

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.

## **Contents**

### **INTRODUCTION**

IB Primary Years Programme  
IB Learner Profile  
DIS Programme of Inquiry  
PYP Essential Elements

### **GENERAL INFORMATION**

Assessment  
Student Evaluation  
Learning Support  
EAL Support  
German and GAL  
Homework  
Field Trips  
Co-Curricular Offerings

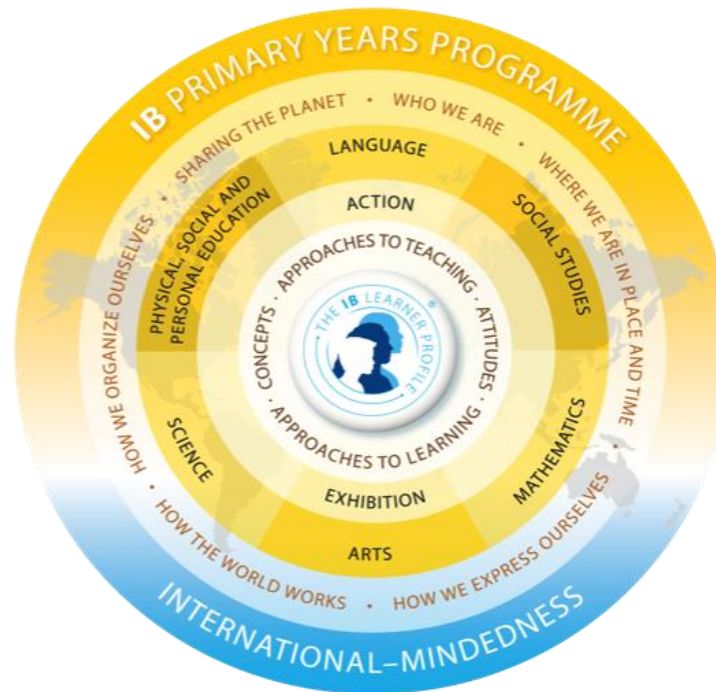
### **CURRICULUM INFORMATION**

English Language and Literacy  
German Language and Literacy  
Mathematics  
Science  
Social Studies  
Performing Arts  
Physical Education

## 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:

<p><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, what it means to be human.</p>	<p><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.</p>
<p><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.</p>	<p><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.</p>
<p><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.</p>	<p><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.</p>

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 Programme 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	<p><b>Central Idea:</b> Through play we discover new ideas and understandings about ourselves, others and the world around us.</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b></p> <p>We learn about ourselves through play (<b>Connection</b>)</p> <p>We discover new ideas and interests through play (<b>Perspective</b>)</p> <p>Play helps us to make connections (<b>Function</b>)</p>		<p><b>Central Idea:</b> People may express feelings and ideas in different ways.</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> How we use different colours, media and techniques to express ourselves (<b>Form</b>)</p> <p>How we represent people, places, and emotions in visual and performing arts (<b>Function</b>)</p> <p>How artists use different colours, media and techniques in their work to express ideas. (<b>Reflection</b>)</p>	<p><b>Central Idea:</b> Water exists in different forms and has different uses.</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> Properties of water in its different forms (<b>Form</b>)</p> <p>How water changes from one state to another (<b>Change</b>)</p> <p>Different ways water is used. Where we find water (<b>Function</b>)</p>	<p><b>Central Idea:</b> People have roles to help communities function</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> Roles people have in different kinds of jobs (<b>Form</b>)</p> <p>Equipment workers use (<b>Function</b>)</p> <p>How people with jobs help others (<b>Connection</b>)</p>	

