



# German European School Manila International Section

## Primary Years Programme and Curriculum Guide

Kindergarten - Grade 5  
School Year 2017-2018



## Table of Contents

Mission Statement of the International Baccalaureate (IB) .....	1
Primary Years Program (PYP)	
Overview .....	2
IB Primary Years Program Model .....	3
What do we want students to learn? .....	4
Concepts .....	5
Themes .....	6
Attitudes .....	7
Learner Profiles .....	8
How best will our students learn? .....	9
How will we know what the students have learned? .....	10
Exhibition .....	10
Single Subjects	
Visual Arts .....	11
Music .....	12
Sports .....	13
German as a Foreign Language (DaF) .....	14

## Mission Statement of the International Baccalaureate (IB)

The International Baccalaureate® 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 organization works with schools, governments and international organizations 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.

## Mission Statement of the GESM International Section

The International Section is committed to providing the highest quality, balanced education to internationally minded students in an inquiring and supportive environment. We aim to develop the whole child, not only academically, but also socially, physically and emotionally to become informed, caring and creative individuals, contributing to a global community.

We see our school not only as a place to learn but also as an international meeting place where our children are given the scope and motivation for their personal development, and this is what we strive to fulfill every day.

We want our children to feel at home in our school.

## The IB continuum of international education



## Primary Years Programme (PYP)

### Overview

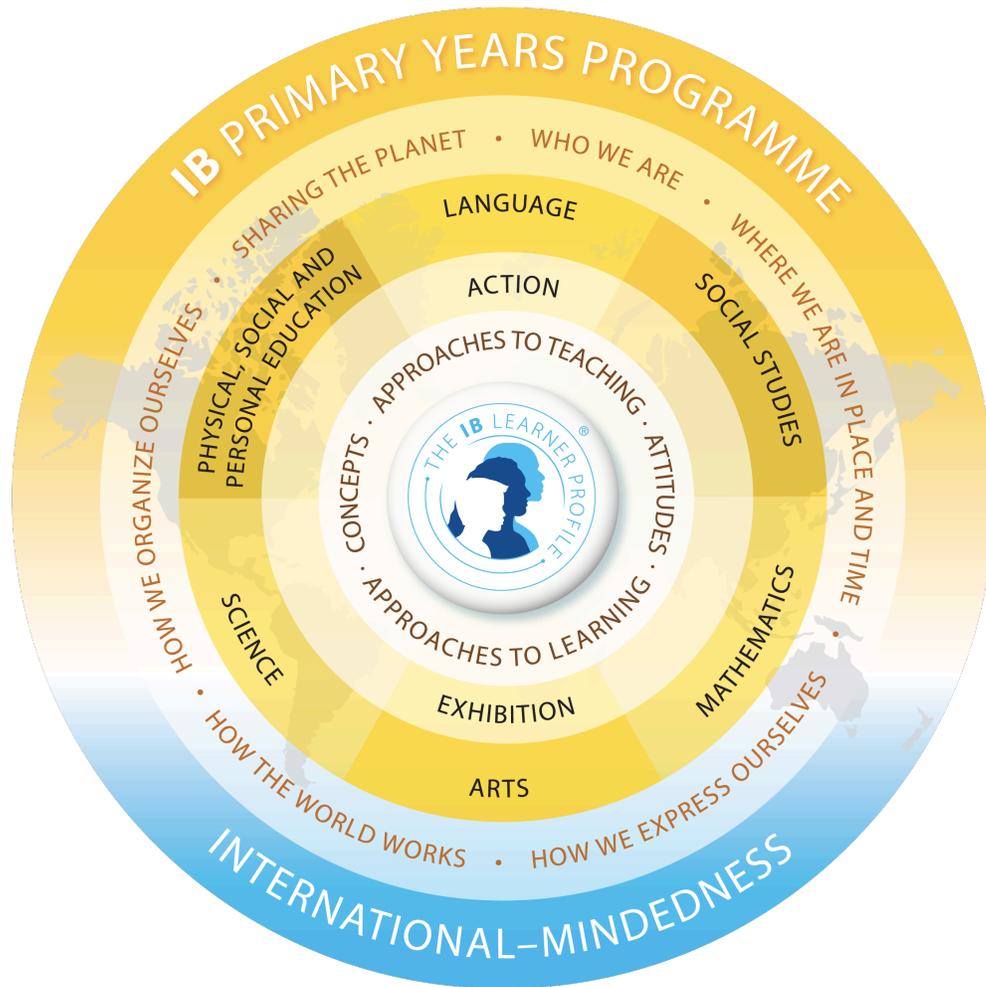
GESM International Section offers PYP from 3-12 years of age. The practices and strategies utilized in the classrooms ensure continuity within the school as they move on to the Middle Years Programme (MYP, ages 11-16) and Diploma Programme (DP, ages 16-19). In the PYP, student learning is seen as a product of authentic teaching and learning. This means that the students are engaged and proactive in the learning process, where they can make connections between ideas and the real world. This is where transdisciplinary learning takes place, which is one of the highlights in the IB programme. Learning is not confined within independent subject areas rather, is supported and enriched by them. In the PYP, students are involved in their learning as they work through developmentally appropriate practices developed by the PYP school community.

