

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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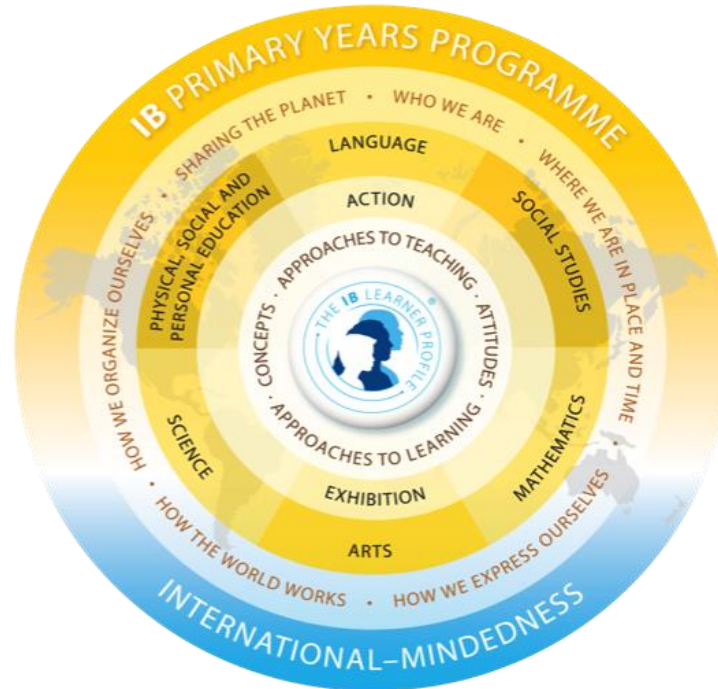
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INTRODUCTION

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:

Who we are An inquiry into the nature of the self, beliefs and values; personal physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures, rights and responsibilities.	How the World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
Where we are in place and time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind, the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	How We Organize Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
How we express ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	Sharing the Planet An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

The transdisciplinary themes are the vehicles through which subject area disciplines are explored and developed. The programme is guided by a series of transdisciplinary themes that fit in with the different subject domains: *Who we are*, *Where we are in time and place*, *How we express ourselves*, *How the world works*, *How we organize ourselves*, and *Sharing the planet*. From Grade 1 through 5, students take part in six units of inquiry, one for each transdisciplinary theme. In the Early Years (ages 3-6), children inquire within four units throughout the year. This is done through the lens of the central idea of a unit, the lines of inquiry, and through key concepts.

