p>Related Concepts: Transformation, Renewable & Non-Renewable, Energy, Sustainability</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Different forms of energy sources (renewable, non-renewable) • How energy is used (transformation) • Sustainable and alternative energy practices 	<p>Central Idea: To protect our rights, we may have to take action</p> <p>Key Concepts: Causation, Perspective, Responsibility</p> <p>Related Concepts: Rights, Protection,</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Why we have universal human rights • Human rights violations in the 20th century • Our responsibility to protect and care for each other 	<p>EXHIBITION Central Idea: (Grade Level Created)</p> <p>Key Concepts:</p> <p>Related Concepts:</p> <p>Lines of Inquiry:</p> <p>Subject Focus:</p>

Learner Agency

Children are natural inquirers, they question, wonder and theorize about themselves, others and the world around them. Through their experiences and interactions, they naturally develop intricate, multi-layered perceptions and understandings. At DIS, students in the PYP are the agents for their own learning and show this through the concept of learner agency. They take responsibility and ownership of their learning by using their own initiative and will. The relationship between teacher and student is viewed as a partnership. Students have voice, choice and ownership for their own learning.



Approaches to Learning

Learning how to learn is fundamental to students' education. The approaches to learning have five categories of interrelated skills and associated subskills that support all students to be self-regulated learners as well as to support their sense of agency. Teachers collaboratively plan opportunities for students to develop these skills.

Categories	Subskills
Thinking Skills	<ul style="list-style-type: none">● Critical-thinking skills (analyzing and evaluating issues and ideas)● Creative-thinking skills (generating novel ideas and considering new perspectives)● Transfer skills (using skills and knowledge in multiple contexts)● Reflection/metacognitive skills ((re)considering the process of learning)
Research Skills	<ul style="list-style-type: none">● Information-literacy skills (formulating and planning, data gathering and recording, synthesizing)● Media - literacy skills (interacting with media to use and create ideas and information)● Ethical use of media/information (understanding and applying social and ethical technology)
Communication Skills	<ul style="list-style-type: none">● Exchanging-information skills (listening, interpreting, speaking)● Literacy skills (reading, writing and using language to gather and communicate information)● ICT skills (using technology to gather, investigate and communicate information)
Social Skills	<ul style="list-style-type: none">● Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers)● Developing social-emotional intelligence
Self-Management Skills	<ul style="list-style-type: none">● Organization skills (managing time and tasks effectively)● States of mind (mindfulness, perseverance, emotional management, self -motivation, resilience)

Key Concepts

Concept-based inquiry drives the learning as it promotes meaning and understanding and it challenges students to engage in significant ideas. The PYP is a concept-driven curriculum that 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. Concepts are accessible to every student as there are no limits on the breadth of knowledge or on the depth of understanding.

Key concepts are identified and investigated through open-ended questions that allow students to think critically about big ideas and this is done through collaboration between students and teachers. In contrast to the key concepts that related concepts are more narrow in focus and they allow for students to explore the key concepts in greater detail and they add depth to the programme.

Key concepts	Key questions	Definition	Example Related Concepts
Form	What is it like?	The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.	<ul style="list-style-type: none">● Properties● Structure● Similarities● Differences● Pattern
Function	How does it work?	The understanding that everything has a purpose, a role or a way of behaving that can be investigated.	<ul style="list-style-type: none">● Behaviour● Communication● Pattern● Role● Systems
Causation	Why is it as it is?	The understanding that things do not just happen; there are causal relationships at work, and that actions have consequences.	<ul style="list-style-type: none">● Consequences● Sequences● Pattern● Impact