The PYP is a guide to the curriculum that sets out the written objectives, or what is called in the IB as “What do we want our students to learn,” the application of effective classroom instruction, or “How best will students learn,” and the corresponding assessment that matches the students’ development, or the “How will we know what they have learned.” These three components make up the PYP curriculum model, which is the basis for carrying out the programme. When the three are regarded as a cycle, an environment where learners construct meaning takes place.

It is the goal of GESM International section to provide the highest quality of education to our young students, to ensure that they are equipped with 21<sup>st</sup> century skills, to help them become globally prepared in this ever changing world. Along with the IB’s commitment on international education, our school promotes an advocacy in promoting international mindedness among our students, which as the IB has stated, can be achieved through the development of learner profiles.

## IB Primary Years Programme Model

The figure below illustrates an overview of the IB Programme. On the outermost layer of the concentric circles, is the overall goal of the IB – international mindedness as an outcome of students who have had an IB education. Within the programme are the six transdisciplinary themes: Who we are, Where we are in place and time, How we express ourselves, How the world works, How we organize ourselves, and Sharing the planet. These themes are designed to meet the whole school community’s needs. Students are expected to inquire and learn about pressing global issues, which transform disconnected learning into a holistic approach in learning. At GESM International Section, approaches to learning such as communication, research, self-management, thinking, and social are incorporated to ensure a high quality of the teaching-learning process. These skills are developed alongside social, emotional, cognitive, adaptive, physical and language developmental domains.



## What do we want students to learn? (The written curriculum)

According to the IB, PYP requires a balance among the acquisition of knowledge and skills, development of understanding, demonstration of positive attitudes and taking responsible action.

Elements of the curriculum:

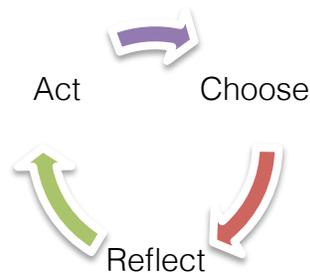
Knowledge – The content that we wish students to explore, taking into consideration their prior experience and understanding

Concepts – Powerful ideas that have relevance within subject areas but also transcend them and that students must explore and re-explore in order to develop a coherent, in-depth understanding.

Skills – Capabilities that students need to demonstrate to succeed in a changing, challenging world

Attitudes – Dispositions that are expressions of fundamental values, beliefs and feelings about learning, the environment and people

Action – Demonstrations of deeper learning in responsible behavior through responsible action. The action cycle shows that as a PYP school, education must go beyond academics. Students must put learning into practice as they exhibit socially responsible attitudes and take appropriate action in service of others.



The Action Cycle

(IBO, 2009. Making the PYP Happen. Cardiff: International Baccalaureate.)

## Concepts

The PYP incorporate concepts that are at the core of the curriculum. The whole school goes through an inquiry-based unit, with the key questions acting as a vehicle to liberate thinking. These serve as the guide and direction of the units of inquiry. These concepts are:

### Form

Key Question: What is it like?

The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.

### Function

Key Question: How does it work?

The understanding that everything has a purpose, a role or a way of behaving that can be investigated.

### Causation

Key Question: Why is it like it is?

The understanding that things do not just happen, that these are causal relationships at work, and that actions have consequences.

### Change

Key Question: How is it changing?

The understanding that change is the process of movement from one state to another. It is universal and inevitable.

### Connection

Key Question: How is it connected to other things?

The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.

### Perspective

Key Question: What are the points of view?

The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understanding and findings; perspectives may be individual, group, cultural or disciplinary.

### Responsibility

Key Question: What is our responsibility?

The understanding that people make choices based on their understanding, and the actions they take as a result do make a difference.

### Reflection

Key Question: How do we know?

