

INSPIRE.

MOVE FORWARD.

GIVE BACK.



# Primary Years Curriculum Information

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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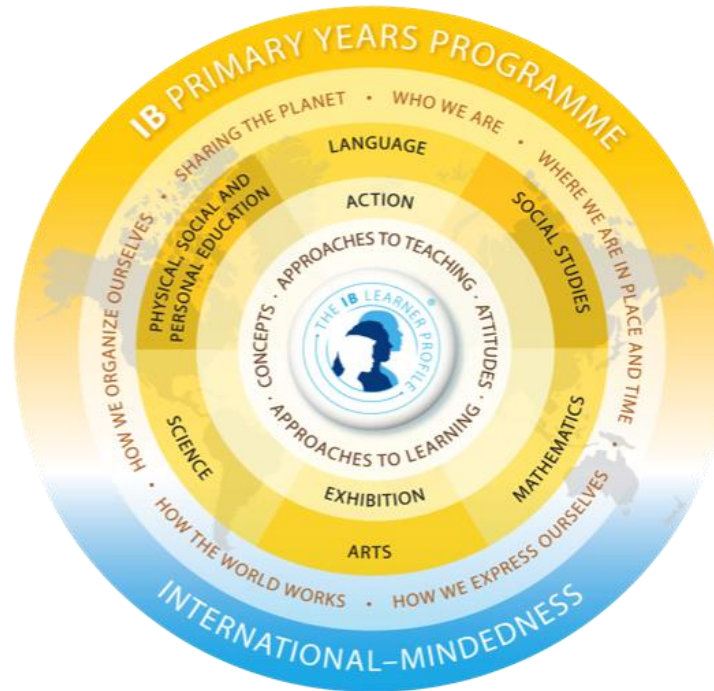
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## INTRODUCTION

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:

<b>Who we are</b> 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.	<b>How the World Works</b> 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.
<b>Where we are in place and time</b> 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.	<b>How We Organize Ourselves</b> 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.
<b>How we express ourselves</b> 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.	<b>Sharing the Planet</b> 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

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
3-4 Year PreK B	<p><b>Central Idea:</b> People in families care for one another.</p> <p><b>Key Concepts:</b> Form, Function Connection</p> <p><b>Related Concepts: Similarities and Differences, Roles</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How families are alike and different</li> <li>Different roles and tasks of family members</li> <li>How my family reflects our cultural connections</li> </ul>		<p><b>Central Idea:</b> People use rhythm and rhyme to express themselves</p> <p><b>Key Concepts:</b> Form Function</p> <p><b>Related Concepts:</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Rhythm and rhymes in our daily lives</li> <li>Rhythm and rhymes in the world around us</li> <li>How our bodies can move creatively in response to different stimuli</li> </ul>	<p><b>Central Idea:</b> Exploring light and sound enables us to discover how they work</p> <p><b>Key Concepts:</b> Form Causation</p> <p><b>Related Concepts:</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>manmade and natural sources of light</li> <li>properties of light (opaque, transparent, translucent or reflective)</li> </ul>		<p><b>Central Idea:</b> Woods are important places for people and animals.</p> <p><b>Key Concepts:</b> Form, Change Connection, Responsibility</p> <p><b>Related Concepts:</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Living things in the woods</li> <li>How the woods are important</li> <li>How the woods change</li> <li>How we can care for the woods</li> </ul>



