



IB PYP

INTERNATIONAL BACCALAUREATE
PRIMARY YEARS PROGRAMME

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BBIS MISSION AND GUIDING STATEMENTS

MISSION

To inspire everyone in our learning community to be responsible, compassionate global citizens who make a difference through inclusion, innovation and action.

This can be summarised as:

*inclusive
innovative
active*

GUIDING STATEMENTS

International Education and Intercultural Learning

At BBIS, we aim to make a positive impact on a local and global scale. We believe we can achieve this by actively developing global citizenship. To this end, our attitudes, values and principles are informed by and support:

- The UN Declaration of Human Rights 1949
- The UN Convention on the Rights of the Child (Ratified in Germany 1992)
- The UN Sustainable Development Goals 2030
- The CIS Code of Ethics
- The IB Mission statement, outlining the aim of creating a more peaceful world through intercultural understanding and respect
- The IB Learner Profile

Principles we maintain are:

- Respect for our differences and our diversity as a source of immaterial wealth in our community
- Curiosity to understand our interconnectedness through local, national and international perspectives on global issues
- Action to design and engage in authentic learning experiences which have an impact



Please scan to view
our other handbooks.

Global Citizenship

Global citizens are knowledgeable about the world. A global citizen is confident about their own identity and culture, and is motivated to learn about and understand the identities, cultures and languages of others. They are open-minded and welcome multiple perspectives. Global citizens have an understanding of global sustainability issues and challenges. They cooperate with others, and use their critical thinking, problem-solving and communication skills to make a positive difference in their communities and in the world around them.

BBIS is committed to actively developing global citizenship through the following aspects:

Ethics – research about, discussion of, and action related to issues of principle of personal, local, and global importance

Diversity – the understanding of and respect for the similarities and differences of a range of individuals and peoples, in order to create an inclusive environment that strives for equity, practices anti-racism, and seeks justice

Global Issues – the understanding of multiple perspectives of local and global events and issues

Communication – the development of fluency in multiple languages, including mother tongues, used to communicate within and across cultures

Service – the development of the understandings, skills and dispositions to serve the local and global community through engagement in meaningful service learning

Leadership – the acquisition and refinement of the skills of leading and following within different cultural contexts

Sustainable Lifestyle – a personal commitment to a lifestyle which supports local and global sustainability displayed through example and advocacy

VALUES

BBIS Berlin Brandenburg International School's enduring values are Pioneering, Reflective, Excellent and Caring.

Pioneering

Pioneering students are courageous, determined and resilient. They explore the unfamiliar. They question assumptions. They seek creative solutions to the challenges they discover. They collaborate with others to achieve personal and shared goals. They put ideas into action.

Reflective

Reflective students are thoughtful, open-minded and considerate. They evaluate feedback and evidence of learning, recognising their successes and setting goals for further development. They inquire into their approaches to learning, identifying conditions and strategies that help them learn well. They learn from mistakes by analysing and attributing causes for failure. They develop growth mindsets. They take responsibility for their own learning.

Excellent

Excellent students have high expectations of themselves. They are passionate about learning, embrace opportunities, and take steps to improve themselves. They are driven to be their best selves. They take learning seriously through high levels of engagement, and commitment to self-development. Excellent students welcome and respond to feedback.

Caring

Caring students are empathic, and principled. They take responsibility for self, others and the environment around them. They are committed to service. They learn strategies to overcome impulsiveness and manage their emotions. They build and develop relationships. They manage and resolve conflict. They act as responsible digital citizens. They consider how they can share their skills to help their peers. Caring students take a stand for diversity, equity, inclusion and justice.

DEFINITION OF LEARNING

Learning is a lifelong and active process of inquiry in which the learner constructs new meaning about themselves and the world around them by connecting prior knowledge with new information and experiences. Learners' knowledge, conceptual understanding, skills and attitudes develop and deepen over time. Learning is demonstrated when learners apply, transfer, and adapt their learning to new situations and problems in original ways.

LEARNING PRINCIPLES

High quality learning happens best when ...

... learners feel safe in a positive, supportive and nurturing learning environment where their ideas are valued and respected.

... learning is individualised, using learners' prior knowledge, interests, learning strengths, linguistic and cultural backgrounds and identities.

... learners have the right balance of challenge and comfort, knowing that success is attainable through perseverance.

... learners receive specific, frequent and timely feedback through a variety of assessments connected to stated learning objectives and outcomes, and use that feedback to practice, retry, rethink, and revise.

... learning is a social activity that allows learners to collaborate, communicate their thinking, and understand and connect ideas from diverse perspectives.

... learners reflect purposefully on their learning, evaluating the effectiveness of their learning and developing an understanding of how they learn best.

... learning is embedded in authentic, real-world contexts, allowing students to achieve personal and shared goals as they discover innovative ways to solve local and global challenges through the inquiry learning cycle.

IB LEARNER PROFILE

BBIS is an IB World School. As IB learners we strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk Takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

IB MISSION

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the Organisation works with schools, governments and international Organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

WHAT IS THE PRIMARY YEARS PROGRAMME?

The IB Primary Years Programme (PYP) nurtures and develops our primary students to become caring people and active participants in a lifelong journey of learning.

As a PYP school, we aim to meet the widely varying needs of our international student body. Our beliefs are based on our understanding of our students.

Our young BBIS learners are thinkers who inquire, wonder, and develop theories about the world based on their observations and experiences. We know that our students, as well as our teachers, come from a variety of backgrounds and experiences, and bring many different beliefs and expectations to school. Our goal is to create a programme that will not only meet the needs of this diverse group, but will also benefit from the richness of that diversity. As an IB school BBIS aims to develop and demonstrate international-mindedness by being open to others and to the world, and aware of our interconnectedness. The PYP is a curriculum framework created for students between the ages of 3 and 12 years. It is an inquiry-based, transdisciplinary programme. The IB PYP provides guidelines and standards on what students should learn, guidelines on teaching methodologies and on assessment strategies. At BBIS our students from Early Education through Grade 5 are a part of our IB Primary Years Programme. The PYP focuses on the development of the whole child, both in the classroom and in the world outside, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic welfare.

WHAT IS A PYP SCHOOL?

The foundation of the PYP framework is the belief that students are agents of their own learning and full participants in the learning process.

At BBIS as a PYP school, we prioritize building a strong learning community that prioritizes people and relationships. A PYP school is one that, regardless of location, size or constitution, strives towards developing an internationally minded person. The PYP believes that an internationally minded person is someone with the attributes and dispositions described in the IB Learner Profile (see Section 4 Learner Profile). The ultimate goal of our programme at BBIS is to support our students in developing this set of attributes and dispositions within themselves.

The PYP students take responsibility and ownership of their learning. Through reflection and learning through inquiry, they develop the knowledge, skills and understandings that allow them to make a difference in their own lives and their communities.

The IB Learner Profile is the foundation of our programme. Regardless of the PYP school to which a student may transfer around the world, these characteristics remain and infuse all elements of the PYP. 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. The IB Learner Profile is the foundation of our programme. Regardless of the PYP school to which a student may transfer around the world, these characteristics remain and infuse all elements of the PYP.

Approaches to Teaching

These six approaches underpin teaching in all IB programmes:

- Based on inquiry: A strong emphasis placed on students finding their own information and constructing their own understandings.
- Focused on conceptual-understanding: Concepts are explored in order to deepen understanding and to help students make connections and transfer learning to new contexts.
- Developed in local and global contexts: Teaching uses real-life contexts and examples, and students are encouraged to process new information by connecting it to their own experiences and to the world around them.
- Focused on effective teamwork and collaboration: This includes promoting teamwork and collaboration between students, but also refers to the collaborative relationship between teachers and students.
- Designed to remove barriers to learning: Teaching is inclusive and values diversity. It affirms students' identities, and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals.
- Informed by assessment: Assessment plays a crucial role in supporting as well as measuring learning. This approach recognizes the important role of providing students with effective.

(What is an IB education?, IBO 2017).

THE PYP CURRICULUM MODEL

The BBIS–PYP curriculum includes all those student experiences for which BBIS takes responsibility, as they all have an impact on student learning. The PYP curriculum model is a transdisciplinary one, connecting learning across subject areas and connecting the learners’ world. The three pillars of the framework are:

- The learner which answers the questions “What is learning?” and includes the learning outcomes.
- Learning and teaching which articulates how we will best support our learners.

The learning community which emphasizes the importance of social outcomes and the role of a strong community to facilitate learning and teaching.

At the heart of the PYP philosophy is a commitment to structured inquiry as the leading vehicle for learning. Six trans-disciplinary themes provide the framework for the exploration of knowledge. Teachers and students are guided by these themes as they design curricular units for exploration and study. These units of inquiry make up the BBIS Programme of Inquiry. Students explore subject areas through these themes. In the process, they develop an understanding of important concepts, acquire essential skills and knowledge, develop particular attitudes and dispositions, and learn to take socially responsible action.



THE LEARNER: WHAT WILL MY CHILD BE LEARNING?

“TO BE TRULY EDUCATED, A STUDENT MUST ALSO MAKE CONNECTIONS ACROSS THE DISCIPLINES, DISCOVER WAYS TO INTEGRATE THE SEPARATE SUBJECTS, AND ULTIMATELY RELATE WHAT THEY LEARN TO LIFE.”

E. BOYER

THE ELEMENTS OF THE WRITTEN CURRICULUM

Concepts	Approaches to Learning	Action	Knowledge
Form Function Causation Change Connection Perspective Responsibility	Thinking Communication Social Research Self-management	Reflect Choose Act	Six transdisciplinary units of inquiry: <ul style="list-style-type: none">• Languages• Social Studies• Mathematics• Science & Technology• Arts: Visual Arts; Drama; Music• Personal, Social & Health Education• Physical Education

CONCEPTS: WHAT DO WE WANT STUDENTS TO UNDERSTAND?

Seven specified concepts expressed as questions, propel the process of learning and inquiry from a transdisciplinary perspective. By identifying and investigating concepts, students learn to think critically about big ideas.

The Concepts are:

Form: What is it like?

Function: How does it work?

Causation: Why is it as it is?

Change: How is it transforming?

Connection: How is it linked to other things?

Perspective: What are the points of view?

Responsibility: What are our obligations?

APPROACHES TO LEARNING: WHAT DO WE WANT STUDENTS TO BE ABLE TO DO?

There are five categories of approaches to learning skills that are developed and applied in all learning across the programme. By developing these skills, our PYP students become self-regulated and agentic learners.

Thinking Skills: critical thinking, creative thinking, information transfer, reflection and metacognition

Communication Skills: exchanging information: listening, interpreting, speaking; literacy: reading, writing; information technology

Social Skills: interpersonal relationships, social and emotional intelligence

Research Skills: information literacy, media literacy, ethical use of media and information

Self-management Skills: Organisation, states of mind: mindfulness, perseverance, emotional management, self-motivation, resilience

LEARNING AND TEACHING: HOW WILL CHILDREN LEARN?

“LEARNING IS THE CREATION OF MEANING THAT OCCURS WHEN AN INDIVIDUAL LINKS NEW KNOWLEDGE WITH EXISTING KNOWLEDGE.”

L. VYGOTSKY

Teaching in the PYP is based on the belief that children construct their understanding as they learn by connecting new ideas to their current knowledge. Therefore, at BBIS we try to find out what our students already know as we begin a new learning experience.

We provide opportunities for children to build meaning and refine understanding, principally through structured inquiry, not only in the units of inquiry, but across the curriculum and by all teachers. Inquiry, as the leading pedagogical approach of the PYP, is recognized as allowing students to be actively involved in their own learning and to take responsibility for that learning. Inquiry involves an active engagement with the environment in an effort to make sense of the world, and consequent reflection on the connections between the experiences encountered and the information gathered. In order to support learning and in recognition that attempts to understand are basically social acts of communication and collaboration, students may sometimes work on their own, with partners, or in larger groups.

At BBIS we aim to use a style of teaching that not only stimulates curiosity, inquiry, reflection and critical thinking, but also promotes the development of empathy. We facilitate the development of relationships between students and teachers that engender a spirit of discovery and enjoyment in learning.

KNOWLEDGE: WHAT DO WE WANT STUDENTS TO KNOW?