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> Understanding an Individuals' identity can provide opportunities to connect with others and may lead to a more inclusive community.</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> Our and others' personal interests (<b>Form</b>)</p> <p>Our interests and abilities change over time (<b>Change</b>)</p> <p>How our interests can enable us to connect with others (<b>Connection</b>)</p>		<p><b>Central Idea:</b> Creativity allows for self-expression.</p> <p>(For consideration: Creative self expressions allows for the communication of feelings and emotions.)</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> Why and when people choose to express themselves (<b>Causation</b>)</p> <p>In what ways people express themselves (<b>Form</b>)</p> <p>What materials are needed to express creativity (<b>Perspective</b>)</p>	<p><b>Central Idea:</b> Exploring and building a relationship with nature leads to new discoveries and understandings.</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> Where and what nature is (<b>Form</b>)</p> <p>How we explore nature (<b>Connection</b>)</p> <p>What we discover through our exploration of nature (<b>Causation</b>)</p>	<p><b>Central Idea:</b> Products go through a process before they are used.</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b></p> <p>The origins of products (<b>Form</b>)</p> <p>The process that products go through (<b>Change</b>)</p> <p>How we can develop a process to create a product (<b>Function</b>)</p>	

Grade 1	<p><b>Central Idea:</b> Individuals can use skills and strategies to form supportive relationships.</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> Types of supportive relationships (<b>Form</b>)</p> <p>How communication and social skills support relationships (<b>Function</b>)</p> <p>Reasons and solutions for conflict (<b>Causation</b>)</p>	<p><b>Central Idea:</b> Historical and modern features in a city creates its unique sense of identity</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b></p> <p>Distinct places in Dresden - Old and new, man-made and natural (<b>Form</b>)</p> <p>How unique features shape identity (<b>Causation</b>)</p> <p>The purpose of the places in Dresden (<b>Function</b>)</p> <p>Story of distinct places (<b>Connection</b>)</p>	<p><b>Central Idea:</b> Artists can create stories in a variety of ways. (perform)</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b></p> <p>The body, the voice, and instruments, can be used as tools to communicate a story (<b>Function</b>)</p> <p>Visual arts, music, drama and dance as skills to express your own ideas (<b>Form</b>)</p> <p>Our responsibilities as artists/performers (<b>Responsibility</b>)</p>	<p><b>Central Idea:</b> Living things respond differently to the natural cycles.</p> <p><b>Lines of Inquiry &amp; Key Concepts: of Inquiry:</b> Understand that there are natural cycles. (<b>Form</b>)</p> <p>Natural cycles impact living things. (<b>Causation</b>)</p> <p>Changes in natural cycles. (<b>Change</b>)</p>	<p><b>Central Idea:</b> Local transportation systems are organized to connect people and places.</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b></p> <p>Different kinds and modes of transportation (<b>Form</b>) (public and private)</p> <p>Reasons people choose different types of transport (<b>Causation</b>)</p> <p>How geography influences available modes of transportation (<b>Connection</b>)</p>	<p><b>Central Idea:</b> Animal features enable them to meet their needs for survival in an environment.</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b></p> <p>Features of animals and behaviors of animals (<b>Form and Function</b>)</p> <p>Habitats of animals (<b>Form</b>)</p> <p>Interconnectedness between animals and other living things (<b>Connection</b>)</p>
---------	--	---	---	--	--	--

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> Messages found in stories and the arts can inspire people to make positive changes within their local and global communities.</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> Messages we can find in stories told by families and culture. (<b>Connection</b>)</p> <p>The issues local and global communities can have. (<b>Reflection</b>)</p> <p>How diverse stories can inspire us to take action. (<b>Responsibility</b>)</p>	<p><b>Central Idea:</b> The environment and individuals' choices influence communities and homes.</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> Different types of homes (<b>Form</b>)</p> <p>Homes have common elements to meet the needs of the owner (<b>Function</b>)</p> <p>How homes vary depending on the wants and needs of the owner (<b>Connection</b>)</p>	<p><b>Central Idea:</b> Artists can use the principles of art and design to evoke a response in the viewer</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> Different emotions (<b>Form</b>)</p> <p>How emotions are influenced by the principles of art and design. (<b>Function</b>)</p> <p>Ways in which the artist connects to the audience (<b>Connection</b>)</p>	<p><b>Central Idea:</b> Conducting experiments, making predictions and observations help us understand scientific principles behind the properties of matter.</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> The properties of states of matter. (<b>Form</b>)</p> <p>How and why matter changes. (<b>Change, Causation</b>)</p> <p>What causes matter to change. (<b>Causation</b>)</p> <p>The scientific method. (<b>Form/Function?</b>)</p>	<p><b>Central Idea:</b> Humans create systems to make a community work efficiently and effectively.</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> The different systems within communities. (<b>Form</b>)</p> <p>The features of different systems. (<b>Function</b>)</p> <p>The reason why people use systems. (<b>Causation</b>)</p>	<p><b>Central Idea:</b> Communities establish practices to promote the sustainable use of resources.</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> Investigating how communities manage resources sustainably (<b>Connection</b>).</p> <p>Exploring the effects of sustainable practices on the environment (<b>Function</b>).</p> <p>Understanding the responsibilities of individuals and communities in preserving resources for the future (<b>Responsibility</b>)</p>