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
Kinder- garten	<p><b>Central Idea:</b> Increasing our awareness of our interests and abilities enables us to develop our self-identity.</p> <p><b>Key Concepts:</b> Reflection, Responsibility, Function</p> <p><b>Related concepts:</b> Interests, Identity, Interaction</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Our personal interests</li> <li>Our abilities and what we can do</li> <li>An inquiry into how our personality influences our interactions with others</li> </ul>		<p><b>Central Idea:</b> Creativity allows for self expression</p> <p><b>Key Concepts:</b> Perspective, Connection, Function</p> <p><b>Related Concepts:</b> Expression, audience, imagination, inspiration</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Why and when people choose to express themselves</li> <li>In what ways people express themselves</li> <li>What materials are needed to express creativity</li> </ul>	<p><b>Central Idea:</b> Products go through a process before they are used</p> <p><b>Key Concepts:</b> Function, Change, Form</p> <p><b>Related Concepts:</b> Process, products, origins</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The origins of products</li> <li>The process that products go through</li> <li>How we can develop a process to create a product</li> </ul>		<p><b>Central Idea:</b> Exploring and building a relationship with nature leads to new discoveries and understandings</p> <p><b>Key Concepts:</b> Causation, Form, Connection</p> <p><b>Related Concepts:</b> Nature, Discovery, Exploration</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Where and what nature is</li> <li>How we explore nature</li> <li>What we discover through our exploration of nature</li> </ul>
Grade 1	<p><b>Central Idea:</b> Community members have rights and responsibilities</p> <p><b>Key Concepts:</b> Function, Causation, Responsibility</p> <p><b>Related Concepts:</b> Relationships, Roles, Sense of Self</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Characteristics of communities</li> <li>Different relationships (family, friends, other)</li> <li>Our role in maintaining relationships</li> <li>How relationships impact our sense-of-self</li> </ul>	<p><b>Central Idea:</b> Curating personal historical resources provides insight into people's past</p> <p><b>Key Concepts:</b> Form, Function, Change</p> <p><b>Related Concepts:</b> Past, Historical Sources, Curation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How historical sources tell the story about our past</li> <li>How we curate historical sources to share our past with others</li> <li>How historical sources provide a lens into the past.</li> </ul>	<p><b>Central Idea:</b> Music provides opportunities to express feelings, imagination and experiences.</p> <p><b>Key Concepts:</b> Form, Function, Perspective</p> <p><b>Related Concepts:</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The elements of music (pitch, tempo, dynamics, rhythm, patterning, volume)</li> <li>How music can nurture our imagination</li> <li>How we express meaning through music</li> </ul>	<p><b>Central Idea:</b> Earth's natural cycles influence living things.</p> <p><b>Key Concepts:</b> Form, Change, Connection</p> <p><b>Related Concepts:</b> Cycles, Impact, Similarities and Differences</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Natural cycles</li> <li>How humans are impacted by natural cycles</li> <li>Differences in natural cycles around the world</li> </ul>	<p><b>Central Idea:</b> Within communities people develop systems to assist with organization</p> <p><b>Key Concepts:</b> Connection, Function, Responsibility</p> <p><b>Related Concepts:</b> System, Organization, Community</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>What does it mean to be organized</li> <li>Why do we need to be organized and systems in our community</li> <li>How we set up systems to be organized in our community</li> </ul>	<p><b>Central Idea:</b> Living things are interdependent on the habitat in which they live.</p> <p><b>Key Concepts:</b> Change, Causation, Responsibility</p> <p><b>Related Concepts:</b> Habitats, Interdependence, Impact</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How living things adapt to different habitats</li> <li>Interdependence of living things within a habitat</li> <li>Impact of humans on natural habitats</li> </ul>