Dresden International School Primary Years Program of Inquiry

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>Central Idea: Children develop a sense of self as they grow.</p> <p>Lines of Inquiry & Key Concepts:</p>		<p>Central Idea: People use rhythm and rhyme to express themselves</p> <p>Lines of Inquiry & Key Concepts: Rhythm and rhymes in our daily lives (Form)</p> <p>Rhythm and rhymes in the world around us (Form)</p> <p>How our bodies can move creatively in response to different stimuli (Causation)</p>	<p>Central Idea: Through the scientific process, we make new discoveries</p> <p>Lines of Inquiry & Key Concepts: Process of investigating (Function)</p> <p>How investigations help us make new discoveries (Causation)</p> <p>New understandings come from investigations (Causation)</p>		<p>Central Idea: Woods are important places for people and animals.</p> <p>Lines of Inquiry & Key Concepts:</p> <p>Living things in the woods (Form)</p> <p>How the woods are important (Perspective)</p> <p>How the woods change (Change)</p> <p>How we can care for the woods (Responsibility)</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
Kindergarten	<p>Central Idea: Increasing our awareness of our interests and abilities enables us to develop our self-identity.</p> <p>Lines of Inquiry & Key Concepts: Our personal interests (Form)</p> <p>Our abilities and what we can do (Function)</p> <p>An inquiry into how our personality influences our interactions with others (Responsibility)</p>		<p>Central Idea: Creativity allows for self-expression.</p> <p>Lines of Inquiry & Key Concepts: Why and when people choose to express themselves (Causation)</p> <p>In what ways people express themselves (Form)</p> <p>What materials are needed to express creativity (Perspective)</p>	<p>Central Idea: Exploring and building a relationship with nature leads to new discoveries and understandings.</p> <p>Lines of Inquiry & Key Concepts: Where and what nature is (Form)</p> <p>How we explore nature (Connection)</p> <p>What we discover through our exploration of nature (Causation)</p>	<p>Central Idea: Products go through a process before they are used.</p> <p>Lines of Inquiry & Key Concepts:</p> <p>The origins of products (Form)</p> <p>The process that products go through (Change)</p> <p>How we can develop a process to create a product (Function)</p>	
Grade 1	<p>Central Idea: Individuals can use skills and strategies to form supportive relationships.</p> <p>Lines of Inquiry & Key Concepts: Different relationships (family, friends, other) (Form)</p> <p>Our role in maintaining relationships (Responsibility)</p> <p>How relationships impact our sense-of-self (Causation)</p>	<p>Central Idea: Man-made places change through time due to needs and wants of the people who live there.</p> <p>Lines of Inquiry & Key Concepts: People's lives can be different depending on where they live (Form)</p> <p>Places have to meet the needs of people and (Function)</p> <p>Places undergo change to provide for people's wants (Change)</p>	<p>Central Idea: Sound inspires creativity</p> <p>Lines of Inquiry & Key Concepts: The elements of music (Form)</p> <p>How music can nurture our imagination (Change)</p> <p>How we express meaning through sound/music (Causation)</p>	<p>Central Idea: Earth's natural cycles influence living things.</p> <p>Lines of Inquiry & Key Concepts: of Inquiry: Understand that there are natural cycles. (Form)</p> <p>Natural cycles impact living things. (Causation)</p> <p>Changes in natural cycles. (Change)</p>	<p>Central Idea: Within (our class) communities, people develop systems to assist with organization.</p> <p>Lines of Inquiry & Key Concepts: Overview of systems within a classroom (Connection)</p> <p>The importance of systems in communities (Function)</p> <p>Interconnectedness of systems around us (Responsibility)</p>	<p>Central Idea: Animals are living things that have features that help them meet their basic survival needs.</p> <p>Lines of Inquiry & Key Concepts: Needs of animals for survival (sunlight, water, air, food, shelter/habitat) (Function)</p> <p>Habitats of animals (Form)</p> <p>How humans can limit their impact on living things (Responsibility)</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>Central Idea: Messages found in stories and the arts can inspire people to make positive changes within their local and global communities.</p> <p>Lines of Inquiry & Key Concepts: Messages we can find in stories told by families and culture. (Connection)</p> <p>The issues local and global communities can have. (Reflection)</p> <p>How diverse stories can inspire us to take action. (Responsibility)</p>	<p>Central Idea: Homes are 'brought to life' based on a variety of factors.</p> <p>Lines of Inquiry & Key Concepts: Different types of homes (Form)</p> <p>Homes have common elements to meet the needs of the owner (Function)</p> <p>How homes vary depending on the wants and needs of the owner (Connection)</p>	<p>Central Idea: Art evokes emotions in audiences.</p> <p>Lines of Inquiry & Key Concepts: The different forms of art (Form)</p> <p>Viewing and creating art makes us 'feel'. (Causation)</p> <p>The connection between different art forms (Connection)</p>	<p>Central Idea: Conducting experiments, making predictions and observations help us understand scientific principles behind the properties of matter.</p> <p>Lines of Inquiry & Key Concepts: The properties of states of matter. (Form)</p> <p>How and why matter changes. (Change, Causation)</p> <p>What causes matter to change. (Causation)</p> <p>The scientific method. (Form/Function?)</p>	<p>Central Idea: Human-made systems in a community help us achieve more.</p> <p>Lines of Inquiry & Key Concepts: The different systems within communities (classroom systems, canteen systems, library, fire station systems, restaurants systems, DVB systems, (Form)</p> <p>The features of different systems (members, roles, rules, place & purpose) (Function)</p> <p>The reasons we have different systems (Causation)</p>	<p>Central Idea: Living things are interdependent for survival</p> <p>Lines of Inquiry & Key Concepts: The needs of plants for growth and survival. (Form)</p> <p>The role plants play in our world and their interconnectedness to other living things. (Food webs/chains) (Connection)</p> <p>How we can contribute to the growth and survival of plants. (Responsibility)</p>
