



THE
I N T E R N A T I O N A L
SCHOOL OF TEXAS

2026-27 Secondary Curriculum Guide

International Baccalaureate MYP & DP Programs

15506 - C TX State Highway 71, Bee Cave, Texas 78738
www.istexas.org

CONTACT YOUR TEACHERS

For curriculum and course questions.

This is your first stop for questions about the class, content, assignments, assessment, grades, and curriculum.

HOW TO REACH US

- Use your school email.
- Include the purpose of your message.
- Teachers will respond as soon as possible during school hours.



PROGRAM SUPPORT

MYP & DP CURRICULUM & PROGRAMS

Ms. Overman

m.overman@istexas.org

For MYP, DP program structure, curriculum, schedules and the overall IB experience.

COLLEGE COUNSELING

Mrs. Dishman

c.dishman@istexas.org

For helping students navigate the path from high school to university — applications, timelines, decisions and next steps.



ADVISORY, SERVICE & PROJECTS

6th Grade	Mr. England	j.england@istexas.org
7th Grade	Mrs. Li	y.li@istexas.org
8th Grade	Ms. Knaggs	f.knaggs@istexas.org
9th Grade	Mr. Nguyen	e.nguyen@istexas.org
10th Grade	Mr. Webb	c.webb@istexas.org
Personal Project	Mrs. Tollefsen	c.tollefsen@istexas.org
11th Grade	Mrs. Dishman	c.dishman@istexas.org