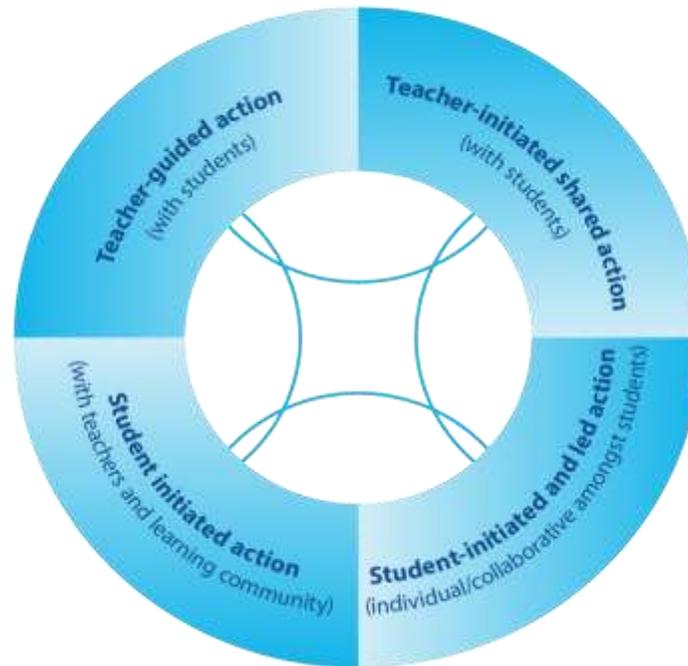
Change	How is it transforming?	The understanding that change is the process of movement from one state to another. It is universal and inevitable.	<ul style="list-style-type: none"> ● Adaptation ● Growth ● Cycles ● Sequences ● Transformation
Connection	How is it linked to other things?	The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.	<ul style="list-style-type: none"> ● Systems ● Relationships ● Networks ● Homeostasis ● Interdependence
Perspective	What are the points of view?	The understanding that knowledge is moderated by different points of view which leads to different interpretations, understandings and findings; perspectives may be individual, group, cultural or subject-specific.	<ul style="list-style-type: none"> ● Subjectivity ● Truth ● Beliefs ● Opinion ● Prejudice
Responsibility	What are our obligations?	The understanding that people make choices based on their understandings, beliefs and values, and the actions they take as a result do make a difference.	<ul style="list-style-type: none"> ● Rights ● Citizenship ● Values ● Justice ● Initiative

Action

Action, the core of student agency, is integral to the PYP learning process and to the programmes overarching outcome of international-mindedness. Through actions, students develop a sense of belonging to local and global communities. In the PYP, action is initiated by the students and it is authentic, meaningful, mindful, responsible and responsive. Action could be:

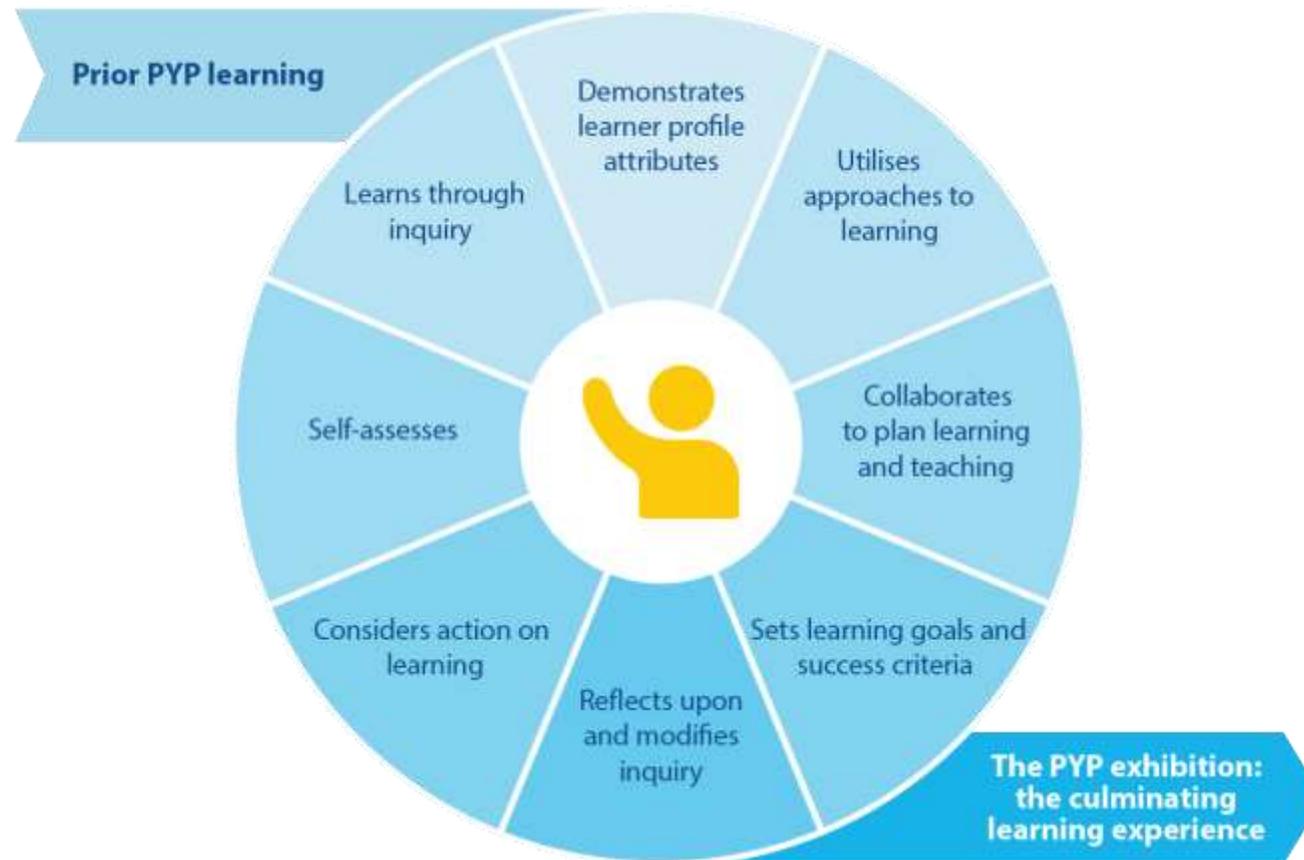
- a change in attitude
- a consideration or plan for action for the future
- a demonstration of responsibility, or respect for self, others and the environment
- a commitment to leading or participating in a youth advocacy group
- an engagement in school decision-making or an expression of support in community, local and global decision - making