The understanding that there are different ways of knowing, and that it is important to reflect on our conclusions, to consider our methods of reasoning, and the quality and the reliability of the evidence we have considered.

(IBO, 2009. Making the PYP Happen. Cardiff: International Baccalaureate.)

## Themes

At GESM International section, the students study Units of Inquiry (UOI). The units are based around organising themes (see Program Model on page 3), which are covered throughout the school year. These themes act as a vehicle of learning, where the students make meaningful connections between theory and application in the real world. Units of inquiry and the themes elicit ideas of local and global significance that all of humanity shares in different parts of the world. The IB describes these themes below:

### Who We Are

An exploration of the nature of self; of our beliefs and values; of personal health: physical, mental, social, spiritual; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.

### Where we are in place and time

An exploration of our orientation in place and time, of our personal histories and geographies; of history and geography from local and global perspectives; of our homes and journeys – actual and spiritual; of the greater journeys of humankind – the discoveries, explorations and migrations; of human achievements and the contributions of individuals and civilizations; of the descent and ascent of humankind; of the state of the race.

### How we express ourselves

An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.

### How the world works

An exploration of the physical and materials world; of natural and human-made phenomena; of the world of science and technology.

### How we organise ourselves

An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact, both personal and global.

### Sharing the planet

An exploration of our rights and responsibilities as we strive to share finite resources with other people, with other species; of individuals and communities, human and animal; of the relationships within and among them.

(IBO, 2009. Making the PYP Happen. Cardiff: International Baccalaureate.)

## Attitudes

While it is important to acquire knowledge, concepts and skills, these alone do not promote international mindedness. Developing learner attitudes are vital in interaction with other people, the environment, and approaches to learning. The attitudes that GESM International section incorporates in teaching and learning are:

### Appreciation

Appreciating the wonder and beauty of the world and its people.

### Commitment

Being committed to their own learning, persevering and showing self-discipline and responsibility.

### Confidence

Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.

### Cooperation

Cooperating, collaborating, and leading or following as the situation demands.

### Creativity

Being the creative and imaginative in their thinking and in their approach to problems and dilemmas.

### Curiosity

Being curious about the nature of learning, about the world, its people and cultures.

### Empathy

Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspective of others.

### Enthusiasm

Enjoying learning and willingly putting the effort into the process.

### Independence

Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments.

### Integrity

Being honest and demonstrating a considered sense of fairness.

### Respect

Respecting themselves, others and the world around them.

### Tolerance

Being sensitive about differences and diversity in the world and being responsive to the needs of others.

(IBO, 2009. Making the PYP Happen. Cardiff: International Baccalaureate.)

## The IB PYP Learner Profiles

GESM International Section believes that at the centre of teaching and learning are the principles of the IB Learner Profile. These pave the way for a love of learning to help our students become life long learners and global leaders who are:

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

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

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

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

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

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

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

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

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

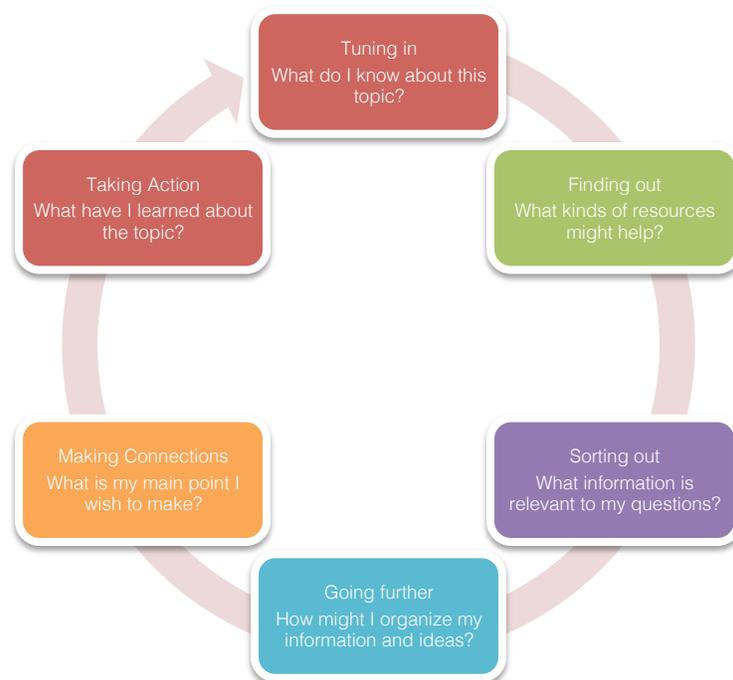
**Reflective** - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

(IBO, 2013. The IB Learner Profile Booklet. Cardiff: International Baccalaureate.)