Grade 3	<p><b>Central Idea:</b> Personal habits can enable an individual to maintain their health and well-being.</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> The difference between healthy and unhealthy habits (<b>form</b>)</p> <p>The personal habits we develop impact our health and well-being (<b>causation and reflection</b>)</p> <p>Creating healthy habits and sharing them with others promotes a sense of well-being (<b>responsibility</b>) -</p> <p>PE driver How goals allow us to maintain our health and well-being. How creating goals lead to feeling well and staying healthy? (<b>responsibility</b>)</p>	<p><b>Central Idea:</b> Change makers can influence a culture</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> The vision and action of people from the past (<b>Form</b>)</p> <p>What we see and experience today as the legacy of people from the past (<b>Causation</b>)</p> <p>How can we share our understanding of history with others (<b>Responsibility</b>)</p>	<p><b>Central Idea:</b> Humans communicate ideas and information using signs and symbols</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> The forms and purposes of communication (<b>Form &amp; Function</b>).</p> <p>How communication has changed (<b>Change</b>)</p> <p>How people interpret messages differently (<b>Perspective</b>)</p>	<p><b>Central Idea:</b> Understanding and responding to the earth's evolving processes, individuals can improve their chances for survival.</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> How Earth's changing processes help to transform an environment over time (<b>Change</b>)</p> <p>How we respond to and prepare for Earth's changing processes (<b>Causation</b>)</p> <p>Human responses to the Earth's changes (<b>Connection</b>)</p>	<p><b>Central Idea:</b> Digital technology creates opportunities and challenges within communities</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> The purpose of digital technology within communities (<b>Function</b>)</p> <p>How technology creates opportunities and challenges (<b>Causation</b>)</p> <p>The importance of being a digital citizen (<b>Responsibility</b>)</p>	<p><b>Central Idea:</b> Conflict resolution and peacekeeping efforts can enhance overall quality of life.</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> Sources of conflict (<b>Form</b>)</p> <p>Ways to respond to conflict and develop peaceful solutions (<b>Function</b>)</p> <p>The role of peacekeepers (<b>Responsibility</b>)</p>
---------	--	--	--	---	---	--

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> An individual's identity forms as the result of personal qualities, values and experiences.</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> How personal qualities, values and experiences creates our self-identity (<b>Causation</b>)</p> <p>Challenges and benefits of having a diverse range of cultural identities in a community (<b>Connection</b>)</p> <p>What we can learn from listening to the stories of</p>	<p><b>Central Idea:</b> Migration shapes communities and cultures around the world.</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> Reasons for migration (e.g., economic opportunities, seeking safety, cultural factors) (<b>Form</b>)</p> <p>The challenges and opportunities of migration (<b>Causation</b>)</p> <p>Ways people adapt to new environments during migration (e.g., language, customs, traditions). (<b>Change</b>)</p>	<p><b>Central Idea:</b> Businesses use persuasive communications strategies to attract customers.</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> Different forms of persuasive communication (<b>Form</b>)</p> <p>Using digital tools and platforms for storytelling (<b>Connection</b>)</p> <p>How businesses effectively and responsibly</p>	<p><b>Central Idea:</b> Understanding forces, motion, and energy helps people to invent, create and design</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> The different forms of forces, motions, and energy (<b>Form</b>)</p> <p>How forces, motion, and energy can change (<b>Change</b>)</p>	<p><b>Central Idea:</b> Business owners employ a variety of strategies and skills which can advance their businesses.</p> <p><b>Lines of Inquiry &amp; Key Concepts</b></p> <p>Entrepreneurial Skills (<b>Form</b>)</p> <p>Entrepreneurs engage in iterative processes of testing, feedback, and refinement to develop sustainable and responsible <i>business plans</i>. (<b>Causation</b>)</p>	<p><b>Central Idea:</b> Children Worldwide encounter a range of challenges, risks and opportunities.</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> The types of challenges, risks, and opportunities that exist for children (<b>Form</b>)</p> <p>Factors which contribute to challenges and opportunities (<b>Causation</b>)</p>