The PYP has identified six principle subject areas that are significant for all students in all cultures:

- Languages (at BBIS English and German)
- Mathematics
- Social studies
- The Arts (Visual Arts, Music, Drama)
- Science
- Personal, Social and Health Education (PSHE) and Physical Education (PE)

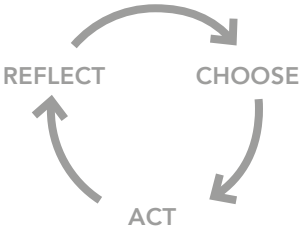
The importance of the traditional subject areas is valued (see section 7 on Subject-specific learning for more information). However, it is also known that educating students in a set of isolated subject areas while necessary, is not sufficient. Of equal importance is the need to acquire skills in context, and to explore content that is relevant to students and that transcends the boundaries of the traditional subjects.

The PYP’s six transdisciplinary themes and the associated units of inquiry are the starting point for inquiry, collaboration, discovery and the examination of complex local and global issues. These units make up the BBIS Programme of Inquiry which is a unique feature of the PYP and helps us to connect to each other and to our place in the world.

Transdisciplinary Themes	Descriptions
Who we are	An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none">• Physical, emotional, and spiritual health and well-being• Relationships and belonging• Learning and growing
Where we are in place and time	An inquiry into histories and orientation in place, space, and time through: <ul style="list-style-type: none">• Periods, events, and artifacts• Communities, heritage, culture and environment• Natural and human drivers of movement, adaptation, and transformation
How we express ourselves	An inquiry into the understandings of the world and phenomena through: <ul style="list-style-type: none">• Patterns, cycles, systems• Diverse practices, methods, and tools• Discovery, design, innovation, possibilities and impacts
How the world works	An inquiry into systems, structures, and networks through: <ul style="list-style-type: none">• Interactions with and between social and ecological systems• Approaches to livelihoods and trade practices: intended and unintended consequences• Representation, collaboration, and decision-making
How we organize ourselves	An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none">• Inspiration, imagination, creativity• Personal, social, and cultural notes and practices of communication• Intentions, perceptions, interpretations and responses
Sharing the planet	An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none">• Rights, responsibilities, and dignity of all• Pathways to just, peaceful, and reimagined futures• Nature, complexity, coexistence, and wisdom

ACTION: HOW DO WE WANT STUDENTS TO ACT?

Action is the heart of student agency. The ultimate evidence of learning is when our students use what they have learned in a meaningful way, when their learning transforms into action. Initiated by students, our PYP learners reflect, make informed choices and use their learning to take action that is authentic, meaningful, mindful, responsible and responsive.



LEARNING AND TEACHING: ASSESSMENT

“STUDENTS SHOULD RECEIVE FEEDBACK,
NOT AS A REWARD OR PUNISHMENT, BUT AS
INFORMATION.”

JEROME BRUNER

Assessment is an integral part of teaching and learning. Its most important aim is to support student learning based on the IB curricular goals. As assessment at BBIS is criterion-based, it is a tool to evaluate students’ achievement in relation to pre-determined levels of attainment, and not in relation to the work of other students.

At BBIS we believe that Assessment:

- takes into account the individual student’s current knowledge and experiences
- uses strategies that are developmentally appropriate for the student.
- uses agreed systems for assessing, documenting and reporting.
- should maintain open communication as part of a collaborative approach to assessment that includes teachers, students and parents/guardians.
- nurtures the attributes of the IB Learner Profile, as well as encouraging persistence, effort and a striving for personal excellence.

PURPOSE: WHAT AND WHY DO WE ASSESS?

Assessments within all programmes at BBIS (IB PYP, IB MYP, and IB DP) provide evidence of students’ knowledge, skills and conceptual understanding.

We assess in order to:

- promote student learning.
- identify student level of achievement.
- analyse and improve effectiveness of curricula and teaching.
- communicate progress and level of achievement against pre-determined standards.

**PRINCIPLES: WHAT ARE THE CHARACTERISTICS
OF EFFECTIVE ASSESSMENTS?**

Effective assessments:

- improve and support student learning by providing effective, timely feedback on the learning process and outcomes.
- inform planning and teaching.
- use a varied range and balance of assessment strategies and tools to allow students to demonstrate what they know, understand and can do.
- allow for differentiation and accommodations to support the needs of diverse learners.
- involve opportunities for students to be assessed in real-life contexts.
- are reliable, valid, fair and ongoing.
- are directly related to learning outcomes and curriculum standards.
- are criteria-referenced using criteria that are known and understood by students in advance.
- are based on agreed standards of academic honesty.
- where appropriate, involve students in the development of assessment criteria and the determination of quality.
- involve students in peer- and self-assessment.
- communicate clearly what students know, understand and can do.

“THE WHOLE PURPOSE OF FEEDBACK
SHOULD BE TO INCREASE THE EXTENT
TO WHICH STUDENTS ARE OWNERS
OF THEIR OWN LEARNING.”

ASSESSMENT EXPERT DYLAN WILIAM

PRACTICE: HOW DO WE ASSESS?

Assessment at BBIS takes place in formative and summative form, each of which has a specific function. Between the two types there are differences in purpose, not necessarily in form of assessment. Formative is assessment for learning, summative is assessment of learning.

Assessment for and as Learning:

- happens regularly and includes a variety of tasks and activities.
- informs teachers of what methods are effective and what students have learned thus far.
- provides accurate and helpful feedback on the students’ strengths and weaknesses in order to continue to improve.
- involves reflection, self-assessment and student-teacher dialogue
- is communicated in a variety of ways.
- is differentiated to meet a variety of learning needs and styles.

Assessment of Learning:

- is an evaluation by the teacher of knowledge, skills and conceptual understanding learned up to a certain point.
- summarises and reports students’ achievement at a particular time, such as the end of a course, unit or programme study.
- students are aware of the assessment ahead of time and it applies previously communicated assessment criteria.

As an IB World School, BBIS students complete their respective IB programme with a cumulative assessment to demonstrate the consolidation of their learning: the PYP Exhibition, the MYP Personal Project, and the Extended Essay.

The following are assessment strategies that, depending on the purpose they serve in the learning process and the intended outcomes, may be formative and/or summative:

- debates and discussion forums including question and answer sessions
- one-to-one conversations between teacher and student
- peer review and self-reflection
- games and activities
- written assignments including blogs, essays, journals
- presentations and performances
- written exams and quizzes
- portfolios and visual products
- practical work or demonstrations
- research papers
- lab reports
- investigations and projects

Reporting on Learning:

Student progress and achievement is reported on over the school year in a variety of ways, which may include:

- parent-teacher conferences
- progress indicators and reports
- written reports
- portfolios
- student-led conferences
- on-going feedback

THE PYP EXHIBITION

BBIS PYP REPORTING TIMELINE AND OVERVIEW

Time Period	Descriptions	Documentation presented
On-going	As needed, a meeting to discuss an area of concern to be called by a parent, a teacher or a student. Seesaw digital portfolio provides on-going feedback on your child’s learning.	To be determined depending on area of concern. Learning stories about your child’s development.
September Parent-Teacher Conferences/ Goal-Setting EE–Grade 5	Parent-Teacher Conferences / Goal Setting Parents have an individualized meeting with the teacher. The child may or may not be present. The teacher will share initial observations and assessments. Goals will be set for the first part of the year which include student, parent and teacher input.	Goal Setting form (Grades 1–5)
December Mid-Year Report Grades 1–5	Portfolio is brought home by your child. Mid-Year Progress Report is shared with you on ManageBac. Your child will share their portfolio of learning. Parents are asked to complete a Reflection Form . Portfolio and reflection are then returned to school.	Mid-Year Progress Report includes areas of growth and areas of development. If there is an area of real concern this will be clearly indicated and a parent-teacher meeting will be scheduled. Ticks are placed on a continuum to show development in each subject area: Math, Language, German, Music, Art, PE. Portfolio contains assessments and work samples that illustrate learning in all areas. All learning stories will have some sort of reflection attached to demonstrate why this piece was chosen. Goals are revisited and adjusted as needed.
December Mid-Year Learning Profile and Journal Early Education	Learning Profile is shared with you on ManageBac.	Learning Profile includes descriptions of the child in the six areas of development and ideas for further development.
March–April Student-Led Conferences EE–Grade 5	Student-Led Conferences are an opportunity for your child to show you their learning. The students follow an agenda and do some tasks, share some work samples and explain their progress and effort. Parents are asked to complete a reflection form.	Portfolio may contain work samples that demonstrate children’s progress in the various areas of learning: Some work samples may be digital. All work samples will have some sort of reflection attached to demonstrate why this piece was chosen. Goals are revisited and adjusted as needed. Some evidence of learning may be in the form of a demonstration or oral explanation during the conference and depends on the decisions at each grade level.
June End-of-Year Report Grades 1–5	End-of-Year Report is posted on ManageBac as well as a physical copy will be brought home by your child. They are yours to keep. Portfolio is brought home by your child.	End-of-Year Report: Evaluative tick marks are given for the descriptors of the Approaches to Learning, as well as each subject area: Math, Language, German, Music, Art, PE, EAL/LS. These are accompanied by explanatory narrative comments. Portfolio contains some end of year assessments and some work samples to complete the collection.
June Final Report Early Education	Your child will share their Learning Journal with you at an agreed upon date at school. Parents are invited to Reflections to the Learning journal. Learning Profile is shared with you on ManageBac.	Learning Profile includes descriptions of the child in the six areas of development and ideas for further development.

In the final year of the PYP, students carry out an in-depth collaborative, transdisciplinary, inquiry experience, the PYP Exhibition. It is an opportunity for students to work collaboratively with other students, teachers, parents, mentors and experts to identify, investigate and take positive action on real-life issues that are of personal significance to the learner. The PYP Exhibition challenges students to demonstrate their ability to take responsibility for their learning and their capacity to identify and take action to make a positive difference in their lives and the lives of others. It provides powerful evidence of student agency and is a deeply meaningful community experience.

The PYP Exhibition has a number of purposes:

- for students to engage in an in-depth, collaborative inquiry
- to provide students with an opportunity to demonstrate agency and responsibility for their learning
- to provide students with an opportunity to demonstrate the attributes of the learner profile in authentic contexts
- to provide students with an opportunity to explore multiple perspectives
- to provide an authentic process for students to monitor, document and present their learning
- to provide students with an opportunity to synthesize and apply their learning
- for students to take action as a result of their learning
- to unite the students, teachers and other members of the learning community in a collaborative experience
- to provide an authentic context for students to reflect on their PYP education
- to support the well-being of students by celebrating their transition to the next stages of their education
- to provide an authentic task for the community to evaluate its implementation of the PYP
- to provide students with an opportunity to engage with the broader learning community and celebrate their achievements.

(from *Principles to Practice, The Learner*, December 2018, www.ibo.org)

Students begin early in the year to identify issues that they are hearing about, notice around them, want to know more about, want to do something about, and that really matter to them. In the second half of the year students negotiate with each other to collaboratively identify and agree upon the central idea and focus of the PYP exhibition for the year.

Towards the end of the year, the students set up interactive spaces to share their learning with the rest of the BBIS community: all students, parents, as well as other community members are invited.

SUBJECT-SPECIFIC LEARNING

The Primary Years Programme (PYP) is above all a transdisciplinary programme that is organized around the six transdisciplinary themes and units of inquiry, thereby offering students the opportunity to explore significant content that leads to a deeper understanding of the world. While it is important for students to develop an understanding of and appreciation for the specific subject domains, we recognize that this is not sufficient.

Of equal importance is the need to acquire skills in context, and to explore content that is relevant to children and transcend the traditional subjects. “To be truly educated, a student must also make connections across the disciplines, discover ways to integrate the separate subjects, and ultimately relate what they learn to life” – Ernest Boyer. (*The PYP: A Basis for Practice*).

Therefore, these subject-specific learning goals and expectations should be read along with the transdisciplinary programme of inquiry which follows them in this handbook, for both the traditional subjects and the transdisciplinary themes provide a focus for students’ inquiry and learning in the PYP at BBIS. In the PYP at BBIS we aim to balance transdisciplinary teaching and learning with learning about specific-subject disciplines. We recognize the importance of the traditional disciplines. The subject areas which make up the knowledge component of our curriculum are: Languages – English (language of instruction), German (host country language) and Home Languages; Mathematics; Science; Social Studies; Personal and Social Health Education; Physical Education; and the Arts – Music, Visual Arts, Dance and Drama.