COURSE & CURRICULUM QUESTIONS



LANGUAGE & LITERATURE

Mr. England — Grades 6–8

j.england@istexas.org

Mr. Webb — Grades 9–11

c.webb@istexas.org



LANGUAGE ACQUISITION

Mr. Lopez — Grades 6–10

j.manuellopez@istexas.org

Ms. Schwettmann — Grade 11

t.schwettmann@istexas.org



INDIVIDUALS & SOCIETIES / HISTORY

Ms. Knaggs — Grades 6, 8–11

f.knaggs@istexas.org

Mr. England — Grade 7

j.england@istexas.org



SCIENCES

Mr. Emley — Grade 6

j.emley@istexas.org

Mrs. Tollefsen — Grades 7–8

c.tollefsen@istexas.org

Dr. Smith — Grades 9–11

q.smith@istexas.org



MATHEMATICS

Mrs. Tollefsen — Grades 6–8

c.tollefsen@istexas.org

Mr. Nguyen — Grades 9–11

e.nguyen@istexas.org



DESIGN

Mr. Emley — Grades 6–10

j.emley@istexas.org



ARTS

Mrs. Lemon — Grade 6

k.lemon@istexas.org

Mrs. Li — Grades 7–11

y.li@istexas.org



PHYSICAL & HEALTH EDUCATION

Coach Malnor — Grades 6–10

d.malnor@istexas.org

2026 ELECTIVES



PERFORM

Theater • Choir • Dance

Mrs. Becker

b.becker@istexas.org

Strings Ensemble • Modern Band

Mrs. May

r.may@istexas.org



CREATE & MAKE

Fashion Runway

Mrs. Lemon

k.lemon@istexas.org

Photography

Dr. Smith

q.smith@istexas.org

Robotics & Maker Space

Mr. Emley

j.emley@istexas.org

Freestyle Art Studio

Mrs. Li

y.li@istexas.org



EXPLORE, PLAY & CONTRIBUTE

RPG: Game Design & Play

Mr. Webb

c.webb@istexas.org

Anime as Literature • Japanese Culture

Mr. England

j.england@istexas.org

Outdoor Fitness & Campus Service: Gardens

Mr. Nguyen

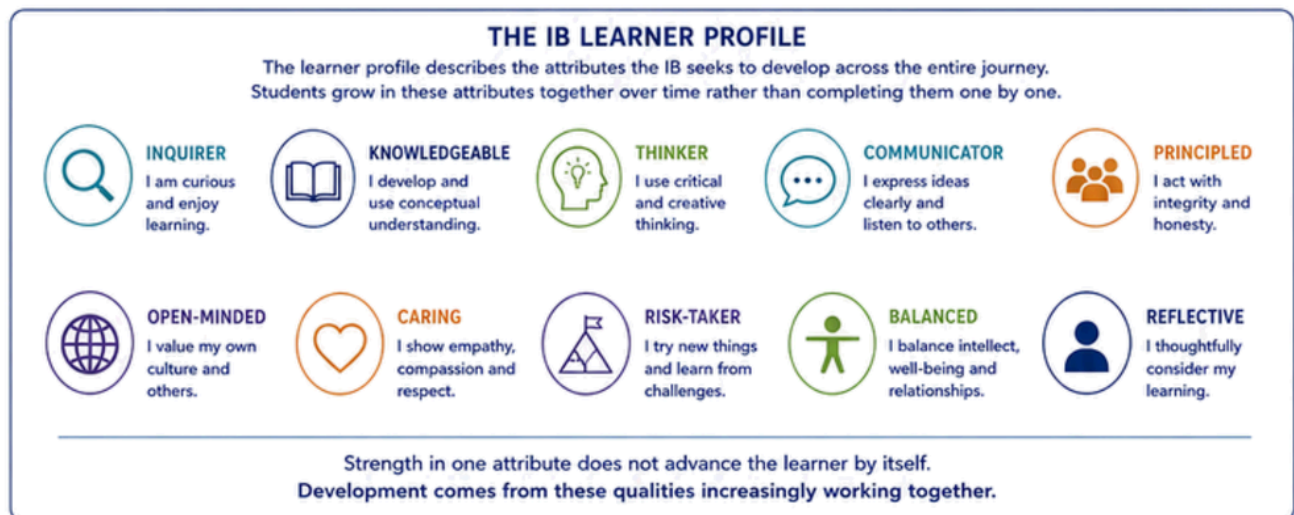
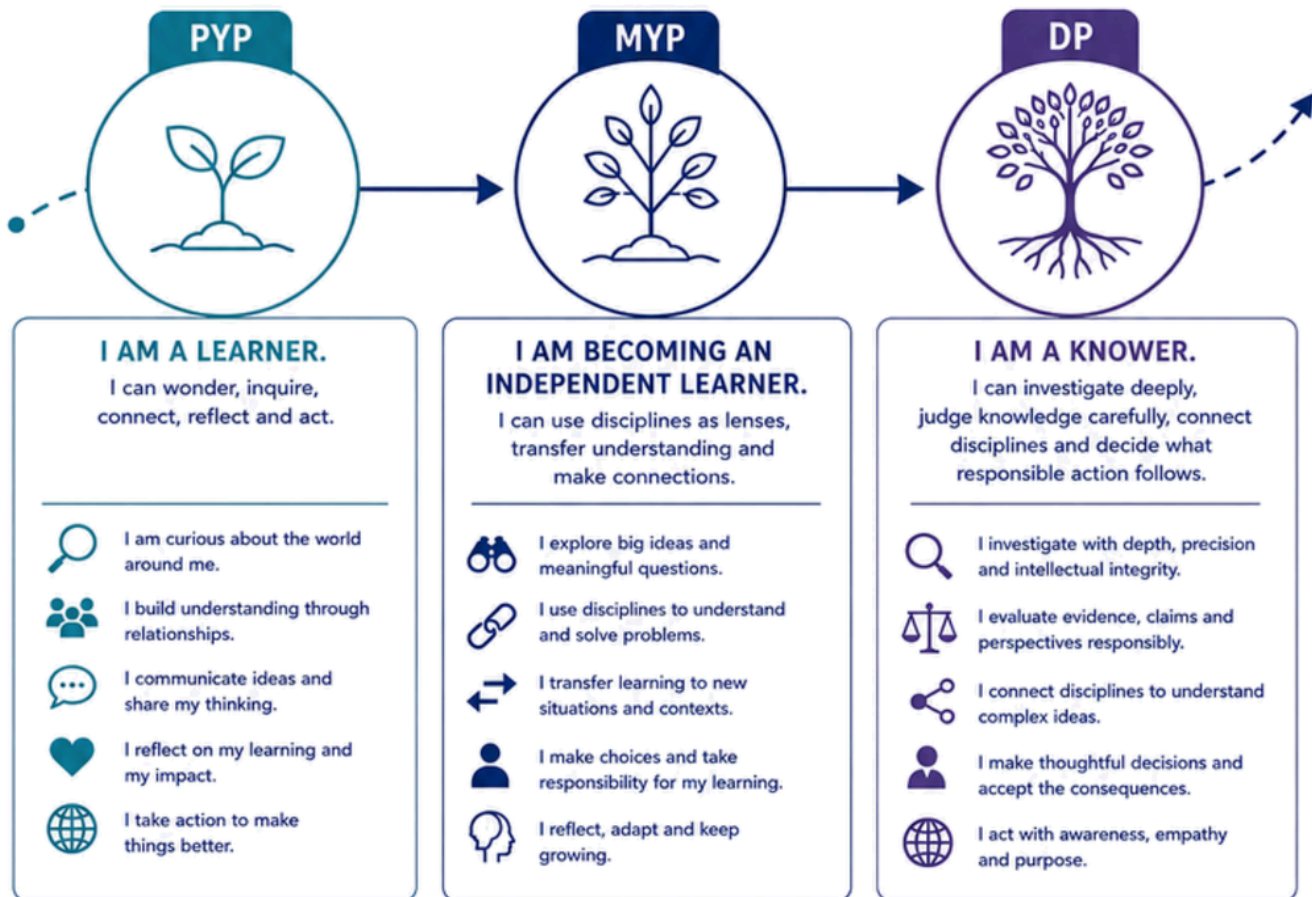
e.nguyen@istexas.org

ONE JOURNEY

How the IB continuum develops the learner over time

From the earliest years through secondary school, the IB continuum nurtures the same learner—growing in capability, independence and responsibility.

The programmes are different in focus, but the journey is one.