	individuals from diverse backgrounds		communicate in a positive manner <b>(Causation)</b>	The different forms can work together to create and design. <b>(Connection)</b>	Entrepreneurs validate their ideas through market research, prototype testing, and customer feedback to ensure alignment with <i>market needs and preferences</i> . <b>(Responsibility)</b>	What actions of society and people affect children's lives <b>(Perspective)</b>
Grade 5	<p><b>Central Idea:</b> Life transitions can lead to significant changes that require resilience and adaptability.</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> Changes we experience impact our identity and our relationships <b>(causation)</b> (part 1 of 3)</p> <p>Our rights and responsibilities to ourselves and others as we go through changes <b>(responsibility)</b> Strategies we can develop to cope with changes (ourselves/others) <b>(function)</b></p>	<p><b>Central Idea:</b> Historical events play a crucial role in shaping both the lives and perspectives of individuals.</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> Evidence of historical events of the past and what caused them. <b>(causation/change)</b></p> <p>The influence of significant events on people and places <b>(perspective)</b></p> <p>People's experiences shapes their perspectives <b>(causation)</b></p>	<p><b>Central Idea:</b> Curating spaces develops an understanding of ourselves and the world around us.</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> How people consider their audience when curating a space. <b>(perspective)</b></p> <p>The choices you make contribute to the aesthetic of your space. <b>(reflection)</b></p> <p>How we share our learning through a variety of mediums. <b>(form)</b></p>	<p><b>Central Idea:</b> Scientific discoveries and advancements shape and transform societies and people's lives.</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> Historical and recent scientific discoveries <b>(Form)</b></p> <p>Impact on daily life <b>(Causation)</b></p> <p>Ethical considerations <b>(Responsibility)</b></p>	<p><b>Central Idea:</b> The interplay of system components, individuals' roles, and decision-making processes may influence outcomes within systems.</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> Parts of a system function <b>(Function)</b></p> <p>Responsibilities of people within a system <b>(Responsibility)</b></p> <p>Decision-making can have positive and negative consequences <b>(Connection/Causation)</b></p>	<p><b>Central Idea:</b> Students create their own central idea based on their chosen PYPX topic.</p> <p><b>Lines of Inquiry &amp; Key Concepts:</b> Perspectives and experiences related to this issue at the local and global scale <b>(perspective)</b></p> <p>Root causes and consequences of this issue for planet and people <b>(causation)</b> Sustainable and impactful ways to take action on this issue both locally and globally <b>(responsibility, reflection)</b></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"><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>

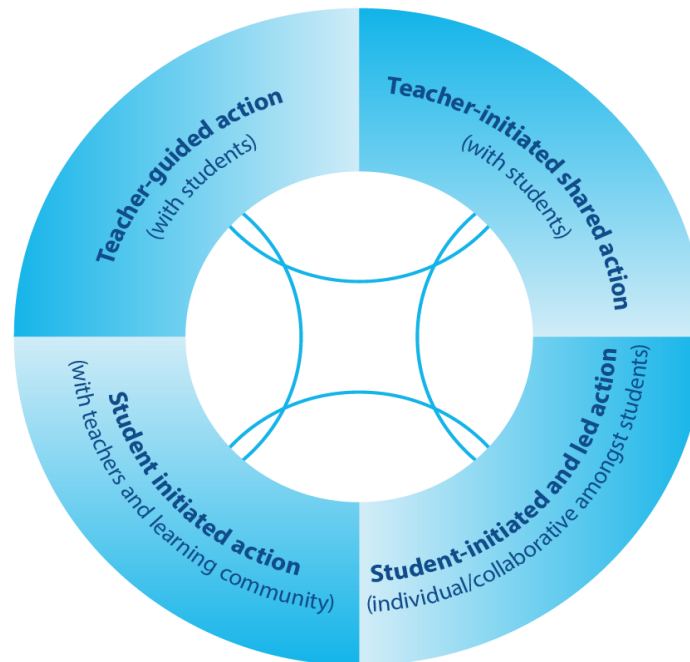
Change	How is it transforming?	The understanding that change is the process of movement from one state to another. It is universal and inevitable.	<ul style="list-style-type: none"> <li>● Adaptation</li> <li>● Growth</li> <li>● Cycles</li> <li>● Sequences</li> <li>● Transformation</li> </ul>
Connection	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:

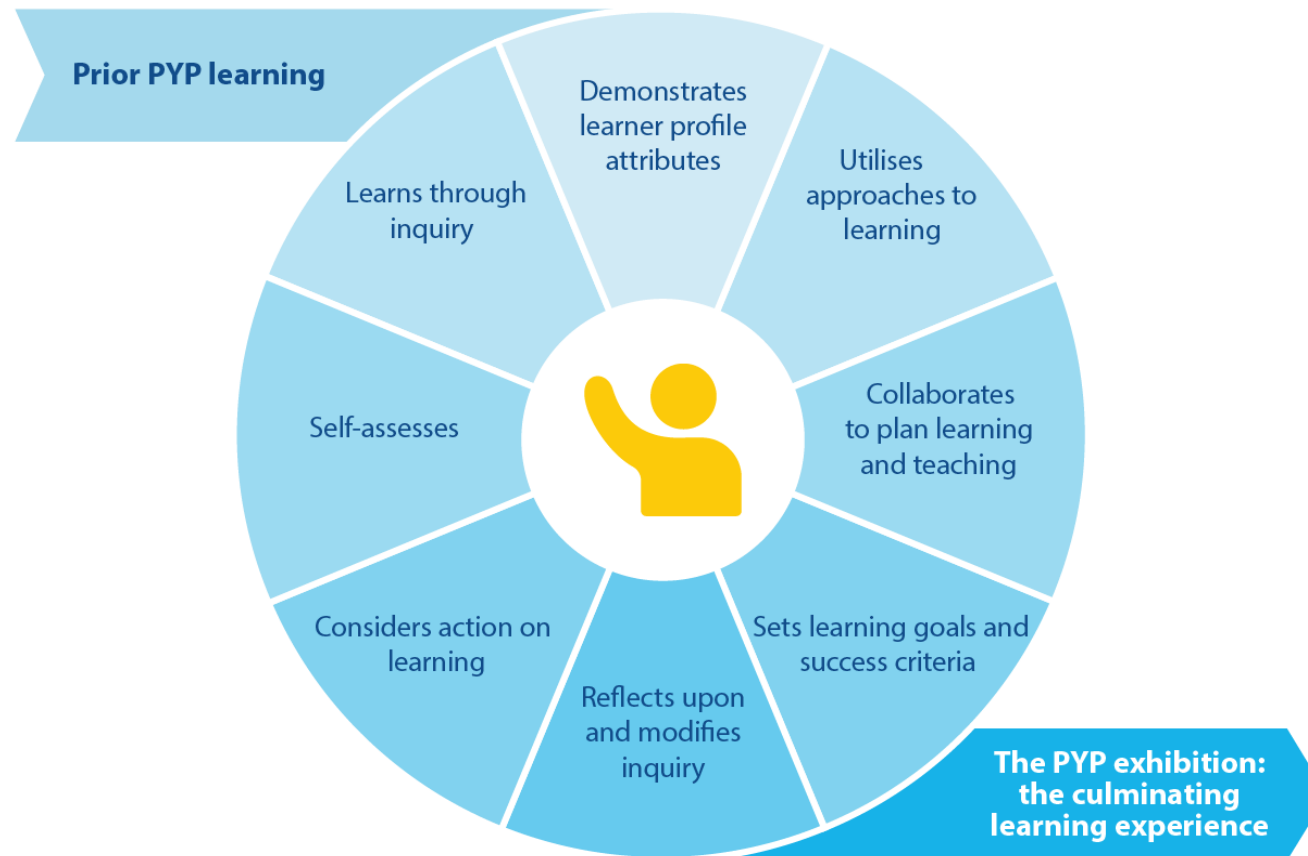
- a change in attitude
- a consideration or plan for action for the future
- a demonstration of responsibility, or respect for self, others and the environment
- a commitment to leading or participating in a youth advocacy group
- an engagement in school decision-making or an expression of support in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