Grade 3	<p>Central Idea: Personal habits can enable an individual to maintain their health and well-being.</p> <p>Lines of Inquiry & Key Concepts: The difference between healthy and unhealthy habits (form)</p> <p>The personal habits we develop impact our health and well-being (causation and reflection)</p> <p>Creating healthy habits and sharing them with others promotes a sense of well-being (responsibility) -</p> <p>PE driver How goals allow us to maintain our health and well-being. How can I create goals to help me to feel well and stay healthy? (responsibility)</p>	<p>Central Idea: One person can influence a culture</p> <p>Lines of Inquiry & Key Concepts: The vision and action of people from the past (Form)</p> <p>What we see and experience today as the legacy of people from the past (Causation)</p> <p>How can we share our understanding of history with others (Responsibility)</p>	<p>Central Idea: Signs and symbols can be used to communicate ideas and information</p> <p>Lines of Inquiry & Key Concepts: The forms and purposes of communication (Form & Function).</p> <p>How communication has changed (Change)</p> <p>How people interpret messages differently (Perspective)</p>	<p>Central Idea: Evidence of the past provides insight into the earth's changing processes</p> <p>Lines of Inquiry & Key Concepts: Earth's changing processes and its impact (Change)</p> <p>How we can learn about the past from evidence in the Earth (including fossils) (Form)</p> <p>How can we respond to and prepare for Earth's changing processes (Function)</p>	<p>Central Idea: People create structures for a particular purpose.</p> <p>Lines of Inquiry & Key Concepts: Needs and services in a community (Form)</p> <p>The necessary structures to serve a purpose (Function)</p> <p>Our responsibilities when structures fail (Responsibility)</p>	<p>Central Idea: Humans can make choices to conserve the Earth's resources</p> <p>Lines of Inquiry & Key Concepts: Natural resources and determining their categories (Form)</p> <p>Human uses of natural resources and the impact the environment (Causation)</p> <p>Our responsibility in conserving and sustaining resources (Responsibility)</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>Central Idea: An individual's identity forms as the result of personal qualities, values and experiences.</p> <p>Lines of Inquiry & Key Concepts: How personal qualities, values and experiences creates our self-identity</p> <p>Challenges and benefits of having a diverse range of cultural identities in a community.</p> <p>What we can learn from listening to the stories of individuals from diverse backgrounds</p>	<p>Central Idea: Various factors lead to inventions, which impacts our lives/lifestyle</p> <p>Lines of Inquiry & Key Concepts: Wants and needs inspire innovation and creation (Form, Causation)</p> <p>Factors lead to inventions (accidents, crisis, curiosity, convenience) (Causation)</p> <p>Effects of inventions on people (the negative and positive) (Causation and Perspective)</p>	<p>Central Idea: Signs and symbols can be used to express and communicate a message and purpose</p> <p>Lines of Inquiry & Key Concepts: How we use signs and symbols to create logos to represent and express meaning and purpose (Form)</p> <p>The design elements of signs and symbols contribute to the meaning and purpose (Perspective)</p> <p>How signs and symbols express meaning and purpose (Function)</p>	<p>Central Idea: Motions and forces help to make our lives easier.</p> <p>Lines of Inquiry & Key Concepts: What forces are and how do they work (Form and Function)</p> <p>How we can solve simple design problems using forces (Causation)</p>	<p>Central Idea: Businesses require plans to further their company</p> <p>Lines of Inquiry & Key Concepts: People review plans by testing the product/service and surveying the community (Function)</p> <p>Responsible business owners think about their product and audience (Responsibility)</p> <p>Responsible business owners structure their businesses to include sustainable practices (Reflection)</p>	<p>Central Idea: Children Worldwide encounter a range of challenges, risks and opportunities.</p> <p>Lines of Inquiry & Key Concepts:</p>
Grade 5	<p>Central Idea: Life transitions can lead to significant changes that require resilience and adaptability.</p> <p>Lines of Inquiry & Key Concepts: Changes we experience impact our identity and our relationships (causation) (part 1 of 3)</p> <p>Our rights and responsibilities to ourselves and others as we go through changes (responsibility)</p> <p>Strategies we can develop to cope with changes (ourselves/others) (function)</p>	<p>Central Idea: Exploring evidence around historical significant events provides insight into the past and its connections to today</p> <p>Lines of Inquiry & Key Concepts: What evidence provides insight into the causes of significant events (causation)</p> <p>The impact of significant events on people and places (change and perspective)</p> <p>How understanding the past provides connections to today (connection)</p>	<p>Central Idea: Curating spaces develops an understanding of ourselves and the world around us.</p> <p>Lines of Inquiry & Key Concepts: How people consider their audience when curating a space. (perspective)</p> <p>The choices you make contribute to the aesthetic of your space. (reflection)</p> <p>How we share our learning through a variety of mediums. (form)</p>	<p>Central Idea: Through understanding how energy and waves function, people can create.</p> <p>Lines of Inquiry & Key Concepts: Different forms of energy and waves and how they function (form)</p> <p>How people are innovating in connection to energy and waves (connection)</p> <p>How we use our understanding of energy and waves to create (responsibility)</p>	<p>Central Idea: Systems influence our ability to access our human rights.</p> <p>Lines of Inquiry & Key Concepts: Systems and decision-making practices impact people (causation)</p> <p>The role of government (function)</p> <p>Our rights and how we support others whose rights have been affected (responsibility).</p>	<p>Central Idea: Students create their own central idea based on their chosen PYPX topic.</p> <p>Lines of Inquiry & Key Concepts: Perspectives and experiences related to this issue at the local and global scale (perspective)</p> <p>Root causes and consequences of this issue for planet and people (causation)</p> <p>Sustainable and impactful ways to take action on this issue both locally and globally (responsibility, reflection)</p>