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><b>Central Idea:</b> Community members have rights and responsibilities</p> <p><b>Key Concepts:</b> Form, connection, causation responsibility</p> <p><b>Related Concepts:</b> Fairness, society, community</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Rights and responsibilities differ depending on the community.</li> <li>There are different types of communities within societies.</li> <li>Member of a _____ society have a responsibility to ensure members are treated fairly (equality/equity)</li> <li>Factors (responsibilities) that affect our rights</li> </ul>	<p><b>Central Idea:</b> The geography of a place influences how people live their lives</p> <p><b>Key Concepts:</b> Connection, Causation, Perspective</p> <p><b>Related Concepts:</b> Influence, Community, Geography</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The geography of places</li> <li>How geography influences the way people in communities live their lives</li> <li>How we can help new people in our community understand the connection between where we live and the geography</li> </ul>	<p><b>Central Idea:</b> Throughout time, people have used the arts to express and symbolize feelings.</p> <p><b>Key Concepts:</b> Form, Connection, Perspective</p> <p><b>Related Concepts:</b> Symbols, Expression, Feelings</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>What is symbolization and how does it express feelings</li> <li>How do the arts symbolizing feelings</li> <li>How can we use the arts to express our feelings</li> </ul>	<p><b>Central Idea:</b> Investigating and understanding the properties of materials enables people to use them to solve problems and/or create.</p> <p><b>Key Concepts:</b> Connection, Function, Change</p> <p><b>Related Concepts:</b> Investigations, Materials, Properties</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How we investigate the properties of materials and where they are used</li> <li>How materials can be changed and why people change them</li> <li>How we use our understanding of materials to solve problems and/or create</li> </ul>	<p><b>Central Idea:</b> When we work together in a community, we can achieve more.</p> <p><b>Key Concepts:</b> Form, Function Responsibility</p> <p><b>Related Concepts:</b> Communication, Community</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The different types of communities (from small family &amp; personal communities to large rural or urban communities)</li> <li>The features of a community (members, roles, rules, place &amp; purpose)</li> <li>The reasons why we have communities</li> </ul>	<p><b>Central Idea:</b> Animals and plants depend on each other for survival</p> <p><b>Key Concepts:</b> Function, Connection, Responsibility</p> <p><b>Related Concepts:</b> Interdependence, Needs</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How plants and animals are interdependent</li> <li>How plants and animals meet their basic needs</li> <li>Our responsibility to care for plants and animals</li> </ul>
Grade 3	<p><b>Central Idea:</b> The choices people make affect their health and well-being.</p> <p><b>Key Concepts:</b> Causation, Responsibility, Reflection</p> <p><b>Related Concepts:</b> Well-being, Choices</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Healthy and unhealthy choices (form)</li> <li>The choices we make impact our well-being (causation)</li> <li>Creating healthy habits and sharing them with others (community) promotes a sense of</li> </ul>	<p><b>Central Idea:</b> Human migration impacts people's lives</p> <p><b>Key Concepts:</b> Causation, Change Perspective</p> <p><b>Related Concepts:</b> Migration, Communities</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The reasons people move</li> <li>How moving affects individuals and communities</li> <li>The different points of view people have towards moving.</li> </ul>	<p><b>Central Idea:</b> Media influence our thinking and decision making</p> <p><b>Key Concepts:</b> Form, Perspective Responsibility</p> <p><b>Related Concepts:</b> Influence, Media, Choices</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Different types of media</li> <li>The purposes of different media platforms</li> <li>How we can use the media to influence people</li> </ul>	<p><b>Central Idea:</b> Evidence of the past provides insight into the earth's changing processes</p> <p><b>Key Concepts:</b> Form, Change, Function</p> <p><b>Related Concepts:</b> Processes, Impact Evidence</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Why living things adapt</li> <li>How we can learn about the past from evidence in the Earth (including fossils)</li> <li>How can we have a positive impact on the extinction of living things</li> </ul>	<p><b>Central Idea:</b> People create and develop structures from materials in communities</p> <p><b>Key Concepts:</b> Form, Function, Responsibility</p> <p><b>Related Concepts:</b> Structures, Design, Purpose</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Different structures require different materials and design</li> <li>The purpose of different structures and their design in places</li> <li>Creating our own structures using materials for a purpose in our community</li> </ul>	<p><b>Central Idea:</b> Humans can make choices to conserve the Earth's resources</p> <p><b>Key Concepts:</b> Form, Causation, Responsibility</p> <p><b>Related Concepts:</b> Resources, Sustainability, Impact</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How the human use of natural resources impact the environment</li> <li>What is the role of sustainability</li> <li>How can we promote and contribute to sustainability?</li> </ul>