Specialist classes are taught mainly by teachers and experts other than the homeroom teacher. At BBIS these include: German, Home Language, Physical Education, Music and Visual Arts. As is the belief in all PYP teaching and learning, in specialist classes students are: learning through inquiry, making transdisciplinary connections between that subject and the units of inquiry, and developing knowledge, skills and deep conceptual understanding of that subject.

GERMAN, THE LANGUAGE OF THE HOST COUNTRY

The German team collaborates together with the homeroom teachers to develop a cohesive, transdisciplinary programme. The BBIS German curriculum is organized into two basic categories:

- **German A** is for students who either have German as their home language or already speak German fluently. The key learning goals for students learning in German A can be found in the grade level learning goals following this section under Language and literacy.
- **German B** is for students who are learning German as an additional language, whether they are just beginning or have been developing their skills for awhile.

HOME LANGUAGE

Research has shown that the development of the home language is key to cognitive development and in maintaining cultural identity. The active presence of students’ home language in learning at school also has the potential to increase intercultural awareness and understanding, encouraging and deepening respect for each others’ cultural identities.

Therefore we have developed an embedded home language programme in the PYP at BBIS. The main goals of our home language programme in the PYP at BBIS are:

- to enrich a student’s identity
- to enrich the experiences of all students through the cultural perspectives of the home language groups.
- to deepen learning by using home language to access new ideas.

THE ARTS: DRAMA, DANCE, MUSIC AND VISUAL ARTS

The Arts are integral to the IB Primary Years Programme (PYP). They are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. The Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. The Arts engage students in creative processes through which they explore and experiment in a continual cycle of action and reflection. Learning about and through the Arts is also fundamental to the development of the whole child, promoting creativity, critical thinking, risk-taking, problem-solving skills and social interactions.

The Arts curriculum is organized into two strands that are common across all of the Arts: creating and responding.

The **Process of Creating** offers students the opportunity to be a maker, a designer, a creator of that art form, to develop technical skills, take creative risks, solve problems and visualize consequences.

The **Process of Responding** offers students the opportunity to experience the art form and to react, to critique and to be affected by their own and other artists’ works, to develop skills of analysis, interpretation, evaluation, reflection and communication.

Skills are a part of the learning in all of the arts, including:

- to develop proficiency as musicians, visual artist, actors and dancers
- to acquire the audience skills of listening and viewing responsively
- to interpret and present their own and others’ works to a range of audiences
- to evaluate the different roles of artists in society
- to create and critique their own artistic works (performances, compositions, artwork, plays) using a selection of tools and techniques
- to express feelings, ideas, experiences and beliefs in a variety of ways
- to improve coordination, flexibility, agility, strength and fine motor skills.

Music and Visual Arts as ways of learning and knowing are taught by specialist teachers in learning environments that offer the materials and resources that are needed for students to explore those art forms. Collaboration between specialist and homeroom teachers is an integral part in providing a programme of inquiry and promoting Music and Visual Arts through the curriculum.

Drama and Dance as ways of learning and knowing are two art forms that are embedded in other subject areas in the PYP at BBIS. Drama as a way to explore and express ideas is offered to students in all subject areas and is a main focus of several units of inquiry both within the programme of inquiry and in stand-alone language units. Dance is a unit of inquiry within our Physical Education curriculum and is also an essential aspect within the responding strand in our Music programme.

PHYSICAL EDUCATION

Physical Education is more than just participation in sports and games, it is an integral part of the total education process and has a unique and significant contribution to make to education and the students’ personal development at all ages. Through participation our students will develop the knowledge, skills and attitudes necessary to incorporate physical activity into regular routines and leisure pursuits to live an active and healthy lifestyle. Students are encouraged to make choices that contribute to long-term healthy living and to understand the significance of physical activities for individuals and communities.

During their time at BBIS, students will have the possibility to explore their physical, intellection, emotional and social development. Students are challenged to further develop their cognitive understanding of many sporting strands which encompass the PYP. In all lessons we place emphasis on the development of the students’ social and communication skills. The focus is on participation, enjoyment, commitment, fair play, sportsmanship, effort, teamwork and the student’s personal physical development.

Grade Level Learning Goals

The following pages were designed with parents in mind and capture the breadth and depth of the BBIS-PYP curriculum within each grade level from the perspective of the subject specific disciplines for which the homeroom teacher holds the main responsibility: English Language, Mathematics, Science, Social Studies and Personal, Social and Health Education.

The BBIS-PYP Physical Education curriculum is organized into seven strands:

Body Control and Spatial Awareness: Students will explore the human body’s capacity for movement and how to move around and in-between objects and other individuals safely.

Adventure Challenges: Students will be challenged to solve problems individually and collaboratively involving physical and critical thinking skills and accomplishing common goals.

Athletics: Students will be exposed to three aspects of athletics: jumping, throwing and running.

Movement to Music: Students will learn how to move the body in a variety of ways in response to music, sounds or situation such as awareness of the position of the body.

Gymnastics: Students will be exposed to a variety of gymnastics skills on the floor, using small equipment and various apparatus; they will recognize that movements can be linked together and refined to create a sequence.

Games: Students will develop competence, confidence, success and enjoyment of the advanced skills and concepts associated with games and sports; they will learn the importance of manipulating space; identify and develop appropriate skills and strategies; recognize the importance of rules, and of teamwork.

Health-related Fitness: Students will recognize and appreciate the importance of physical activity and maintaining a healthy lifestyle; they will develop an understanding of the body’s response to exercise including the interaction of body systems.

The pages provide an overview of the key learning goals for those subject areas. Learning at BBIS focuses on engaging, challenging and meaningful work matched to the abilities and developmental stage of each learner. The development of social and self-management skills is of equal importance as these are the skills which enable students to work effectively together in a respectful learning community.

LEARNING GOALS IN EARLY EDUCATION

At BBIS our Early Education program encourages our youngest learners to explore and investigate their world with the support and expertise of trained educators, within a rich and caring learning environment. While we list some specific learning goals here, the younger the child the more essential that we closely follow the developmental needs of the specific individual student over any pre-conceived grade-level learning goals.

The six areas of development in Early Education are:

- Personal, social and emotional development
- Communication, language and literacy development
- Problem solving and numeracy development
- Knowledge and understanding of the world
- Physical development
- Creative development

COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT

General Language and Literacy Learning Goals to be developed over the three Years in Early Education	Attitudes to be developed over the three Years in Early Education
<ul style="list-style-type: none">• Understands what reading and writing can do• Names, knows the sounds and writes alphabet letters• Hears rhymes and sounds in words• Attempts to use letter sounds to write simple words• Recognizes and writes own names• Learns new vocabulary from stories, work, and play• Listens to stories and information texts for meaning	<ul style="list-style-type: none">• Desire to listen to stories and be read to• Curiosity about words and letters• Exploration of print forms• Playfulness with words and language• Enjoyment of songs, poems, rhymes, books and dramatic play• Willingness to explore emergent reading and writing
Learning Goals by the end of Early Education 5	
<p>Listening:</p> <ul style="list-style-type: none">• Listens attentively to peers and adults• Listens in small and large groups for increasing periods of time• Understands and follows oral instructions• Demonstrates understanding by adding information or asking questions	<p>Speaking:</p> <ul style="list-style-type: none">• Participates appropriately in group discussions• Participates in dramatizations• Asks questions to gain information• Expresses thoughts, feelings and ideas to adults and peers• Communicates with others during classroom activities, conversations and imaginative play• Develops vocabulary needed to join in conversations about learning
<p>Reading:</p> <ul style="list-style-type: none">• Enjoys listening to and responds to stories and books• Chooses and ‘reads’ books for pleasure• Chooses to read a variety of texts• Retells events and stories in sequence• Makes meaningful predictions when listening to stories read aloud• Understands left to right and top to bottom orientation of print• Recognizes initial letter sounds• Shows awareness of sound/symbol relationship• Notices patterns in words (rhymes, beginning/ending sounds)• Recognizes some high frequency words	<p>Writing:</p> <ul style="list-style-type: none">• Shows a positive attitude toward writing• Experiments with writing independently• Uses writing to express meaning• Writes own name correctly• Begins to use phonetic spelling of sounds and words to write and label

PROBLEM SOLVING AND NUMERACY DEVELOPMENT

General Mathematics and numeracy Learning Goals to be developed over the three Years	Attitudes to be developed over the three Years in Early Education
<ul style="list-style-type: none">Understands “more”, “less” and “the same” and how they are relatedSays the counting words in order (“one, two...”)Counts one-to-one by matching a spoken number to one objectCounts sets of objectsIdentifies attributes of objects (heavy, long ...)Compares objects to decide, for example, which is longer, or heavierUnderstands when objects are the same and differentClassifies objects by features that they share, for example the number of sides on a shape	<ul style="list-style-type: none">Confidence in using mathematics to solve problemsCuriosity and interest in numbers, counting and mathematical tasksFlexibility in thinking and trying a variety of strategiesWillingness to persevereWillingness to explore emergent mathematics and numeracy
Learning Goals by the end of Early Education 5	
Number and Numeracy: <ul style="list-style-type: none">Recognizes, counts and orders numbers to 10Writes whole numbers to 10Counts using one-to-one correspondenceMatches the correct number to a set of objects up to 10Joins and separates sets up to 10Compares and describes sets of objects as more, less or equal	Space and Shape: <ul style="list-style-type: none">Names and describes a variety of shapes such as circle, triangle, square and rectangleSort and classify shapesUses basic shapes and spatial reasoning to model objects
Measurement: <ul style="list-style-type: none">Measures by comparing and orderingSorts, groups and orders objects by measureable attributes such as ‘how long’, ‘how heavy’ or ‘how big’Measures length with non-standard units such as cubes or paper clipsRecognizes and orders the days of the weekEstimates and predicts	Data Handling: <ul style="list-style-type: none">Sorts objects and describes the attributes of a group, for example according to color, shape and sizeCollects and displays data in simple graphsMakes observations about information in a data display
Patterns: <ul style="list-style-type: none">Recognizes and describes a simple patternReproduces, creates and extends a patternTransfers patterns from one medium to anotherNotices patterns in numbers and in the world	Problem Solving and Communication: <ul style="list-style-type: none">Chooses the appropriate tool for a taskThinks flexibly about problems and persistently tries to find solutionsUses prior knowledge to make connections to a new situationUses drawings and labels to communicate and record solutions to problems, including some mathematical symbolsUnderstands and begins to use mathematical language, for example: add, plus, subtract, take away, greater/less thanExplains own mathematical processes and strategies so that others can understand

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

General Science Learning Goals to be developed over the three Years in Early Education	Attitudes to be developed over the three Years in Early Education
<ul style="list-style-type: none">Observes closely using all sensesDescribes observations using increasingly specific vocabularyNotices patterns and connections in observationsAsks questionsObserves similarities and differencesGuesses and suggests what will happen nextOffers ideas or simple theoriesRepresents ideas and findings with simple drawings	<ul style="list-style-type: none">Curiosity about and interest in the natural and physical world and how it worksAppreciation and respect for living thingsReflective thinking in order to come up with personal theories and ideasInterest in communicating and sharing ideas with others
Learning Goals by the end of Early Education 5	
Living Things: <ul style="list-style-type: none">Identifies differences between things that are living and things that have never been aliveGroups living things according to observable similarities and differencesFinds out about the different kinds of plants and animals in the local environmentKnows how to treat animals with care and sensitivityDescribes the basic life cycles of humans and other animalsObserves, affects and describes changes to plants as they are cared for and growObserves and describes personal changesLists the basic needs of plantsDescribe the life cycles of various plantsKnow that seeds grow into flowering plantsIdentify ways in which living things and the environment need protection	Materials and Matter: <ul style="list-style-type: none">Recognizes and names common types of material (for example, metal, plastic, wood)Finds out about the uses of a variety of materials (for example, glass, wood, wool) and how these are chosen for specific uses on the basis of their simple propertiesDescribes the cause and effect of heating, cooling and changing the moisture of materials and objects (cooking, beating, making wet, drying, etc ...)Uses their senses to explore and recognize the similarities and differences between materialsSorts objects into groups on the basis of simple material properties (for example, roughness, hardness, shininess, and ability to float)
Forces and Energy: <ul style="list-style-type: none">Observes, affects and describes changes as a result of force or transfer of energy (such as stirring, bending, turning on, baking ...)Discovers and describes how objects move in many different ways	Earth and Space: <ul style="list-style-type: none">Observes and describes the local environmentObserves and describes changes to the natural world because of the seasons and weatherDescribes changes in the weather as the seasons changeBegins to think about the relationship between the Earth, the Moon, the Sun and the seasons