Learner Agency

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



Approaches to Learning

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

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

Key Concepts

Concept-based inquiry drives the learning as it promotes meaning and understanding and it challenges students to engage in significant ideas. The PYP is a concept-driven curriculum that promotes ideas, intellectual depth, the transfer of concepts between subject areas, and perhaps most importantly, develops the intellect and skills to think flexibly within an ever-changing world. Concepts are accessible to every student as there are no limits on the breadth of knowledge or on the depth of understanding.

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

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

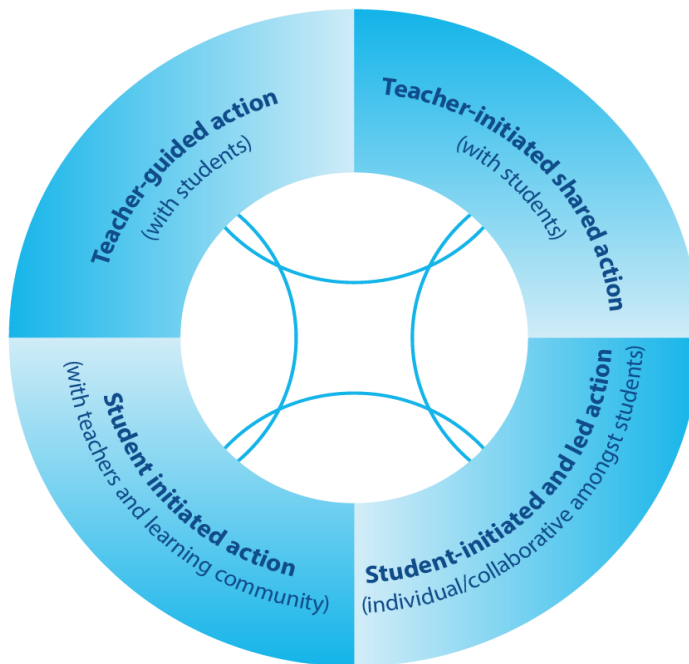
Change	How is it transforming?	The understanding that change is the process of movement from one state to another. It is universal and inevitable.	<ul style="list-style-type: none"> ● Adaptation ● Growth ● Cycles ● Sequences ● Transformation
Connection	How is it linked to other things?	The understanding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