As an integral part of the learning process, action can happen at any time and take many forms. It is dependent on individual development, learning and experiences and can be short term or long term, revisited or ongoing. It can be individual or collective, small or large scale and may take place at home, at school or in local or wider communities.



The Exhibition

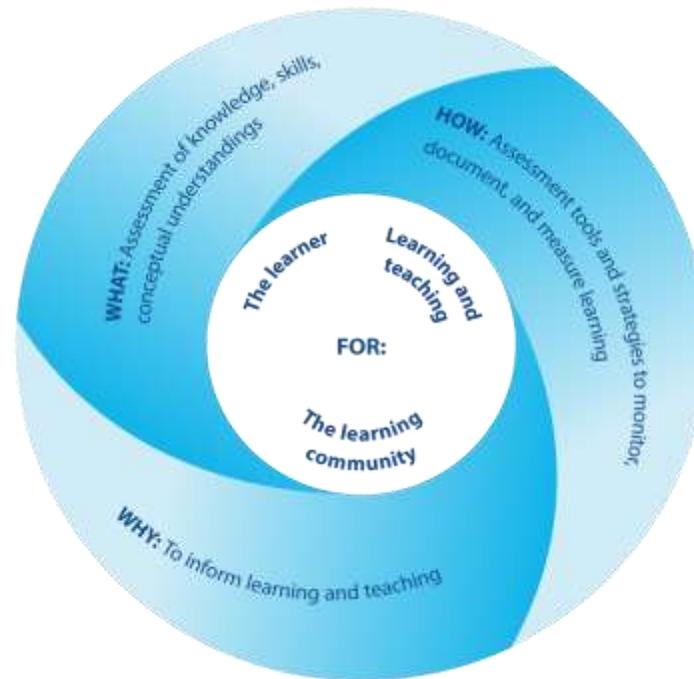
The exhibition is the culminating, collaborative experience in the final year of the PYP which is Grade 5 at DIS. It is an authentic process for students to explore, document and share their understanding of an issue or opportunity of personal significance. The students undertake investigations independently and collaboratively with their peers with the guidance of a mentor as well as their homeroom teachers. Through the exhibition, students demonstrate their ability for learning and their capacity to take action as they are actively engaged in planning, presenting and assessing learning.



GENERAL INFORMATION

Assessment

The purpose of assessment is to inform teaching and learning. It involves gathering and analyzing information about student learning to inform teaching practice. Effective assessment provides valuable information as it helps all members of the learning community to understand what learning is and how to support it. Students become self-regulated learners as they are actively engaged in assessment and they act upon constructive feedback. They are able to reflect on their learning, set goals and make decisions on how they will achieve these goals. Teachers learn about what students know and can do. They use these assessments to reflect upon their practice and offer feedback to support students in their learning. Parents and guardians become more informed as they understand the goals that their child is working on and the progress that they are making.