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

General Social Studies Learning Goals to be developed over the three Years in Early Education	Attitudes to be developed over the three Years in Early Education
<ul style="list-style-type: none">Expresses wonderings about people, events and the environmentAsks questionsDistinguishes between past and present eventsBegins to define own rights and responsibilities within communitiesBegins to examine and interpret simple evidence and artifacts	<ul style="list-style-type: none">Curiosity about the world and the people in itRespect for and appreciation of individual and cultural differencesWillingness to engage in discussions and ideasDesire to take action as a responsible community member
Learning Goals by the end of Early Education 5	
Human Systems and Economic Activities: <ul style="list-style-type: none">Understands the different types of work that people doUnderstands different systems of transportationDetermines the types of questions and decisions that are useful in planning and making a journeyGives examples of goods that are distributed around the worldKnows different resources that people useKnows different work that people do	Human and Natural Environments: <ul style="list-style-type: none">Gains a sense of place and the reasons why particular places are important to peopleUnderstands the concept of locationUses maps to read and display geographic information.Records the important features of places and environmentsKnows how the type of shelter and materials used is related to the environment, social and economic situation
Resources and Environment: <ul style="list-style-type: none">Gains knowledge about and appreciation of resources that people useShows understanding of how people’s activities influence places and the environment and are influenced by themKnows the resources and materials used to build shelters	Social Organisation and Culture: <ul style="list-style-type: none">Shows understanding of why people belong to groups and how and why they are organized within communities and societiesShows understanding of the different roles people fulfill within groupsGains increasing awareness of themselves in relation to the various groups to which they belong (family, school ...)Understands how participation within groups involves both responsibilities and rightsDescribes various forms of communities and how people in those Organisations interactDescribes ways in which communities reflect the cultures and heritages of their peopleCreates and shares his or her own story about being a community memberResponds to stories containing cultural and historical informationGains understanding of the ways in which different cultures and people express themselves (e.g. through music, dance, visual arts, drama)Explains why a particular celebration is important in his or her own lifeIdentifies and compares traditions and celebrations observed by others in the class

Learning Goals by the end of Early Education 5	
Continuity and Change through Time: <ul style="list-style-type: none">Shows understanding of ways in which time and change affect peopleGains awareness of important events in their own livesUses a variety of sources to gain information about celebrations and traditions from both a historical and a cultural perspectiveDemonstrates understanding of important events in their own livesReflects on a journey he or she has taken and what was learned from itRepresents some of the journeys he or she has made (for example, through drawing or drama)Identifies the chronological steps necessary in making a journey	
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Learning Goals to be developed over the three Years in Early Education:	
<ul style="list-style-type: none">Expresses wonderings about people, events and the environmentAsks questionsDistinguishes between past and present eventsBegins to define own rights and responsibilities within communitiesBegins to examine and interpret simple evidence and artifacts	<ul style="list-style-type: none">Curiosity about the world and the people in itRespect for and appreciation of individual and cultural differencesWillingness to engage in discussions and ideasDesire to take action as a responsible community member
Learning Goals by the end of Early Education 5	
Identity: <ul style="list-style-type: none">Identifies themselves in relation to othersDescribes how they have grown and changedDescribes some physical and personal characteristics and personal preferencesTalks about similarities and differences between themselves and othersIdentifies their feelings and emotions and explain possible causesRecognizes that others have emotions, feelings and perspectives that may be different from their own	Active Living: <ul style="list-style-type: none">Engages in a variety of different physical activitiesDemonstrates an awareness of basic hygiene in their daily routinesDemonstrates problem solving strategies when they feel unsafe, unhappy, uncomfortable, or physically hurt, sincluding appropriate communication and seeking help from othersIdentifies safe and unsafe behavior in a variety of situationsIdentifies and recognizes safe and unsafe touchesDemonstrates an awareness of safety steps and how to deal with unsafe touches
Interactions: <ul style="list-style-type: none">Enjoys interacting, playing and engaging with othersDemonstrates independent conflict resolution strategies; awareness of teacher/adults as support, if necessaryTakes turnsListens respectfully to others	

LEARNING GOALS IN GRADE 1

LANGUAGE AND LITERACY

Learning Goals by the end of Grade 1

Reading Strategies and Accuracy: <ul style="list-style-type: none">Knows letter sounds and can blend them into wordsDevelops a basic sight vocabulary of high frequency wordsUses phonetic cues, picture cues and context to readIs beginning to read on, re-read and self-correct to clarify meaningReads simple early reader books	Reading Comprehension: <ul style="list-style-type: none">Makes inferences and is able to justify themMakes predictions and revises or confirms themProvides details about characters, setting and plotIs beginning to read for informationUnderstands and responds to the ideas and feelings expressed in texts	Attitude about Reading: <ul style="list-style-type: none">Identifies own reading behaviors with guidanceReads independently 10–15 minutes dailyEnjoys reading and being read toChooses to read a variety of texts
Writing Ideas and Organisation: <ul style="list-style-type: none">Writes to communicate messages and ideasWrites about a range of topicsWrites simple sequenced storiesIncludes some details and descriptions	Writing Conventions: <ul style="list-style-type: none">Accurately spells some high frequency wordsUses phonetic spelling effectivelyRe-reads writing in order to editUses a capital at the beginning of a sentence and punctuation at the end	Attitude about Writing: <ul style="list-style-type: none">Shows a positive attitude toward writingGets started and continues writing with minimal supportIdentifies goals with guidance
Listening: <ul style="list-style-type: none">Listens attentively to peers as well as adultsUnderstands and follows oral instructions involving two to three stepsDemonstrates understanding by adding information or questioningGets information from accessible spoken texts	Speaking: <ul style="list-style-type: none">Contributes ideas to discussionsAsks questions to gain informationExpresses thoughts, feelings and ideas to adults and peersUses complex sentence structures to convey ideasSelf-corrects some grammatical errors	Attitude about Listening and Speaking: <ul style="list-style-type: none">Shows curiosity by listening, commenting and questioningParticipates orally with respect for and interest in others’ ideas

MATHEMATICS

Learning Goals by the end of Grade 1

Number and Numeracy: <ul style="list-style-type: none">Understands whole numbers including the concept of tens and onesReads, writes, orders and compares numbers to 100Groups and counts objects by 1’s, 2’s, 5’s and 10’sUnderstands the concepts of addition and subtractionHas developed strategies for adding and subtracting numbers to 20Recalls addition and subtraction facts to 10	Space and Shape: <ul style="list-style-type: none">Names basic two-dimensional shapesDescribes attributes of two- and three-dimensional shapes using some mathematical language such as corners and sidesSorts two- and three-dimensional shapes by their attributes	Measurement: <ul style="list-style-type: none">Knows units of time: minutes, hours, days, weeks, months and yearsUses non-standard and standard units to measure length, capacity and massTells time to the hour and the half-hour
Data Handling: <ul style="list-style-type: none">Sorts and classifies objects by their attributesCollects and organizes data using real objects, pictures, tallies and simple graphsAnalyzes and gets information from graphs	Pattern and Function: <ul style="list-style-type: none">Creates, extends and renames patternsNotices patterns in numbers and in the environmentIs beginning to use number patterns to solve problems	Problem Solving and Communication: <ul style="list-style-type: none">Understands and uses mathematical symbols, for example: +, −, =, <, >Understands and uses appropriate mathematical languageShows mathematical thinking and communicates ideas and strategiesChooses the appropriate strategy or tool to solve problemsThinks flexibly about problems and persistently tries to find solutionsUses and connects ideas and prior knowledge to solve problems

SCIENCE

Learning Goals by the end of Grade 1	
Scientific Behaviors and Skills: <ul style="list-style-type: none">Displays curiosity, honesty, openmindedness and skepticism when developing their understanding of how and why the world worksAsks questions about the world around them and exhibit willingness to seek answers to selected questions by carefully observing, experimenting, and predicting the outcome of an investigation	Communication of Scientific Ideas: <ul style="list-style-type: none">Knows how to describe and compare things in terms of number, shape, texture, size, weight, color and motionExplains why accurate descriptions are important in scienceOffers reasons for findings and also consider reasons suggested by others
Living Things: <ul style="list-style-type: none">Describes human body parts related to the senses and how they are usedExplains how the senses are used to find out about and interact with the environmentLists the basic needs of living organisms.Sorts living things depending on which features are used to group themUnderstands how and why organisms are dependent on one another and their environments.Recognizes that plants need light and water to grow.Recognizes and names the leaf, flower, stem and root of flowering plantsIdentifies ways in which living things and the environment need protection	Materials and Matter: <ul style="list-style-type: none">Understands that objects can be described in terms of the materials they are made of (clay, cloth, paper etc.) and their physical properties (color, size, shape, weight, texture, flexibility, etc.)Describes how vibrating objects produce sounds, including music, and cause vibrations in whatever they touch
Earth and Space: <ul style="list-style-type: none">Explores the idea that the position of the Sun appears to change during the day, and how shadows change as this happensBegins to understand how day and night are related to the spin of the Earth on its own axis	Forces and Energy: <ul style="list-style-type: none">Identifies different light sources, including the sun.Knows that darkness is the absence of lightRecognizes that light travels from a sourceDescribes light cannot pass through some materials, and how this leads to the formation of shadows.Describes how light is reflected from surfaces

SOCIAL STUDIES

Learning Goals by the end of Grade 1	
Human Systems and Economic Activities: <ul style="list-style-type: none">Distinguishes between needs and wantsUnderstands why people make choices about how to satisfy wants and needsGains understanding about how participation within groups involves both responsibilities and rightsDescribes the process of the production of a product.Knows roles resources play in our daily livesIdentifies and describes the functions of various public places in the communityDemonstrates how various public places serve the needsof people in a community	Human and Natural Environments: <ul style="list-style-type: none">Understands the concept of locationUses maps and geographic graphs, tables, and diagrams to read and display geographic informationAnalyzes ways in which humans use the natural environment.Knows ways in which people depend on the physical environmentUnderstands how people’s activities influence places and the environment and are influenced by themDescribes how areas of a community have changed over time
Resources and Environment: <ul style="list-style-type: none">Locates and distinguishes among landforms and geographic featuresDemonstrates knowledge of different resources that people useKnows roles resources play in our daily livesKnows ways in which people depend on the physical environmentDescribes how areas of a community have changed over timeUnderstands the concepts of “tool” and “technique”Describes examples in which tools and techniques have changed the lives of people	Social Organisation and Culture: <ul style="list-style-type: none">Recognizes that individual people are part of a groupKnows ways in which people from different cultures think about and respond to the physical environmentUnderstands that cultures have different expectations of how to actUnderstands why people live in social groupsRecognizes the components of a local communityIdentifies the contributions of different members of a community
Continuity and Change through Time: <ul style="list-style-type: none">Knows different stories about past events, people, places, or situationsKnows how knowledge of stories about past events, people, places, or situations helps our understanding of the pastDifferentiates between people, places, and events in the immediate and distant past, the present, and the future	