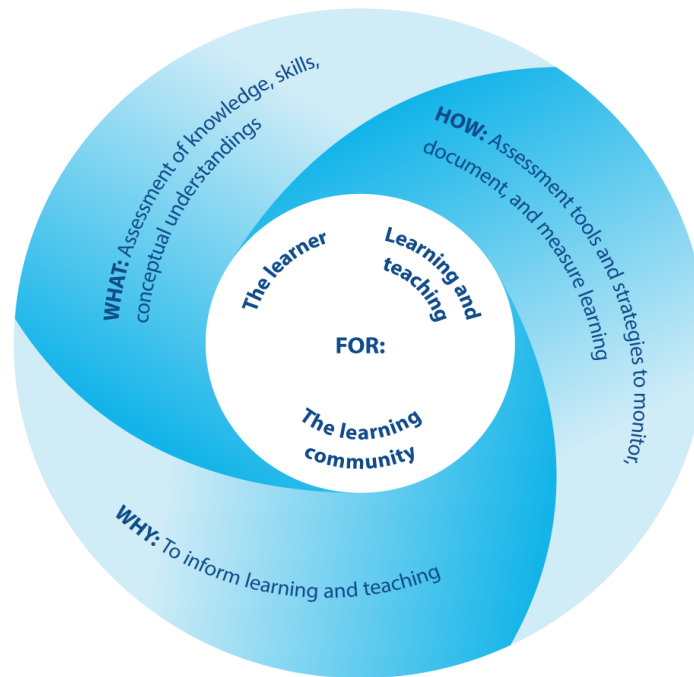
The exhibition is the culminating, collaborative experience in the final year of the PYP which is Grade 5 at DIS. It is an authentic process for students to explore, document and share their understanding of an issue or opportunity of personal significance. The students undertake investigations independently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

<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>
---	---	--	---

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 every week unless they go swimming. 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 K5 - 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.

## IB PYP Glossary of Terms

<b>1. Action</b>	Taking responsible, ethical, and meaningful steps as a result of learning. International Mindedness Associated words: The action cycle- A process involving choosing, acting, reflecting, and demonstrating the impact of one's actions. How do we want students to act?; reflect, choose, act
<b>2. Additional Concepts</b>	A concept is a “big idea”—a principle or notion that is enduring and is not constrained by a particular origin, subject matter or place in time (Erickson 2008). Concepts represent ideas that are broad, abstract, timeless and universal.
<b>3. Agency</b>	Voice, choice, and ownership. When learners have agency, the role of the teacher and student changes; the relationship between a teacher and a student is viewed as a partnership.
<b>4. Approaches to Learning (ATLs)</b>	Skills that help students become self-regulated learners, that students develop across subject areas and apply to real-world situations. These are thinking, research, self-management, social, and communication skills.
<b>5. Assessment</b>	The process of evaluating and gathering information about an individual's or a group's understanding, knowledge, and skills. Associated: four dimensions of assessment: MONITORING, documenting, measuring, and reporting.
<b>6. Assessment Criteria</b>	Descriptors outlining levels of achievement for different aspects of learning.
<b>7. Central Idea</b>	A statement summarizing the main concept addressed in a unit of inquiry. The central must: Central ideas are written to be globally significant, provoke student inquiry and should be broad, timeless, universal and abstract.
<b>8. Collaboration</b>	Planning and reflecting together—inquiring into the effectiveness of their teaching, and reflecting on its impact on learning.
<b>9. Concept-Based Learning</b>	Focusing on big ideas and enduring understandings rather than isolated facts.
<b>10. Conceptual Understanding</b>	Grasping the deeper, abstract ideas that connect and organize knowledge.
<b>11. Differentiation</b>	Adapting teaching strategies to meet the diverse needs of learners.
<b>12. Disciplinary</b>	Refers to anything related to a specific field of study or discipline.
<b>13. Early Learner</b>	Experiences during the early years (3–6-year-olds) lay the foundation for positive social and cognitive learning in future years (McCoy et al. 2017).
<b>14. Formative Assessment</b>	Ongoing assessment during the learning process to provide feedback and inform instruction.
<b>15. Global Contexts</b>	Overarching themes that provide a framework for exploring real-world issues and making connections to the transdisciplinary themes.