	well- being (responsibility)					
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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><b>Central Idea:</b> My beliefs and values make me who I am.</p> <p><b>Key Concepts:</b> Form, causation, connection, responsibility</p> <p><b>Related Concepts:</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Identifying our own beliefs and values help us understand ourselves</li> <li>We share common beliefs and values</li> <li>Respecting those who have different beliefs and values allows individuals to peacefully coexist in communities.</li> </ul>	<p><b>Central Idea:</b> Curating historical sources enables people to tell stories of the past.</p> <p><b>Key Concepts:</b> change, connection, reflection, perspective</p> <p><b>Related Concepts:</b></p> <p>Sources, validity, curation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>What is the role of a historian? (make sure we do not forget - why?; being accurate)</li> <li>How do historical sources provide insight into the past and whose story do they tell?</li> <li>What is the role of validity in connection to historical sources?</li> <li>How do we curate historical evidence to tell stories of the past? (select, organize)</li> </ul>	<p><b>Central Idea:</b> Signs and symbols can be used to communicate a message</p> <p><b>Key Concepts:</b> Form, perspective, and function</p> <p><b>Related Concepts:</b></p> <p>communication, expression</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>People advertise their product/service by using persuasive messages (HWEO)</li> <li>People create logos that represent their business</li> </ul>	<p><b>Central Idea:</b> Humans use their understanding of scientific principles to make their lives easier</p> <p><b>Key Concepts:</b> Form, Function, Causation</p> <p><b>Related Concepts:</b> Forces, Process, Energy, Simple Machines</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>What simple machines are and how they work</li> <li>What forces are and how they affect our world.</li> <li>The effects of changing a variable in a scientific experiment</li> </ul>	<p><b>Central Idea:</b> Marketplaces depend on the ability to produce goods and supply services that can be exchanged</p> <p><b>Key Concepts:</b> Change, Connection, Responsibility</p> <p><b>Related Concepts:</b> Supply and Demand, Consumerism, Market</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The role of the market</li> <li>The role of supply and demand</li> <li>The distribution of goods and services</li> <li>Our responsibility as consumers</li> </ul>	<p><b>Central Idea:</b> Human interaction with ecosystems has an impact on other living things</p> <p><b>Key Concepts:</b> Causation, Perspective, Responsibility</p> <p><b>Related Concepts:</b> Ecosystems, Endangered Animals, Cause and Effect</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Why ecosystems are important and what they are composed of</li> <li>How plants and animals can become endangered or extinct</li> <li>How the loss of animal/plant diversity affects the ecosystem.</li> <li>How humans can preserve the Earth's flora and fauna.</li> </ul>
Grade 5	<p><b>Central Idea:</b> Changes we experience impact our identity and require us to develop strategies in order to cope</p> <p><b>Key Concepts:</b> Function, Change, Responsibility</p> <p><b>Related Concepts:</b> Identity, relationships, strategies</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Changes we experience impact our</li> </ul>	<p><b>Central Idea:</b> Through exploration people can come to new discoveries</p> <p><b>Key Concepts:</b> Function, Causation, Connection</p> <p><b>Related Concepts:</b></p> <p>Exploration, Discoveries, Impact</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Why and how people explore</li> <li>Discoveries made through</li> </ul>	<p><b>EXHIBITION</b></p> <p>Central Idea: (Grade Level Created)</p>	<p><b>Central Idea:</b> There are many advantages and some disadvantages to sustainable energy</p> <p><b>Key Concepts:</b> Form, Change, Responsibility</p> <p><b>Related Concepts:</b> Transformation, Renewable &amp; Non-Renewable, Energy, Sustainability</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Different forms of</li> </ul>	<p><b>Central Idea:</b> Systems influence our ability to access our human rights.</p> <p><b>Key Concepts:</b> Causation, perspective, responsibility</p> <p><b>Related Concepts: Lines of Inquiry:</b> equity, access, government, hierarchy, disparity,</p> <p><b>Lines of Inquiry:</b></p>	Under Review