LEARNING GOALS IN GRADE 2

PERSONAL, SOCIAL AND HEALTH EDUCATION

Learning Goals by the end of Grade 1

Identity: <ul style="list-style-type: none">Willingly approaches and persevere with new situationsDemonstrates a sense of competence with developmentally appropriate daily tasks and seek support to develop independence	Active Living: <ul style="list-style-type: none">Recognizes that acting upon instructions and being aware of others helps to ensure safetyIdentifies and recognizes safe and unsafe touchesDemonstrates an awareness of safety steps and how to deal with unsafe touchesDemonstrates an awareness of the Always Ask First rule and safety with strangersDemonstrates concept of right and wrong; develops concept of inner voice and rules about secretsDemonstrates problem solving strategies when they feel unsafe, unhappy, uncomfortable, or physically hurt, including appropriate communication and seeking help from othersDevelops knowledge about gender similarities and differences [external]; human growth; general concept of reproduction
Interactions: <ul style="list-style-type: none">Demonstrates independent conflict resolution strategies and awareness of adults as support, if necessaryEnjoys interacting, playing and engaging with othersListens respectfully to othersShares their own relevant ideas and feelings in an appropriate mannerAsks questionsReaches out for help when it is needed for themselves or othersIdentifies when their actions have impacted on others	

LANGUAGE AND LITERACY

Learning Goals by the end of Grade 2

Reading Strategies and Accuracy: <ul style="list-style-type: none">Reads on, re-reads and self-corrects to clarify meaningRecognizes common words and uses knowledge of letter patterns to decode new wordsSelects texts at an appropriate levelReads aloud with increased fluency, expression and with regard to punctuationIs beginning to use different parts of a book to find relevant information, e.g. contents, index and captions	Reading Comprehension: <ul style="list-style-type: none">Uses a variety of strategies to obtain meaning from a text, e.g. pictures, letter cues, contextMakes logical inferences and predictions using context cuesReads for pleasure, instruction and information	Attitude about Reading: <ul style="list-style-type: none">Identifies own reading behaviors with guidanceReads dailyReads silently with concentrationEnjoys reading and being read toChooses to read a variety of texts
Writing Ideas and Organisation: <ul style="list-style-type: none">Writes to communicate, to express thoughts and ideas on a range of topicsStays on the topicDevelops the main ideas with some relevant detailsSequences writing logicallyAttempts to use descriptive language	Writing Conventions: <ul style="list-style-type: none">Accurately spells some high frequency wordsAccurately applies learned spelling patterns and phonics to spellingUses end punctuation correctlySelf-edits with support	Attitude about Writing: <ul style="list-style-type: none">Shows a positive attitude to writingInitiates and maintains a piece of writingIndependently produces quality work in a given amount of timeIdentifies goals with guidance
Listening: <ul style="list-style-type: none">Listens attentively during discussions and instructionListens for specific purposesAdds relevant information to discussionsFollows multi-step directionsGets information from accessible spoken texts	Speaking: <ul style="list-style-type: none">Contributes ideas to discussionsHas sufficient vocabulary to express feelings and ideasUses vocabulary specific to the topicSpeaks with appropriate volume, pace and clarity so that others can understandAsks questions to gain information	Attitude about Listening and Speaking: <ul style="list-style-type: none">Shows curiosity by listening, commenting and questioningParticipates orally with respect for and interest in others' ideas

MATHEMATICS

Learning Goals by the end of Grade 2

Number and Numeracy: <ul style="list-style-type: none">Understands the place value of numbers to three-digitsReads, writes, compares and orders numbers to 1000Uses place value to compose and decompose whole numbersUnderstands the concept of fractions of a wholeAdds and subtracts two- and three-digit numbers with understanding and fluencyHas developed quick recall of addition and subtraction facts to 20Applies strategies for estimating sums and differencesUnderstands the concepts of multiplication and division	Space and Shape: <ul style="list-style-type: none">Recognizes and sorts two- and three-dimensional shapes by their propertiesDescribes attributes of shapes using some mathematical language such as corners, sides, faces, edges and verticesRecognizes and describes symmetryBeginning to understand and use spatial tools such as maps and coordinate grids	Measurement: <ul style="list-style-type: none">Understands the need for equal-length and standard units of measurementUnderstands and selects the appropriate units to measure length (kilometre/meter/ centimetre/ millimetre)Has become familiar with units of measurement for capacity (litre/ millilitre) and mass (kilogram/gram)Tells time to the quarter-hour and five minute intervalEstimates measurements reasonably
Data Handling: <ul style="list-style-type: none">Sorts and classifies objects by their attributesCollects and organizes data into tables, lists, picture/tally/ bar graphsAnalyzes and interprets data represented in a variety of ways	Pattern and Function: <ul style="list-style-type: none">Understands the relationship between addition and subtractionRecognizes, extends and describes number patternsNotices number patterns and uses them to solve problems	Problem Solving and Communication: <ul style="list-style-type: none">Understands and uses mathematical symbolsUnderstands and uses mathematical languageShows mathematical thinking and communicates ideas and strategiesChooses the appropriate strategy/ tool to solve problemsThinks flexibly about problems and persistently tries to find solutionsUses and connects ideas and prior knowledge to solve problemsMakes reasonable estimates and checks the reasonableness of a solution

SCIENCE

Learning Goals by the end of Grade 2

Scientific Behaviors and Skills: <ul style="list-style-type: none">Displays curiosity, honesty, open-mindedness and skepticism when developing their understanding of how and why the world worksAsks questions about the world around them and exhibit willingness to seek answers to selected questions by carefully observing, experimenting, and predicting the outcome of an investigationUses ordinary hand tools and instruments to construct, measure, and look at objects	Communication of Scientific Ideas: <ul style="list-style-type: none">Knows how to describe and compare things in terms of number, shape, texture, size, weight, color, and motionExplains why accurate descriptions are important in scienceOffers reasons for findings and also consider reasons suggested by others
Living Things: <ul style="list-style-type: none">Knows that systems are made of parts that work together to functionDescribes the basic needs of humans such as water, food, air, shelter, waste removal, and a particular range of temperatures in the environmentRecognizes that the brain controls the body through conscious and unconscious thought processesExplains about the functions and care of teethDescribes the need for food for activity and growth, and about the importance of an adequate and varied diet for healthExplains about the importance of exercise for good healthDescribes how the heart acts as a pump to circulate the blood through vessels around the body, including through the lungsIdentifies the effect of exercise and rest on pulse rateDescribes how humans and some other animals have skeletons and muscles to support and protect their bodies and to help them to moveUnderstands that germs can make us sick and describe ways of preventing the spread of germs	Materials and Matter: <ul style="list-style-type: none">Understands that objects can be described in terms of the materials they are made of (clay, cloth, paper etc.) and their physical properties (color, size, shape, weight, flexibility, etc.)Sorts objects into groups on the basis of simple material properties (for example, roughness, hardness, flexibility, and ability to float)Knows that processes can change some of the properties of materials, but not all materials respond the same way to the processes (for example, when heat is applied, some things burn and some things melt)Finds out how the shapes of objects made from some materials can be changed by some processes, including squashing, bending, twisting and stretchingFinds out about the uses of a variety of materials (for example, glass, wood, wool) and how these are chosen for specific uses on the basis of their simple propertiesKnows that many materials can be recycled or used again and again, sometimes in different forms
Earth and Space: <ul style="list-style-type: none">Knows that natural resources come from the EarthUnderstands the difference between renewable and non-renewable resources	Forces and Energy: <ul style="list-style-type: none">Knows that humans get, store and use energy to do workExplains the importance of conserving energy and the various ways to do itDescribes examples of simple food chains

SOCIAL STUDIES

Learning Goals by the end of Grade 2

Human Systems and Economic Activities: <ul style="list-style-type: none">• Understands different systems of transportation• Distinguishes between needs and wants• Knows roles resources play in our daily lives• Understands the concepts of “tool” and “technique”• Describes examples in which tools and techniques have changed the lives of people	Human and Natural Environments: <ul style="list-style-type: none">• Understands the concept of location• Uses maps and geographic graphs, tables, and diagrams to read and display geographic information• Analyzes ways in which humans use the natural environment• Identifies or generates a question or problem to be explored in relation to human impact on the local, natural environment• Knows ways in which people depend on the physical environment• Understands how people’s activities influence places and the environment• Describes how areas of a community have changed over time
Resources and Environment: <ul style="list-style-type: none">• Locates and distinguishes among landforms and geographic features• Demonstrates knowledge of different resources that people use• Knows roles resources play in our daily lives• Knows ways in which people depend on the physical environment	Social Organisation and Culture: <ul style="list-style-type: none">• Recognizes that individual people are part of a group• Knows ways (e.g., use of resources, shelter, transportation) in which people from different cultures think about and respond to the physical environment• Understands that cultures have different expectations of how to act
Continuity and Change through Time: <ul style="list-style-type: none">• Knows different stories about past events, people, places, or situations• Knows how knowledge of stories about past events, people, places, or situations helps our understanding of the past• Differentiates between people, places, and events in the immediate and distant past, the present, and the future	

PERSONAL, SOCIAL AND HEALTH EDUCATION

Learning Goals by the end of Grade 2

Identity: <ul style="list-style-type: none">• Recognizes that others have emotions, feelings and perspective that may be different from their own• Reflects on their experiences in order to build a deeper understanding of self• Demonstrates a sense of competence with developmentally appropriate daily tasks and seek support to develop independence• Identifies and understands the consequences of actions• Are aware of their emotions and begin to regulate their emotional responses and behaviour	Active Living: <ul style="list-style-type: none">• Recognizes the importance of regular exercise in the development of well-being• Identifies healthy food choices• Communicates their understanding of the need for good hygiene practices• Explains how the body’s capacity for movement develops as it grows• Understands the need to act responsibly to help ensure the safety of themselves and others.• Identifies and recognizes touches: safe and unsafe touches• Demonstrates an awareness of safety steps and how to deal with unsafe touches• Demonstrates an awareness of the Always Ask First rule and safety with strangers• Demonstrates concept of right and wrong; develop concept of inner voice; rules about secrets• Demonstrates problem solving strategies when they feel unsafe, unhappy, uncomfortable, or physically hurt, including appropriate communication and seeking help from others• Understands gender similarities and differences [external], human growth and, general concept of reproduction
Interactions: <ul style="list-style-type: none">• Listens respectfully to others• Shares their own relevant ideas and feelings in an appropriate manner• Reaches out for help when it is needed for themselves or others• Identifies when their actions have impacted on others• Celebrates the accomplishments of others• Cooperates with others• Asks questions and expresses wonderings• Demonstrates independent conflict resolution strategies; awareness of adults as support, if necessary	

Grades 2 to 5 go on an overnight class trip in the Spring. This is an important part of our curriculum and an opportunity for students to develop and apply their personal and social skills as they practice self-management and independence. These trips also serve to strengthen and deepen our grade level community.