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.

Report Cards

Report cards are issued twice each year. Report cards reflect the elements of the PYP: knowledge, approaches to learning, conceptual understanding, 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):

<p><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.</p>	<p><i>Approaching Grade Level Expectations</i> The student works with moderate support continues to develop an understanding of concepts and skills. Errors detract from communicating understanding, but the student is able to explain some mistakes.</p>	<p><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.</p>	<p><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.</p>
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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. Students will lead their parents through a conference and share how and what they are learning. 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 for a one hour block. While more than one family will be working in the room, each family group works independently on 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 needs. Students may receive small group, targeted intervention, or may receive in-class support where a teacher works alongside the classroom or specialist teacher to deliver instruction. Learning Support specialists also assist teachers in differentiating instruction according to the needs of the individual learners in each class. Our Learning Support specialists and our classroom 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)

Our English as an Additional Language (EAL) support programme is available for students from Grade 1 - Grade 5 who come to DIS and may understand, speak or be literate in more than one language but have limited or no experience of English language proficiency. All teachers support these students' transition, their social and academic English to enable them to participate confidently and happily in all aspects of the life of the school, to access the curriculum and to achieve their full potential. Factors such as age, previous educational experience, knowledge of other languages and levels of literacy in their first language will all impact the development of student's language skills and their learning across the curriculum. The level of EAL support is tailored according to the individual language needs of the students. Our EAL specialists work closely together with the homeroom teachers to help differentiate instruction according to the needs of students. All students from Grades 1-5, who come to DIS with no experience of English and German language proficiency will be supported, during an initial transition time, by an additional EAL in lieu of German Acquisition Language (GLA) class.

Parents are strongly encouraged to help their children maintain and develop their mother tongues. We are committed to fostering a strong partnership between home and school in order to facilitate language learning.

German Language and Literature and German Language Acquisition (GLAL and GLA)

German Language and Literature (GLAL) classes are offered every day for highly proficient German speakers. Students who are starting to develop their German skills are placed in a German Language Acquisition class (GLA). Students who are not proficient in English or in German attend English as an Additional (EAL) classes during the time their peers are in GLAL or GLA. In grades 1-5, German is taught for 45 minutes, 5 times per week on a daily basis. In K5, all students have a play-based German period every day as a class together. The German Language and Literature curriculum is based on the Saxon State's curriculum Grundschule Deutsch (1. Aug. 2019) and linked to the PYP. The curriculum for German Language Acquisition is linked to the Lehrplan für Vorbereitungsgruppen/Vorbereitungsklassen an allgemeinbildenden Schulen (1. Aug. 2018) and the PYP Units. All instruction and learning aim 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 ensure that students are developing an accurate understanding before moving on to practice or apply new skills.
- to practice - 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 every day 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.

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 our ability to construct and make meaning of the world. Language is a fundamental element of our identity and culture and 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 love and 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. We understand that language learning is a process of learning language, learning about language and learning through language. DIS recognizes that all teachers are language teachers who facilitate language acquisition and promote communication skills and literacy.

German Language and Literature (GLAL) and German Language Acquisition (GLA) -

Students with a high level of proficiency in German attend daily German Language and Literature classes. Students follow the Saxon curriculum and focus on reading, writing, listening and speaking skills. Wherever possible, German teachers work together with classroom teachers to support the units of inquiry and to further develop content and conceptual understanding. Students who are learning German as an additional language attend daily GLA classes. In case these students reach a level of German that allows them to access the German Language and Literature curriculum, they can change to GLAL class.

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 their 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 connect 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 are 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.

Music

Music enables students to communicate in ways that go beyond their oral language abilities. Music delights and stimulates, soothes and comforts us; music allows students to communicate in a unique way. Musical experiences and learning begin with the voice. It is important that students are given opportunities to discover a broad range of music experiences including classifying and analyzing sounds, composing, exploring body music, harmonizing, listening, playing instruments, singing, notation, reading music, songwriting and recording.

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. Units, where PYP students cooperate and work closely together with our older MYP students, are implemented and help both- MYP and PYP students to use interpersonal skills in an authentic and meaningful way.

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