## How best will our students learn? (The taught curriculum)

At GESM, students have various opportunities that tap into their natural curiosities. They inquire, discover and think about ideas that are a result of provoking questions and situations created in the learning environment. A student centered, collaborative environment is in effect in our PYP classrooms. When students work together, they move away from competition and work towards teamwork and collaboration that help them reach their shared goal. This setup promotes skills that students can utilize as lifelong learners. In the real world, they will be able to apply skills such as researching, communicating, socializing, which are essential tools for success. A collaborative environment encourages students to pursue knowledge as they problem solve, evaluate and reflect on their approach to learning.

The teaching-learning process for each of our units of inquiry goes through the inquiry cycle, developed by the IB. The cycle encourages students to think about concepts and ideas as they share previous knowledge, which serve as a springboard to learning. Throughout the cycle, the students inquire, create and evaluate ideas to attain a better understanding of the world.



**The Inquiry Cycle**

## How will we know what the students have learned? (Assessment)

Assessment in the PYP plays a key role to teaching and learning. Through effective assessment, students enrich their knowledge, understanding of concepts, skills, attitudes and decision-making skills to take action. In a PYP classroom, both the student and the teacher participate in assessing progress and development with the goal of promoting reflection and self-evaluation. This process ensures the attainment of each one's maximum potential.

GESM International Section utilizes a variety of assessment strategies and tools to cater to the needs of all kinds of students. This gives students a chance to explore ways in which they learn concepts and even their own strengths. In line with this, the whole school community must adhere to the Academic Honesty Policy during assessment and instruction. This covers proper citing and referencing of other's works and ideas, which are essential for good scholarship and responsible global citizenship.

Assessments include, but are not limited to the following:

ASSESSMENT TOOLS AND STRATEGIES					
Tools \ Strategies	Rubrics	Exemplars	Checklists	Anecdotal Records	Continuum
Observations	✓		✓	✓	✓
Performance Assessments	✓	✓		✓	✓
Process Focused Assessments	✓		✓	✓	✓
Selected Responses		✓	✓		✓
Open-ended Tasks	✓	✓		✓	✓

(IBO, 2009. Making the PYP Happen. Cardiff: International Baccalaureate.)

Report and documentation of student learning are done through:

- Ongoing regular feedback to students and parents,
- Conferences (teacher-parent, student-led, goal setting),
- Written reports (Mid-year and end of year)
- The grade 5 exhibition,
- Productions and performances
- Student portfolios

## Exhibition

Taken from IBO, 2008. Exhibition Guidelines:

*“The Primary Years Programme (PYP) exhibition represents a significant event in the life of a PYP school and student, synthesizing the essential elements of the PYP and sharing them with the whole school community. As a culminating experience it is an opportunity for students to exhibit the attributes of the International Baccalaureate (IB) learner profile that have been developing throughout their engagement with the PYP. In the students’ final year of the PYP, which occurs in some schools at age 10–11 and in others at age 11–12, there are five units of inquiry and the exhibition\*. The exhibition unit takes place under any transdisciplinary theme at the discretion of the school. Students are required to engage in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems. The central idea selected must be of sufficient scope and significance to warrant a detailed investigation by all students.*

*The PYP exhibition has a number of key purposes:*

- *for students to engage in an in-depth, collaborative inquiry*
- *to provide students with an opportunity to demonstrate independence and responsibility for their own learning*
- *to provide students with an opportunity to explore multiple perspectives*
- *for students to synthesize and apply their learning of previous years and to reflect upon their journey through the PYP*
- *to provide an authentic process for assessing student understanding*
- *to demonstrate how students can take action as a result of their learning*
- *to unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP*
- *to celebrate the transition of learners from primary to middle/secondary education.”*

## Single Subjects

### Visual Arts

At GESM, we make sure that the children develop in all domains. There must be a balance between knowledge acquisition in academics as well as the humanities. The IBO, 2009. Arts Scope and Sequence states:

*“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 students are stimulated to think and to articulate their thoughts in new ways, and through a variety of media and technologies. The PYP recognizes that not all learning can be supported solely through language, and that arts as a medium of inquiry also provide opportunities for*

learning, communication and expression. Learning about and through arts is fundamental to the development of the whole child, promoting creativity, critical thinking, problem solving skills and social interactions.

Arts promote attitudes such as empathy and appreciation, and skills such as analysis, that help us to see the uniqueness of each person as well as explore the commonalities that connect us. Work in arts is a way of conveying meaning, sharing a culture, developing one's sense of self, and expanding knowledge.