LEARNING GOALS IN GRADE 3

LANGUAGE AND LITERACY

Learning Goals by the end of Grade 3

Reading Strategies and Accuracy: <ul style="list-style-type: none">• Recognizes common words• Selects texts at an appropriate level• Reads aloud with fluency, expression and with regard to punctuation• Uses different parts of a book to find relevant information, e. g. contents, index and captions	Reading Comprehension: <ul style="list-style-type: none">• Uses context clues to solve unfamiliar words and to clarify meaning• Reads on, re-reads and self-corrects to clarify meaning• Makes and supports inferences and predictions• Makes connections between texts and self, and/or other texts• Reads for pleasure, instruction and information• Distinguishes between a variety of genres	Attitude about Reading: <ul style="list-style-type: none">• Identifies own reading behaviors and sets goals• Reads daily• Reads silently with concentration• Enjoys reading and being read to• Chooses to read a variety of texts• Expresses and explains reading preferences
Writing Ideas and Organisation: <ul style="list-style-type: none">• Considers the audience when writing• Focuses on a central idea and stays on topic• Supports meaning with interesting and important details• Develops a well-structured narrative story• Organizes and develops an informational paragraph	Writing Conventions: <ul style="list-style-type: none">• Applies a range of taught spelling rules and patterns to spell words of increasing complexity• Accurately spells high frequency words• Self-edits own work independently• Uses correct subject-verb agreement• Applies most basic capitalization and punctuation rules consistently and to enhance meaning	Attitude and Reflection: <ul style="list-style-type: none">• Shows a positive attitude to writing• Initiates and maintains a piece of writing• Independently produces quality work in a given amount of time• Reflects on own writing and identifies goals
Listening: <ul style="list-style-type: none">• Listens attentively during discussions• Adds relevant information to discussions• Listens for specific purposes in a variety of situations• Follows multi-step directions• Gets information from spoken texts	Speaking: <ul style="list-style-type: none">• Contributes ideas to a discussion• Has sufficient vocabulary to express feelings and ideas• Understands and uses specific vocabulary for different purposes• Organizes ideas before speaking• Speaks with appropriate volume, pace and clarity so that others can understand• Uses appropriate body language when speaking	Attitude and Reflection: <ul style="list-style-type: none">• Shows curiosity by listening, commenting and questioning• Participates orally with respect for and interest in others' ideas• Shows interest in engaging in verbal interactions

MATHEMATICS

Learning Goals by the end of Grade 3

Number and Numeracy: <ul style="list-style-type: none">• Understands the place value of numbers to six-digits• Reads, writes, compares, orders and estimates numbers to 1,000,000• Understands the meaning and uses of fractions• Adds and subtracts two-, three- and four-digit numbers fluently• Has developed strategies for adding and subtracting two-digit numbers mentally• Understands the meaning and use of multiplication and division• Recalls addition and subtraction facts to 20 with speed and accuracy• Has developed strategies for solving multiplication and division problems involving basic facts	Space and Shape: <ul style="list-style-type: none">• Identifies, sorts and represents two- and three-dimensional shapes• Describes and analyzes the attributes of shapes using appropriate vocabulary• Makes connections between two- and three-dimensional shapes and their attributes	Measurement: <ul style="list-style-type: none">• Finds the perimeter of polygons• Finds the area of rectangles and makes connections to multiplication arrays• Understands and selects the most appropriate unit of measurement for problems involving length, capacity, mass and time• Tells time to the nearest minute• Estimates measurements reasonably
Data Handling: <ul style="list-style-type: none">• Collects and organizes data into tables, lists, picture/tally/bar/line graphs• Designs investigations and makes decisions about data-collection and representation methods• Analyzes and interprets data represented in a variety of ways	Pattern and Function: <ul style="list-style-type: none">• Recognizes and explains the relationship between the four operations: addition, subtraction, multiplication and division• Understands and uses number patterns and relationships to analyse and solve problems• Understands the concepts of equality and inequality	Problem Solving and Communication: <ul style="list-style-type: none">• Understands and uses mathematical symbols• Understands and uses appropriate mathematical vocabulary• Shows mathematical thinking and communicates ideas and strategies• Uses a variety of strategies and tools to solve problems• Thinks flexibly about problems and persistently tries to find solutions• Uses and connects ideas and prior knowledge to solve problems• Makes reasonable estimates and checks the reasonableness of a solution

SCIENCE

Learning Goals by the end of Grade 3

Scientific Behaviors and Skills: <ul style="list-style-type: none">• Displays curiosity, honesty, open-mindedness and skepticism when developing their understanding of how and why the world works• Asks questions about the world around them and exhibit willingness to seek answers to selected questions by carefully observing, experimenting, and predicting the outcome of an investigation• Keeps records of investigations and observations and not alter the records• Knows that tools such as thermometers, hand lenses, and rulers aid inquiry by gaining more information• Uses ordinary hand tools and instruments to construct, measure, and look at objects• Makes a model, invention, or tool that can actually be used to perform a task• Uses technology, including cameras and computers, to store and retrieve verbal and graphic information and data	Communication of Scientific Ideas: <ul style="list-style-type: none">• Knows how to describe and compare things in terms of number, shape, texture, size, weight, color, and motion• Knows how to explain numerical problems as part of scientific activity• Knows how to use numerical data in describing and comparing objects and events• Explains why accurate descriptions are important in science• Offers reasons for findings and also consider reasons suggested by others• Supports statements with facts found in books, articles, and other resources
Living Things: <ul style="list-style-type: none">• Recognizes that all humans are part of the same group, even though they have different external features such as the size and shape of eyes, and different color of hair, skin, and eyes• Describes human family and community structure in which individuals have different roles and depend on other people for various physical and emotional needs• Cites examples to show that human behavior is due to a combination of factors, including inheritance, environmental and society• Describes some of the things people do, like playing soccer, reading, and writing, which must be deliberately learned• Explains that different people learn at different rates, and learning may be influenced by how hard and how often a person practices an activity• Gives examples of how people can learn from each other by telling and listening, showing and watching, and imitating others	Earth and Space: <ul style="list-style-type: none">• Understands how key features of the earth influence climate, weather, and the water cycle• Explains/describes the differences in the seasons and how the seasons and weather follow various patterns in different parts of the world• Describes the different states of water (liquid, gas, solid)• Explains that air is a mixture of gases that surrounds us, takes up space, and whose movement we feel as wind• Demonstrates and explains what happens when cold and hot air meet• Describes the steps of the water cycle• Describes the main weather elements and the effects on people's everyday lives• Uses a range of instruments to record weather.• Records and interprets a variety of weather data over a period of time• Knows there are different types of climate in the world and the difference between climate and weather (local)• Describes simple weather charts, including the TV weather bulletins

SOCIAL STUDIES

Learning Goals by the end of Grade 3

Human Systems and Economic Activities: <ul style="list-style-type: none">• Describes how we depend upon workers with specialized jobs• Identifies responsibilities people have in different workplaces• Constructs visual representations (for example, graphs, charts, timelines) to clarify relationships within a workplace• Plans and creates a system of Organisation• Suggests improvements to Organisational systems already in place at home or school.• Identifies reasons why people migrate (social, economic, geographic)• Describes how the satisfaction of personal wants and needs has implications beyond the self• Analyzes systems of water storage and usage, both natural and human-made	Human and Natural Environments: <ul style="list-style-type: none">• Uses maps and geographic graphs, tables, and diagrams to read and display geographic information• Assesses settlement patterns and population distribution in selected regions, areas or countries• Locates and distinguishes among landforms and geographic features• Knows ways in which people depend on the physical environment• Knows ways in which people from different cultures think about and respond to the physical environment
Resources and Environment: <ul style="list-style-type: none">• Locates and distinguishes among landforms and geographic features• Demonstrates knowledge of different resources that people use• Knows roles resources play in our daily lives• Knows ways in which people depend on the physical environment• Describes characteristics, locations, and uses of renewable and non-renewable resources• Explains why fresh water is a limited resource• Describes the relationship between the locations of resources and patterns of population distribution• Identifies water issues and propose strategies for responsible, equitable water use	Social Organisation and Culture: <ul style="list-style-type: none">• Identifies ways that language, art, music, and other cultural elements may facilitate global understanding• Describes the influence of arts, crafts, music, and language on various cultures• Demonstrates understanding of ways in which communities reflect the cultures and heritages of their people• Recognizes that individual people are part of a group• Identifies and describes ways that family, groups and community influence personal choices• Identifies and describes ways that ethnicity and cultures influence people's daily lives• Recognizes appropriate and inappropriate social behavior and the impact of making choices about behavior• Identifies roles and patterns of behavior that people demonstrate in group situations• Understands why people live in social groups.• Recognizes that society stereotypes males and females• Describes advantages and disadvantages of cultural and individual diversity• Reflects on his or her own misconceptions about people (for example, relating to age, race, gender, disability)• Recognizes appropriate and inappropriate social behavior and the impact of making choices about behavior

Learning Goals by the end of Grade 3	
Continuity and Change through Time: <ul style="list-style-type: none">• Demonstrates understanding of how and why the past is important to people• Understands patterns of change in society (e.g. religious rituals, governance, development of systems, etc)• Identifies and uses primary and secondary sources for reconstructing the past (e.g., letters, diaries, maps, photos, interviews with senior citizens, newspapers, films)• Knows how the past is recorded and remembered in different ways• Knows different stories about past events, people, places, or situations• Understands the concept of cause-and-effect and multiple causation in history• Knows how knowledge of stories about past events, people, places, or situations helps our understanding of the past• Identifies and uses primary and secondary sources for reconstructing the past• Knows that people in different times and places view the world differently and why they hold these views	Social Organisation and Culture: <ul style="list-style-type: none">• Understands how participation within groups involves both responsibilities and rights• Explains the purpose of rules and responsibilities in a workplace• Works in a group to establish a shared vision and purpose for the class• Analyzes ways that people adapt when they move from one place to another• Identifies the long-term and short-term effects of migration• Identifies and describes factors that contribute to cooperation and factors that may cause conflict

PERSONAL, SOCIAL AND HEALTH EDUCATION

Learning Goals by the end of Grade 3	
Identity: <ul style="list-style-type: none">• Identifies feelings and begins to understand how these are related to behavior• Examines possible strategies to deal with change, including thinking flexibly and reaching out for help• Recognizes others’ perspectives and accommodate these to shape a broader view of the world• Explains how a person’s identity is made up of many different things, including membership in different cultures, and that this can change over time• Examines different factors that shape an identity (for example, gender, nationality, language group)• Recognizes personal qualities, strengths and limitations• Works and learns with increasing independence	Active Living: <ul style="list-style-type: none">• Understands the need to act responsibly to help ensure the safety of themselves and others.• Identifies and recognizes safe and unsafe touches• Demonstrates an awareness of safety steps and how to deal with unsafe touches• Demonstrates an awareness of the Always Ask First rule and safety with strangers• Demonstrates ‘Cyber-safety’ and how to safely use computers• Demonstrates concept of right and wrong; develop concept of inner voice; rules about secrets• Develops knowledge about gender similarities and differences [external and internal]; human growth; general concept of reproduction• Demonstrates problem solving strategies when they feel unsafe, unhappy, uncomfortable, or physically hurt, including appropriate communication and seeking help from others
Interactions: <ul style="list-style-type: none">• Cooperates with others• Recognizes the different group roles and responsibilities• Shares ideas clearly and confidently• Recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes• Discusses ideas and ask questions to clarify meaning• Demonstrates independent conflict resolution strategies; awareness of adults as support, if necessary	

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LEARNING GOALS IN GRADE 4

LANGUAGE AND LITERACY

Learning Goals by the end of Grade 4

Reading Strategies and Accuracy: <ul style="list-style-type: none">Is able to read a variety of texttypes with confidenceSelects texts at an appropriate levelReads aloud with fluency, expression and with regard to punctuationSelects the text type that is appropriate for the purposeAdjusts reading style to purpose, e. g. reading closely for detail or skimming for information	Reading Comprehension: <ul style="list-style-type: none">Reads on, re-reads and self-corrects to clarify meaningMakes and supports inferences and predictionsReads for pleasure, instruction and informationRetells what is read with appropriate and accurate detailAnalyzes a text for various features, such as plot, character, author's purpose and theme	Attitude about Reading: <ul style="list-style-type: none">Identifies own reading behaviors and sets goalsReads dailyReads silently with concentration and for a sustained period of timeEnjoys reading and being read toChooses to read a variety of textsExpresses and explains reading preferences
Writing Ideas and Organisation: <ul style="list-style-type: none">Writes to communicate and express messages, thoughts and ideasConsiders the audience when writingFocuses on a central idea and stays on topicCommunicates ideas clearly with supporting detailsOrganizes and sequences writing according to content and using paragraphsUses a variety of vocabulary including descriptive language	Writing Conventions: <ul style="list-style-type: none">Applies spelling strategies to writing and accurately spells high frequency wordsUses punctuation correctly and to enhance meaningUses grammar correctly to express ideas clearlyAccurately edits writing for grammar, capitalization, punctuation, spelling	
Listening: <ul style="list-style-type: none">Listens for a sustained period of timeListens appreciatively and responsively, presenting their own point of viewListens for specific purposes in a variety of situationsListens and participates appropriately in class discussionsUnderstands and follows oral instructions	Attitude and Reflection: <ul style="list-style-type: none">Shows a positive attitude to writingInitiates and maintains a piece of writingIndependently produces quality work in a given amount of timeReflects on own writing and identifies goals	
Speaking: <ul style="list-style-type: none">Contributes relevant ideas to group discussionsHas sufficient vocabulary and grammar to express feelings and ideasUses a range of specific vocabulary in different situationsOrganizes thoughts and feelings before speakingSpeaks with appropriate volume, pace and clarity so that others can understandUses appropriate body language and eye contact when speakingPrepares and delivers effective oral presentations	Attitude about Speaking and Listening: <ul style="list-style-type: none">Shows curiosity by listening, commenting and questioningParticipates orally with respect for and interest in others' ideasEngages with interest and confidence in verbal interactions	