	<p>identity and our relationships</p> <ul style="list-style-type: none"> <li>• Our rights and responsibilities to ourselves and others as we go through changes</li> <li>• Strategies we can develop to cope with changes (ourselves/others)</li> </ul>	<p>exploration</p> <ul style="list-style-type: none"> <li>• How we can explore to discover</li> </ul>		<p>energy sources (renewable, non-renewable)</p> <ul style="list-style-type: none"> <li>• How energy is used (transformation)</li> <li>• Sustainable and alternative energy practices</li> </ul>	<ul style="list-style-type: none"> <li>• We are all connected by our human rights</li> <li>• Access to human rights depends on government systems</li> <li>• We have a role to play in understanding and contributing to the rights of others.</li> </ul>	
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### *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"><li>• Critical-thinking skills (analyzing and evaluating issues and ideas)</li><li>• Creative-thinking skills (generating novel ideas and considering new perspectives)</li><li>• Transfer skills (using skills and knowledge in multiple contexts)</li><li>• Reflection/metacognitive skills ((re)considering the process of learning)</li></ul>
Research Skills	<ul style="list-style-type: none"><li>• Information-literacy skills (formulating and planning, data gathering and recording, synthesizing)</li><li>• Media - literacy skills (interacting with media to use and create ideas and information)</li><li>• Ethical use of media/information (understanding and applying social and ethical technology)</li></ul>
Communication Skills	<ul style="list-style-type: none"><li>• Exchanging-information skills (listening, interpreting, speaking)</li><li>• Literacy skills (reading, writing and using language to gather and communicate information)</li><li>• ICT skills (using technology to gather, investigate and communicate information)</li></ul>
Social Skills	<ul style="list-style-type: none"><li>• Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers)</li><li>• Developing social-emotional intelligence</li></ul>
Self-Management Skills	<ul style="list-style-type: none"><li>• Organization skills (managing time and tasks effectively)</li><li>• States of mind (mindfulness, perseverance, emotional management, self -motivation, resilience)</li></ul>

## 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, 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"><li>• Properties</li><li>• Structure</li><li>• Similarities</li><li>• Differences</li><li>• Pattern</li></ul>
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"><li>• Behaviour</li><li>• Communication</li><li>• Pattern</li><li>• Role</li><li>• Systems</li></ul>
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"><li>• Consequences</li><li>• Sequences</li><li>• Pattern</li><li>• Impact</li></ul>

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"> <li>● Adaptation</li> <li>● Growth</li> <li>● Cycles</li> <li>● Sequences</li> <li>● Transformation</li> </ul>
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"> <li>● Systems</li> <li>● Relationships</li> <li>● Networks</li> <li>● Homeostasis</li> <li>● Interdependence</li> </ul>
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"> <li>● Subjectivity</li> <li>● Truth</li> <li>● Beliefs</li> <li>● Opinion</li> <li>● Prejudice</li> </ul>
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"> <li>● Rights</li> <li>● Citizenship</li> <li>● Values</li> <li>● Justice</li> <li>● Initiative</li> </ul>

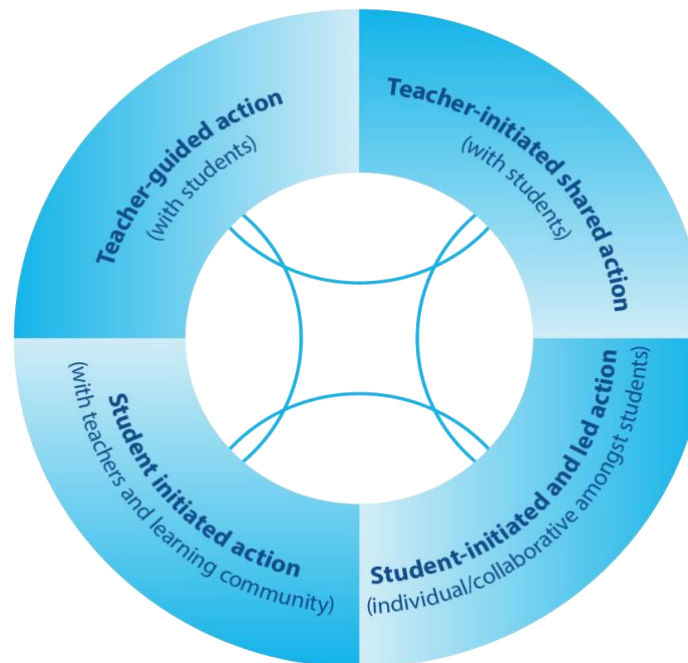


## Action

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:

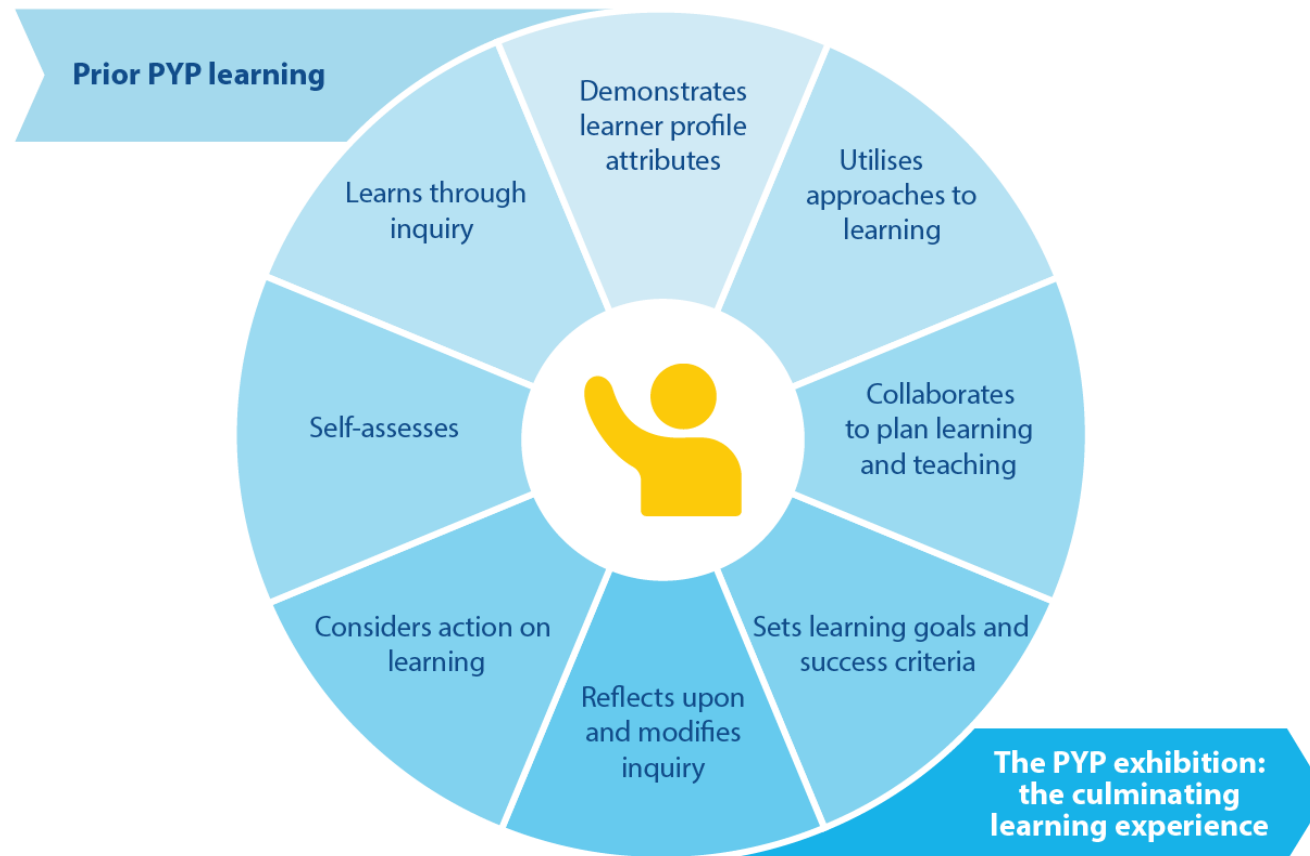
- a change in attitude
- a consideration or plan for action for the future
- a demonstration of responsibility, or respect for self, others and the environment
- a commitment to leading or participating in a youth advocacy group
- an engagement in school decision-making or an expression of support in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