Arts engage students in creative processes through which they explore and experiment in a continual cycle of action and reflection. Such creative processes are seen by the PYP as the driving force in learning through inquiry.

In our rapidly changing digital age, students inhabit a world saturated with images, sounds and performances. Students in the PYP continually explore imaginative uses of new media tools beyond their basic functional applications, discovering alternative or individual ways to conceptualize the role of digital technologies in their lives."

## **Music**

Music is part of the arts in PYP. The arts provide opportunities for self-expression of both emotional and intellectual perspectives. It also allows the development of skills such as communication and reflecting. Music exposes the children to other culture and times. The IBO, 2004. Music Scope and Sequence states that:

"The arts are built into the curriculum as essential areas of learning, not added on as optional extras. Students are encouraged to consider the arts as a means of communication and as an expressive language."

Music in PYP focuses on four strands: performing, creating and composing, notation and listening and appreciation. "The performing strand is organized into sub-strands of singing and playing instruments. Each of the strands is addressed separately, although in practice they are interactive and interrelated elements. In performing: singing, students sing a repertoire of songs to display confidence, expression and an awareness of musical elements such as pitch and rhythm.

In performing: playing instruments, students play musical pieces using a range of instruments to demonstrate style, expression, and an understanding of melodic direction, tempo and dynamics. In creating and composing, students use their imagination and musical experience to organize sounds into various forms that communicate specific ideas or moods. In notation, students use non-traditional and traditional notation to record their compositions. In listening and appreciation, students are given the opportunity to identify and describe various musical elements such as rhythmic patterns, melodic patterns and form.

Music as a discipline includes the development of creative skills, non-verbal expression and aesthetic appreciation. Music enables students, including

EAL students, to communicate in powerful ways that go beyond their spoken language ability. Through music, students can begin to construct an understanding of their environment, recognize patterns and structure and develop their cultural awareness.”

## Sports

IBO, 2009. Personal, social and physical education (PSPE) scope and sequence states that:

“In the PYP, there will be opportunities for the development of personal, social and physical well-being through the relevant, realistic context of the units of inquiry as well as through teaching and learning experiences in other areas of the curriculum. The role of inquiry in PSPE is important as students engage in building understandings that contribute to their well-being and their success as lifelong learners.

The content of the PSPE curriculum is presented in continuums for each of the three strands – identity, active living, and interactions.”

The curriculum is balanced including experiences such as:

“Individual pursuits: The development of basic motor skills and the body’s capacity for movement through locomotor and manipulative skills and/or experiences; the techniques, rules and purpose of a range of athletic activities; recognizing a high level of achievement and how to improve performance.

Movement composition: Recognizing that movements can be linked together and refined to create a sequence of aesthetic movements. Movements can be in response to stimuli or performance elements and/or criteria and can communicate feelings, emotions and ideas.

Games: Recognizing the challenges presented by games; the importance of manipulating space; the categorizing of games; identifying and developing appropriate skills and strategies; recognizing the importance of rules and how they define the nature of a game; modifying existing games and creating new games; teamwork.

Adventure challenges: A variety of tasks requiring the use of physical and critical-thinking skills by individuals and/or groups; challenges that require groups to work together collaboratively in order to solve problems and accomplish a common goal; recognizing the role of the individual in group problem solving.

Health-related fitness: Recognizing and appreciating the importance of maintaining a healthy lifestyle; the body’s response to exercise including the interaction of body systems and the development of physical fitness.”

## **German as a Foreign Language (Deutsch als Fremdsprache or DaF)**

In the International Section, German as a Foreign Language is offered from children aged 3-11 in the Primary Years Program. Learning a language other than their mother tongue requires careful planning and attention, to help the students acquire the knowledge and skillset to properly use the language. The IBO, 2008. Learning in a Language other than Mother Tongue in IB Programmes document states:

“The IB offers three high quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world through intercultural understanding and respect. Crucial for the success of the programmes is a rich development of language and literacy for all learners. The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes intercultural understanding. Consequently, this requirement is built into the standards and practices of all three IB programmes as well as the IB learner profile. Recognizing that the language profiles of IB learners are diverse, and that sometimes one language may be more dominant than another in the same individual, IB programmes offer a variety of opportunities for learning more than one language. Learners accessing an IB programme in a language other than their mother tongue are potentially able to become balanced bilinguals who are highly proficient, literate and knowledgeable in two or more languages.”