MATHEMATICS

Learning Goals by the end of Grade 4

Number and Numeracy: <ul style="list-style-type: none">Understands the place value concepts in the base ten number systemReads, writes, orders, compares and estimates numbers from hundredths to millionsUnderstands the concept of decimals and makes connections to fractionsIdentifies, represents and compares numbers in fraction and decimal notationIdentifies equivalent fractions and decimalsAdds and subtracts two-digit numbers mentallyAdds and subtracts multi-digit numbers with understanding and fluencyHas developed fluency with efficient procedures for multiplying whole numbersHas developed strategies for multi-digit divisionRecalls basic multiplication facts and related division facts	Space and Shape: <ul style="list-style-type: none">Identifies and represents one-, two- and three-dimensional figures and their attributesDescribes and analyzesone-, two- and three-dimensional figures with appropriate vocabularyIdentifies, draws, estimates, measures and classifies anglesMakes connections between understandings about lines and angles, and two-dimensional shapes	Measurement: <ul style="list-style-type: none">Finds the perimeter and area of shapes, including selecting appropriate units and using formulasUnderstands and selects the most appropriate tool and unit of measurement for length, capacity, mass, money, temperature and timeCarries out simple unit conversions, such as from centimetres to meters, or grams to kilogramsEstimates measurements reasonably
Data Handling: <ul style="list-style-type: none">Collects and organizes data into tables, lists, picture/tally/ bar/line graphsDesigns investigations and makes decisions about data-collection and representation methodsAnalyzes and interprets data represented in a variety of ways, including calculating the mode, mean and range for a data set	Pattern and Function: <ul style="list-style-type: none">Recognizes the relationship between the four operations: addition, subtraction, multiplication and division uses them to solve problemsIdentifies and uses number patterns to multiply and divide numbers, including multiples of tenUnderstands and applies the concepts of equality and inequality in equations	Problem Solving and Communication: <ul style="list-style-type: none">Understands and uses mathematical symbolsUnderstands and uses appropriate mathematical vocabularyShows mathematical thinking and communicates ideas and strategiesJustifies and explains answers and the process by which a solution is reachedUses a variety of strategies and tools to solve problemsThinks flexibly about problems and persistently tries to find solutionsUses and connects ideas and prior knowledge to solve problemsMakes reasonable estimates and checks the reasonableness of a solution

SCIENCE

Learning Goals by the end of Grade 4

Scientific Behaviors and Skills: <ul style="list-style-type: none">• Displays curiosity, honesty, open-mindedness and skepticism when developing their understanding of how and why the world works• Asks questions about the world around them and exhibit willingness to seek answers to selected questions by carefully observing, experimenting, and predicting the outcome of an investigation• Keeps records of investigations and observations and not alter the records• Knows that tools such as thermometers, hand lenses, and rulers aid inquiry by gaining more information• Uses ordinary hand tools and instruments to construct, measure, and look at objects• Makes a model, invention, or tool that can actually be used to perform a task• Uses technology, including cameras and computers, to store and retrieve verbal and graphic informtion and data	Communication of Scientific Ideas: <ul style="list-style-type: none">• Knows how to describe and compare things in terms of a range of properties• Knows how to explain numerical problems as part of scientific activity• Knows how to use numerical data in describing and comparing objects and events• Explains why accurate descriptions are important in science• Offers reasons for findings and also consider reasons suggested by others• Supports statements with facts found in books, articles, and other resources
Living Things: <ul style="list-style-type: none">• Identifies that the life processes common to humans and other animals include nutrition, movement, growth and reproduction• Sorts living things depending on which features are used to group them• Identifies the features of different plants and animals that help them thrive in different environments• Knows that individuals vary, and that those best adapted to an environment are the ones most likely to survive and reproduce• Provides examples showing relationships among organisms, both mutually beneficial and competitive• Defines the roles of consumers, producers, and decomposers in an ecosystem and provide examples• Knows that changes in an organism’s habitat are sometimes beneficial and sometimes harmful to the organism• Describes food webs in the ocean and on land and discuss their significance• Traces the flow of energy through the organisms in a variety of ecosystems• Defines the terms endangered and extinct, provide examples of endangered or extinct organisms, and identifies reasons why some organisms are endangered or extinct• Describes the natural changes that occur during puberty, including physical, social and emotional changes• Recognizes there is some variation in the age at which individuals’ development occurs• Explains how animal and human life begins• Explains the anatomy and functions of the male and female reproductive systems	
Earth and Space: <ul style="list-style-type: none">• Defines ecosystem and provide examples of different ecosystems• Identifies the sun as the source of food energy for a variety of living organisms on earth	Forces and Energy: <ul style="list-style-type: none">• Understands the relationship between force, mass, and the motion of objects• Discovers and describe how objects move in many different ways (direction, speed, pulling, pushing)• Understands that forces cause changes in speed or direction of motion• Explains about friction, including air resistance, as a force that slows moving objects and may prevent objects from starting to move• Describes how when objects are pushed or pulled, an opposing pull or push can be felt• Understands that the greater the force, the greater the change in motion will be, for a given mass, and that a given force will have less effect on more massive objects• Understands how to measure forces and identify the direction in which they act• Recognizes gravitational, electrical, and magnetic forces as major kinds of forces acting in nature• Understands that the earth’s gravity pulls any object toward it and compare and describe the force of gravity using objects with different physical properties

SOCIAL STUDIES

Learning Goals by the end of Grade 4

Human Systems and Economic Activities: <ul style="list-style-type: none">• Identifies issues involving the rights, roles and status of individuals in relation to the general welfare• Describes how governments meet needs and wants of individuals and society• Identifies community leaders and local and national government representatives• Explains the Organisation and major responsibilities of the various levels of governments• Recognizes the elements of major political systems (e. g., monarchy, democracy, dictatorship)• Identifies and describes means by which citizens can monitor and influence actions of their government	Human and Natural Environments: <ul style="list-style-type: none">• Explains and correctly uses the elements of maps and globes• Uses appropriate resources and geographic tools to generate and interpret information about the earth• Understands the spatial Organisation of places through such concepts as location, distance, direction, scale, movement and region• Describes ways that the earth’s physical and human features have changed over time• Explains how human activities can have positive or adverse effects on local and other environments.• Describes and explains various types and patterns of settlement and land use and reasons why particular locations are used for certain human activities
Resources and Environment: <ul style="list-style-type: none">• Explains causes and consequences of conflict and cooperation among individuals, groups, societies and nations in the area of “environment”• Describes how the satisfaction of personal wants and needs has implications beyond the self	Social Organisation and Culture: <ul style="list-style-type: none">• Examines how the rights of a person in a particular society directly affect their responsibilities• Recognizes that individual people are part of a group• Recognizes appropriate and inappropriate social behavior and the impact of making choices about behavior• Identifies roles and patterns of behavior that people demonstrate in group situations• Understands why people live in social groups• Recognizes that society stereotypes males and females• Gives examples of conflict, cooperation among individuals and groups• Identifies and describes factors that contribute to cooperation and factors that may cause conflict• Understands that some ways of dealing with disagreements work better than others and that people who are not involved in a disagreement may be helpful in solving it• Explains causes and consequences of conflict and cooperation among individuals, groups, societies and nations• Describes how the satisfaction of personal wants and needs has implications beyond the self
Continuity and Change through Time: <ul style="list-style-type: none">• Understands patterns of change in society (e. g., religious rituals, governance, development of communication systems, etc)• Understands the concept of cause-and-effect and multiple causation in history• Identifies and uses primary and secondary sources for reconstructing the past (e.g., letters, diaries, maps, photos, interviews with senior citizens or elders of the community, newspapers, films)• Knows that people in different times and places view the world differently and why they held these views	

LEARNING GOALS IN GRADE 5

PERSONAL, SOCIAL AND HEALTH EDUCATION

Learning Goals by the end of Grade 4

Identity: <ul style="list-style-type: none">Identifies how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actionsUses understanding of their own emotions to interact positively with othersWorks and learns with increasing independenceDemonstrates concept of right and wrong; develop concept of inner voice; rules about secrets	Active Living: <ul style="list-style-type: none">Identifies ways to live a healthier lifestyleDevelops plans to improve performance through technique refinement and practiceSelf-assesses performance and responds to feedback on performance from othersDefines and understands Sexual SafetyIdentifies harassment and how to deal with itUses ‘Cyber safety’ rules and identifies safe behavior connected to putting information on the InternetDemonstrates concept of right and wrong; develops concept of inner voice and rules about secretsDevelops knowledge about gender similarities and differences [external and internal]; human growth and, general concept of reproductionBecomes knowledgeable about changes during puberty and puberty-related health and hygiene issuesDemonstrates problem solving strategies when they feel unsafe, unhappy, uncomfortable, or physically hurt, including appropriate communication and seeking help from others
Interactions: <ul style="list-style-type: none">Adopts a variety of roles for the needs of the group, for example, leader, presenterDiscusses ideas and ask questions to clarify meaningReflects on the perspectives and ideas of othersApplies different strategies when attempting to resolve conflictIdentifies and maintains loving relationships; families; friends; demonstrates empathy; understands and uses appropriate non-verbal communication; discusses romantic relationshipsDevelops strategies to respond to peer pressureDemonstrates independent conflict resolution strategies; awareness of adults as support, if necessary	

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LANGUAGE AND LITERACY

Learning Goals by the end of Grade 5

Reading Strategies and Accuracy: <ul style="list-style-type: none">Reads and interprets new words by using appropriate strategies, such as context, re-reading and reference materialsRe-reads, reads on and self-corrects to clarify meaningReads for pleasure, instruction and information	Reading Comprehension: <ul style="list-style-type: none">Uses inference to gain greater understanding of textDiscusses issues and topics raised by the textCan make connections between texts, self, own and others’ experiencesMakes own interpretations and is able to provide evidence to support theseCan distinguish between genres, for example, fiction, non-fiction, poetry, magazines, or Internet sitesSelects the text type that is appropriate for the purposeCan locate, access, organize and synthesise information in books, newspapers, magazines, internet sites, etc	Attitude about Reading: <ul style="list-style-type: none">Identifies own reading behaviors and sets goalsReads dailyReads silently with concentration and for a sustained period of timeEnjoys reading and being read toChooses to read a variety of textsExpresses and explains reading preferences
Writing Ideas and Organisation: <ul style="list-style-type: none">Writes according to the proposed audience and purposeUses the structure appropriate to the text type, such as letters, stories, reports, poems or notesOrganizes ideas logically and in paragraphsIncreasingly includes characterization and descriptive passages in works of fictionCan write using different styles and ‘voices’Uses varied, precise and descriptive vocabulary		Writing Conventions: <ul style="list-style-type: none">Uses capitalization and appropriate punctuation (full stops, commas, apostrophes, questionmarks, exclamation marks, speech marks, brackets)Proofreads own writing, using a dictionary and/or thesaurus as an aidCan spell an increasing range of more complicated and sophisticated words
Listening: <ul style="list-style-type: none">Takes interest in, and forms replies to other points of viewEvaluates, draws inferences and forms opinions from verbal inputListens attentively and actively for extended periods		Attitude and Reflection: <ul style="list-style-type: none">Shows a positive attitude to writingInitiates and maintains a piece of writingIndependently produces quality work in a given amount of timeReflects on own writing and identifies goals
Speaking: <ul style="list-style-type: none">Prepares and delivers presentations to different audiences, using appropriate intonation and expressionMakes quality, thoughtful, insightful contributions to class discussionsUses increasingly diverse and complicated vocabularyAdapts choice of language appropriately to different situations		Attitude about Speaking and Listening: <ul style="list-style-type: none">Shows curiosity by listening, commenting and questioningParticipates orally with respect for and interest in others’ ideasEngages with interest and confidence in verbal interactions