<b>16. Inquiry</b>	A teaching and learning approach that encourages actively engaging in the process of exploring, questioning, and investigating the world around them. Associated: Inquiry Cycle: The process of inquiry involving exploring, engaging, explaining, and reflecting.
<b>17. Interdisciplinary</b>	This approach promotes collaboration and the blending of knowledge from different areas to create new insights, foster innovation, and solve problems in a more comprehensive way.
<b>18. International Mindedness</b>	A concept promoting understanding, respect, and appreciation for different cultures and perspectives.
<b>19. Learner Agency</b>	They direct their learning with a strong sense of identity and self-belief, and in conjunction with others, thereby building a sense of community and awareness of the opinions, values and needs of others through voice and choice.
<b>20. Learner Profile Attributes</b>	Dispositions that contribute to the well-being of individuals and the learning community. A set of attributes that learners are encouraged to develop, reflecting the IB mission and values. International Mindedness These are: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk takers, balanced, reflective.
<b>21. Learning Environment</b>	The physical, social, and psychological context in which learning takes place.
<b>22. Lines of Inquiry</b>	Specific aspects or perspectives of a central idea explored during a unit of inquiry. These are fact/knowledge-driven and support the understanding of the central idea.
<b>23. Multidisciplinary</b>	The IB definition: Multidisciplinary learning begins and ends with subject-based content and skills (Beane 1997). The boundaries among the subjects remain.
<b>24. Play-Based Learning</b>	An educational approach that uses play as the primary method for teaching and learning. It is rooted in the belief that play is a vital part of a child's development, fostering cognitive, social, emotional, and physical growth.
<b>25. PYP Exhibition</b>	A culminating project in the final year of the PYP, where students demonstrate their understanding and take action on a real-world issue.
<b>26. Specified Concepts</b>	Fundamental concepts that form the basis of understanding within the PYP. These are: form, function, causation, change, connection, perspective, responsibility (and reflection - which should be part of all learning).
<b>27. Summative Assessment</b>	Evaluation of learning at the end of a unit or period.
<b>28. Transdisciplinary</b>	A curriculum-organizing principle to offer students a broad, balanced, conceptual and connected learning experience. Transdisciplinarity transcends subjects. It begins and ends with a problem, an issue or a theme. Students' interests and questions form the heart of transdisciplinary learning. IB definition: "with the links and the transfer of knowledge, methods, concepts and models from one discipline to another".
<b>29. Transdisciplinary Theme</b>	Broad, organizing ideas that guide inquiry across multiple subject areas. These are: Who We Are*, Where We are in Place and Time, How We Express Ourselves*, How the World Works, How We Organize Ourselves, and Sharing the Planet (*2 of the 4 units taught in Early Years)
<b>30. Translanguaging</b>	Translanguaging is a process in which students draw on known languages, naturally and flexibly, combining their elements to meet communicative and social needs.
<b>31. Unit of Inquiry (UOI)</b>	The planned, taught, and assessed units at each grade level under the 6 (or 4 for EY) Transdisciplinary Themes.

Director  
***Carla Marschall***

Primary School Principal  
***Chris Boreham***

PYP Coordinator/Assistant Principal (School Campus)  
***Kimberly Aguirre***

EYP Coordinator/Assistant Principal (Preschool Campus)  
***Joyce Larson***

Dresden International School  
School Campus (K5-Gr. 12)  
Annenstr. 9  
01067 Dresden  
Fon +49 351 44007 0

[www.dresden-is.de](http://www.dresden-is.de)  
[info@dresden-is.de](mailto:info@dresden-is.de)

Dresden International School  
Preschool (1-5 years)  
Goetheallee 18  
01309 Dresden  
Fon +49 351 3125 416

[www.dresden-is.de](http://www.dresden-is.de)  
[info@dresden-is.de](mailto:info@dresden-is.de)