Action

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

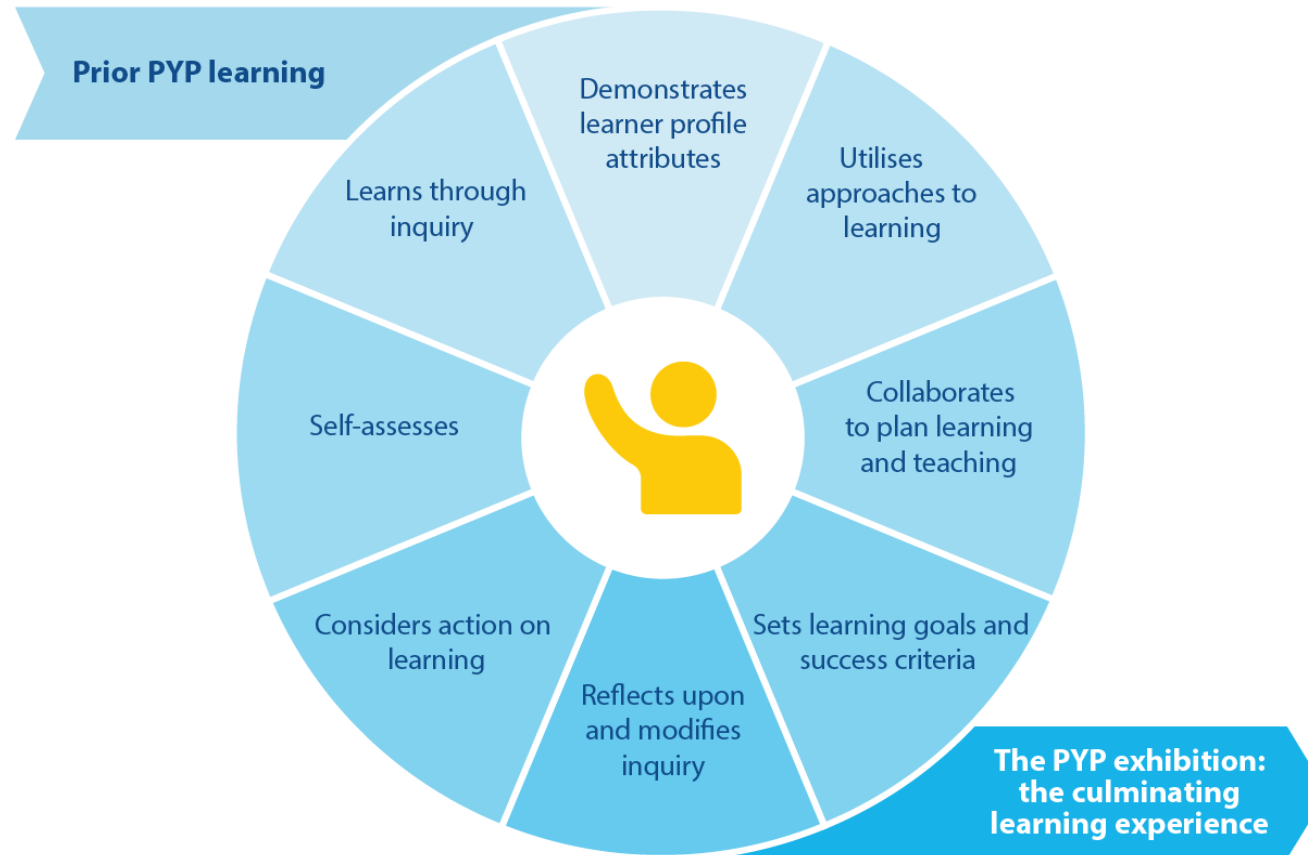
- a change in attitude
- a consideration or plan for action for the future
- a demonstration of responsibility, or respect for self, others and the environment
- a commitment to leading or participating in a youth advocacy group
- an engagement in school decision-making or an expression of support in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

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



The Exhibition

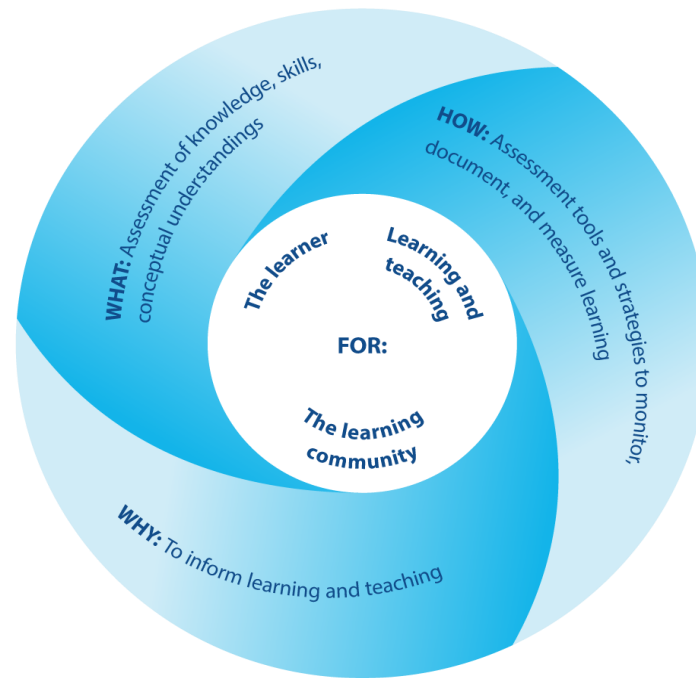
The exhibition is the culminating, collaborative experience in the final year of the PYP which is Grade 5 at DIS. It is an authentic process for students to explore, document and share their understanding of an issue or opportunity of personal significance. The students undertake investigations independently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



GENERAL INFORMATION

Assessment

The purpose of assessment is to inform teaching and learning. It involves gathering and analyzing information about student learning to inform teaching practice. Effective assessment provides valuable information as it helps all members of the learning community to understand what learning is and how to support it. Students become self-regulated learners 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>
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The progress of children in PK1 - K5 is not assessed on a rubric. PK1 and PK2 students receive a written report twice a year based on anecdotal comments reflective of their self-management and social skills. PK3/4 and K5 students also receive a report twice a year which includes a written report on each of the following areas:

Social, Emotional and Personal Development
Literacy and Language Skills
Cognition and Numeracy Skills
Physical Education
Performing Arts (K5)
Units of Inquiry

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.

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