MATHEMATICS

Learning Goals by the end of Grade 5

Number and Numeracy: <ul style="list-style-type: none">• Applies a solid understanding of place value to read, write, compare, order and estimate numbers• Reads, writes, compares and orders fractions, mixed numbers, decimals and percents• Recognizes and finds equivalent forms of commonly used fractions, decimals and percents• Adds, subtracts, multiplies and divides whole numbers accurately and fluently• Has developed fluency with multiplying by 10, 100 and 1,000• Applies strategies to make reasonable estimates and solve problems mentally• Has developed an understanding of and fluency with adding and subtracting fractions and decimals• Recalls multiplication and division facts with speed and accuracy	Space and Shape: <ul style="list-style-type: none">• Identifies and represents one-, two- and three-dimensional figures and their attributes• Describes, analyzes one-, two- and three-dimensional figures and makes connections between them• Has developed strategies and used formulas to determine the volume of rectangular solids• Identifies, draws, estimates, measures and classifies angles and lines• Tessellates, transforms and reflects shapes
Measurement: <ul style="list-style-type: none">• Finds the perimeter and area of shapes, including selecting appropriate units and using formulas• Understands and selects the most appropriate tool and unit of measurement for length, capacity, mass, money, temperature and time• Carries out simple unit conversions, such as from millilitres to centilitres to litres; millimetres to centimetres to meters; or grams to kilograms• Estimates measurements reasonably	Data Handling: <ul style="list-style-type: none">• Designs investigations and collects data using observations, surveys and experiments.• Makes decisions about how to organize and represent data choosing an appropriate graphic form, such as pie chart, line graph, bar graph, Venn diagram or table• Analyzes and interprets data represented in a variety of ways, including calculating the mode, mean and range for a data set
Pattern and Function: <ul style="list-style-type: none">• Recognizes the relationship between the four operations: addition, subtraction, multiplication and division and uses them to solve problems• Identifies and uses patterns and relationships in the number system strategically to solve problems and make estimations• Determines the value of unknowns in equations and inequalities	Problem Solving and Communication: <ul style="list-style-type: none">• Understands and uses mathematical symbols• Understands and uses appropriate mathematical vocabulary• Shows mathematical thinking and communicates ideas and strategies• Justifies and explains answers and the process by which a solution is reached• Uses a variety of strategies and tools to solve problems• Thinks flexibly about problems and persistently tries to find solutions• Uses and connects ideas and prior knowledge to solve problems• Makes reasonable estimates and checks the reasonableness of a solution• Selects, sequences and uses appropriate operations to solve multi-step problems

SCIENCE

Learning Goals by the end of Grade 5

Scientific Behaviors and Skills: <ul style="list-style-type: none">• Displays curiosity, honesty, open-mindedness and skepticism when developing their understanding of how and why the world works• Asks questions about the world around them and exhibit willingness to seek answers to selected questions by carefully observing, experimenting, and predicting the outcome of an investigation• Keeps records of investigations and observations and does not alter the records• Knows that tools such as thermometers, hand lenses, and rulers aid inquiry by gaining more information• Uses ordinary hand tools and instruments to construct, measure, and look at objects• Makes a model, invention, or tool that can actually be used to perform a task Uses technology, including cameras and computers, to store and retrieve verbal and graphic information and data	Communication of Scientific Ideas: <ul style="list-style-type: none">• Knows how to describe and compare things in terms of a range of properties• Knows how to explain numerical problems as part of scientific activity• Knows how to use numerical data in describing and comparing objects and events• Explains why accurate descriptions are important in science• Offers reasons for findings and also consider reasons suggested by others• Supports statements with facts found in books, articles, and other resources
Living Things: <ul style="list-style-type: none">• Describes the natural changes that occur during puberty, including physical, social and emotional changes• Recognizes there is some variation in the age at which individuals’ development occurs• Explains how animal and human life begins• Explains the anatomy and functions of the male and female reproductive systems	Materials and Matter: <ul style="list-style-type: none">• Recognizes differences between solids, liquids and gases, in terms of ease of flow and maintenance of shape and volume• Understands that materials are composed of parts that are too small to be seen without magnification• Understands that the mass of an object is always the same as the sum of its parts• Describes and explains how basic types of materials can be used to make many different materials, the properties of which might be different from those of the original materials• Describes changes that occur when materials are mixed• Uses knowledge of solids, liquids and gases to decide how mixtures might be separated• Describes changes that occur when materials (for example, water, clay, dough] are heated or cooled)• Understands that temperature is a measure of how hot or cold things are• Explains reversible changes, including dissolving, melting, boiling, condensing, freezing and evaporating• Explains that non-reversible changes result in the formation of new materials that may be useful• Explains that burning materials results in the formation of new materials
Forces and Energy: <ul style="list-style-type: none">• Be familiar with the forms and transformations of energy and the significance of energy in understanding the structure of matter and the universe• Understands how society uses and conserves various sources of energy	

SOCIAL STUDIES

Learning Goals by the end of Grade 5

Human Systems and Economic Activities: <ul style="list-style-type: none">Explains causes and consequences of conflict and cooperation among individuals, groups, societies and nationsDescribes how the satisfaction of personal wants and needs has implications beyond the selfExplains the major ways groups, societies, and nations interact with one another (e.g., trade, cultural exchanges, international Organisations)Identifies issues involving the rights, roles and status of individuals in relation to the general welfare	Human and Natural Environments: <ul style="list-style-type: none">Explains and correctly uses the elements of maps and globesUnderstands the spatial Organisation of places through such concepts as location, distance, direction, scale, movement and region
Resources and Environment: <ul style="list-style-type: none">Explains causes and consequences of conflict and cooperation among individuals, groups, societies and nations in the area of ‘environment’Describes how the satisfaction of personal wants and needs has implications beyond the selfExplains the major ways groups, societies, and nations interact with one another (e.g., trade, cultural exchanges, international Organisations)	Continuity and Change through Time: <ul style="list-style-type: none">Knows different stories about past events, people, places, or situations and how that knowledge helps our understanding of the pastUnderstands the concept of cause-and-effect and multiple causation in historyIdentifies and uses primary and secondary sources for reconstructing the past (e.g., letters, diaries, maps, photos, interviews with senior citizens or elders of the community, newspapers, films)Knows that people in different times and places view the world differently and why they held these views
Social Organisation and Culture: <ul style="list-style-type: none">Understands the concept of cultureUnderstands the components of a belief system (creed, code of behavior, rituals, community)Distinguishes between personal beliefs and belief systemsIdentifies and compares various belief systems and their principle tenetsIdentifies and compares the cultural characteristics of different regions and people (e. g., in terms of their use of environment and resources, technology, food, shelter, beliefs and customs, schooling, etc.)Describes advantages and disadvantages of cultural diversityUnderstands similarities and differences in the ways groups and cultures meet human needs and concernsIdentifies and describes ways that ethnicity and cultures influence people’s daily livesUnderstands how social systems (e. g., schools, media, religions, families) prescribe gendered identitiesIllustrates or retells the main ideas in folktales, legends, songs, myths and stories of heroism that describe the history and traditions of various culturesDescribes the influence of arts, crafts, music, and language on various culturesKnows contributions of people of both genders and different communities, cultures and societies	

PERSONAL, SOCIAL AND HEALTH EDUCATION

Learning Goals by the end of Grade 5

Identity: <ul style="list-style-type: none">Examines the complexity of their own evolving identitiesRecognizes, analyzes and applies different strategies to cope with adversityAccepts and appreciates the diversity of cultures, experiences and perspectives of othersUses emotional awareness and personal skills to relate to and help othersDemonstrates concept of right and wrong; develop concept of inner voice; rules about secrets	Active Living: <ul style="list-style-type: none">Identifies and discusses the physical, social and emotional changes that occur during puberty and their impact on well-beingUnderstands the interdependence of factors that can affect health and well-beingRecognizes the importance of moderation in relation to safe personal behaviorIdentifies harassment and how to deal with itUses cyber safety- identify safe behavior connected to putting information on the InternetBecomes knowledgeable about gender similarities and differences [external and internal]; human growth; human reproductionIdentifies and discusses the changes that occur during puberty and their impact on well-beingDemonstrates problem solving strategies when they feel unsafe, unhappy, uncomfortable, or physically hurt, including appropriate communication and seeking help from others
Interactions: <ul style="list-style-type: none">Independently uses different strategies to resolve conflictWorks towards a consensus, understanding the need to negotiate and compromiseTakes action to support reparation in relationships and in the environment when harm has been doneIdentifies and maintains loving relationships; families; friends; demonstrate empathy; understand and use appropriate non-verbal communication; discuss romantic relationships (Relationships)Develops strategies to respond to peer pressure	

Grades 2 to 5 go on an overnight class trip in the Spring. This is an important part of our curriculum and an opportunity for students to develop and apply their personal and social skills as they practice self-management and independence. These trips also serve to strengthen and deepen our grade level community.

FREQUENTLY ASKED QUESTIONS

HOW CAN I SUPPORT MY CHILD’S LEARNING?

We at BBIS strongly believe that learning is a partnership between student, parent and school.

You can help your Child by:

- maintaining regular contact with your child’s teacher and school
- sharing books with your child
- supporting your child’s home language through speaking, reading and writing
- assisting your child with projects and expressing interest in what they are learning
- attending information sessions at school and parent/teacher conferences
- looking closely at your child’s portfolio, together with your child
- providing an appropriate setting and structured routine for doing homework
- asking specific questions using the information from the newsletter sent by the teachers
- talking with your child about the importance of school. Ask them if they tried hard, if they did their personal best, if they chose to work with someone that helps them learn

WILL THE PYP HELP MY CHILD FIT INTO ANOTHER SCHOOL?

Although no school or curriculum can guarantee a perfect fit when children transfer to a new school, particularly a school in a different country, it is important to note the following:

Transfer to Schools offering a National Curriculum:

- close attention is paid to a range of national curricula when developing the PYP curriculum
- students transferring from international schools usually have no trouble with the standards of national schools

Transfer to other Schools offering the PYP:

- students in other PYP schools will have common learning experiences in terms of conceptual development, skill acquisition, positive attitudes and meaningful action. There will be less uniformity of specific content in certain areas, since schools will naturally wish to reflect the nature of their own locations

WHAT HAPPENS AFTER THE PYP AT BBIS?

Primary School and the PYP programme at BBIS end after Grade 5. Students then move into the Secondary School where they participate in the Middle Years Programme (MYP) of the International Baccalaureate.

Grade 6 is a transitional year where students have their homeroom teacher for three subjects to help maintain the pastoral care that they received in Primary School as they adjust to the increased independence of the Secondary School. The MYP is the programme of study for Grade 6 – Grade 10. Please see the MYP Handbook for more detailed information about that programme.

In Grades 11 and 12 students at BBIS participate in the IB Diploma Programme (IB DP). The IB diploma course is an academically challenging and balanced programme of education that prepares students for success at university and life beyond. Students with an IB Diploma are accepted into universities in Germany (with specific course choices) as well as leading universities all over the world.

In the United States, universities may even give extra credit and admit IB diploma holders into the second year of college. See the IB Diploma Programme Handbook for more information.

HOW IS THE PYP EVALUATED?

All authorised schools are revisited and their programmes evaluated three years after the date of authorization to offer the PYP, and every five years thereafter. This service is designed to review the effectiveness of the delivery of the programme at the school. The evaluation team consists of knowledgeable professionals familiar with the programme in the school.

The evaluation process does not assess individual students or teachers. The evaluation process identifies the strengths and weaknesses of our programme and the degree of success with which we have implemented the PYP. It will follow up on any recommendations made during the authorization visit. The information provided will assist us in the further development of an effective programme and support us on the path of continuous improvement.

WHAT SHALL I DO IF I STILL HAVE QUESTIONS?

If you have questions with regards to the PYP at BBIS, please feel free to make an appointment to discuss your questions with:

- your child’s teacher
- the IB PYP Coordinator:
Maureen Sackmaster Carpenter
(maureen.sackmaster@bbis.de)
- the Primary School Principal:
Beth Dressler
(beth.dressler@bbis.de)

DOCUMENTS REFERRED TO IN THIS HANDBOOK:

From Principles into Practice in the PYP (IB 2018)

What is an IB education? (IBO 2019)

The IB website is www.ibo.org





BBIS Berlin Brandenburg International School

Genehmigte Ersatz- und Ganztagschule Klasse 1–10, Anerkannte Ergänzungsschule Klasse 11–12

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