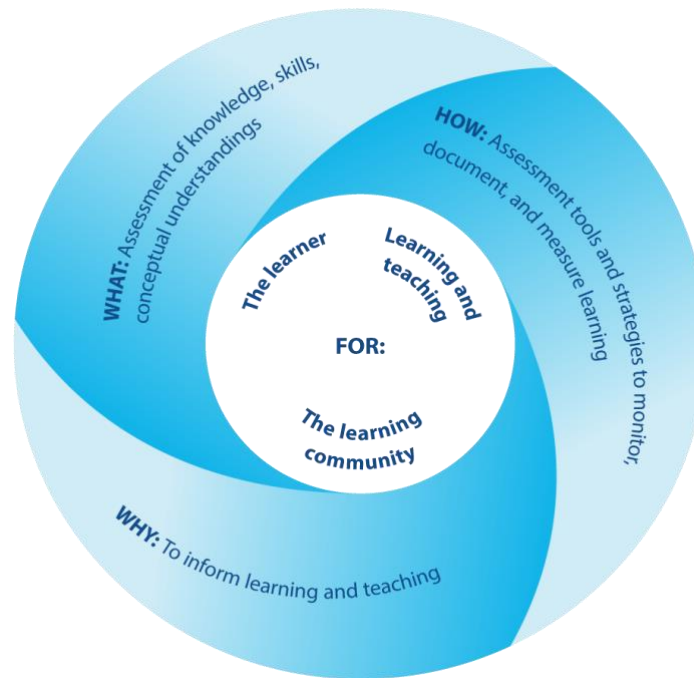
The exhibition is the culminating, collaborative experience in the final year of the PYP which is Grade 5 at DIS. It is an authentic process for students to explore, document and share their understanding of an issue or opportunity of personal significance. The students undertake investigations independently 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 where 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):

<i>Beginning Level</i>	<i>Approaching Grade Level Expectations</i>	<i>Meeting Grade Level Expectations</i>	<i>Exceeding Grade Level Expectations</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.	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.	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.	The student consistently works independently, performs skills or explains grade-level concepts with a high degree of effectiveness, and complete accuracy.

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

## **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.

### **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.

### **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 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 K5-5, German is taught for 45 minutes, 4 times per week on a daily basis, and one 90-minute double-block once per week. In K5, all students have a play-based German. 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 based on the levels of the Common European Framework of Reference for Languages and the PYP Units. All instruction and learning aim for a structured, purposeful inquiry approach.

## **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 (sport or swimming) 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.

## **Home Learning**

### **Home learning in the Primary School at DIS:**

- Supports lifelong learning as part of our [DIS mission](#) to create self-sufficient individuals and the [DIS definition of learning](#)
- Promotes learner agency and is accessible for all learners
- Is optional and therefore supports a balance between home and school life
- Complements and reinforces school learning
- Acknowledges that learning also happens outside of school and through a variety of activities

### **Independent Reading, Reading Together, Listening to Reading**

Reading for pleasure has consistently been proven to have a large impact on learning and academic achievement across all subject areas. In the Primary School we encourage and support a culture of reading and are advocates for the [International Reading Association's 'Right to Read' declaration](#). Reading is an act that promotes learning and growth. It is expected that each student is engaged in reading every night.

## **Home Language Learning**

As a diverse, international community, our students are multilingual, often speaking more than one language. At DIS, we acknowledge the importance of home languages as the foundation of all other language learning. Families play a crucial role in maintaining and developing a student's home language. Students often need extra opportunities to practice, consolidate and extend their home language.

- Additional support for home learning in German will be provided by the German teachers in consultation with families.
- We encourage families who have home languages other than German to also seek learning opportunities to support their children at home.

## **Home Learning Activities for each Grade level might look like:**

### **K5:**

- Engage in daily reading with family members.
- Students will bring books home from the school library and their classrooms.
- Family members are encouraged to read with and to their children to support literacy development

### **Grade 1:**

- Engage in daily reading.
- Students will bring books home from the school library and their classrooms. Teachers will send books home.
- Family members are encouraged to read with and to their children to support literacy development.
- Students who receive EAL support will take home books to supplement the ones they borrow from the library for daily reading.

### **Grade 2 - Grade 3:**

- Engage in daily reading.
- Students will bring books home from the school library and their classrooms.
- Explore and reinforce concepts taught in class further at home as suggested in the “Home Learning Ideas” section of parent/teacher communication. Home learning activities might include maths practice, spelling patterns in English and German or handwriting/typing practice.
- Students who receive EAL support will take home books to supplement the ones they borrow from the library for daily reading.

### **Grade 4 - Grade 5:**

- Engage in daily reading.
- Students will bring books home from the school library and their classrooms.
- Explore and reinforce concepts taught in class further at home as suggested in the “Home Learning Ideas” online resource webpage. Home learning activities might include maths practice, spelling patterns in English and German or handwriting/typing practice.
- Students who receive EAL support will take home books to supplement the ones they borrow from the library for daily reading.

## **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 cost 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.

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