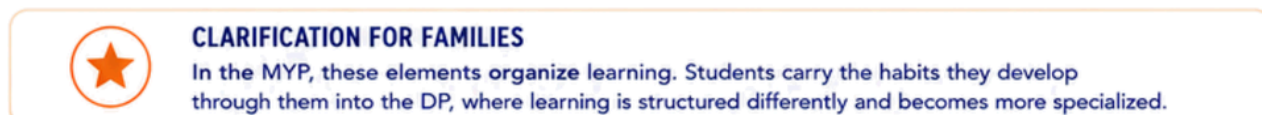
THE LEARNER AT THE CENTER

How the IB learner develops across secondary school

IB learning is not organized around covering more content.

It is organized around developing a learner who can understand, connect and use what they learn.

Four essential elements surround the learner and work together to create meaningful, transferable learning.



One learner. Four essential elements. Many ways to grow.

This is the heart of the IB experience across MYP and DP.

COURSES ARE LENSES

Each discipline helps us notice something different.

Students do not study eight unrelated versions of the world.
Each discipline teaches them to notice something different.

When we use many lenses, our understanding becomes deeper, more accurate and more connected.



ONE WORLD. MANY WAYS OF SEEING.

Different questions. Different methods.
Different evidence. Different insights.
All contribute to a fuller understanding.



LANGUAGE & LITERATURE

How does language shape meaning?
meaning • voice • interpretation



INDIVIDUALS & SOCIETIES

How do we construct and evaluate explanations of human experience?
evidence • change • perspective



SCIENCES

How do we use evidence and models to explain the world?
systems • evidence • explanation



MATHEMATICS

How do patterns, symbols and models help us understand and solve problems?
pattern • relationships • modeling



LANGUAGE ACQUISITION

How do language and culture shape communication?
communication • culture • perspective



THE ARTS

How does creative practice produce and communicate meaning?
expression • interpretation • creation



DESIGN

How do we respond to needs by imagining, iterating and creating solutions?
need • iteration • solution



PHYSICAL & HEALTH EDUCATION

How do we understand performance, well-being and choices?
performance • well-being • choices



MYP: Learning across lenses

Students learn to use disciplines as lenses, build understanding within each one, and make connections when questions or problems require more than one way of seeing.



DP: Deeper through lenses

Students pursue fewer disciplines with greater depth. Each lens has its own methods, evidence, conventions and ways of deciding what counts as a strong claim.

Disciplines help us explore the world. Connections help us make sense of it. The learner brings it together.

WHY THIS MATTERS



Different lenses reveal different truths.

Each discipline asks its own kinds of questions and uses its own kinds of evidence.



Connection is not confusion.

Understanding grows when students can honor disciplinary difference and still draw meaningful connections.



Transfer becomes powerful.

Students learn to apply ideas in new situations and across disciplinary boundaries.



Perspective builds empathy.

More lenses help students understand others, context and the complexity of real-world issues.



Multiple ways of knowing, one responsible learner.

The goal is not to know everything, but to understand well and act wisely.

Subjects matter. The learner is the point. Many lenses. One growing understanding.

INTERDISCIPLINARY LEARNING

Real problems do not stay inside one subject.

School organizes learning into disciplines because each one teaches students a different way of seeing and thinking. Life rarely presents problems that neatly belong to only one of them.

Interdisciplinary learning teaches students when and how to bring more than one disciplinary lens to the same question — without losing what makes each discipline valuable.

CONNECTION REQUIRES DISTINCTION

Interdisciplinary learning is not blending subjects until their differences disappear. Students first learn the methods and thinking of individual disciplines, then use those strengths together when a question demands it.



Strong disciplines

+



Purposeful connection

=



Richer understanding

MATHEMATICS



- measure
- model
- optimize

SCIENCES



- materials
- ecosystems
- evidence

DESIGN



- needs
- constraints
- prototypes

How should we design a more usable outdoor learning space?



LANGUAGE & LITERATURE



- communicate
- persuade
- interpret needs

INDIVIDUALS & SOCIETIES



- people
- place
- use • consequences

The combination of these perspectives leads to a stronger, more thoughtful and often more creative response.

WHAT STUDENTS ACTUALLY DO



1. FRAME THE PROBLEM

Understand what the question actually requires.



2. CHOOSE USEFUL LENSES

Recognize which disciplines can contribute something important.



3. INTEGRATE UNDERSTANDING

Bring ideas, evidence and methods together rather than simply placing subjects side by side.



4. CREATE A STRONGER RESPONSE

Use the combined understanding to explain, design, decide or act.



WHY THIS MATTERS LATER

Adult problems rarely announce which subject should solve them. Building a business, planning a city, conducting research, designing technology, raising a family, managing resources or solving a workplace challenge all require people to draw on different kinds of knowledge at once.

Interdisciplinary learning gives students deliberate practice doing that while teachers can still help them see how the pieces fit together.



HOW THIS LOOKS AT IST

Students encounter interdisciplinary learning through intentionally connected work such as English & History and Math & Science, where ideas and skills are braided across disciplines rather than taught in isolation.

WHAT THIS BUILDS FOR THE FUTURE

Students develop the habit of seeing multiple perspectives, connecting ideas and using the right knowledge in the right ways — skills they will use in college, careers and life.

STUDENTS DEVELOP THE ABILITY TO...



Transfer knowledge and skills across disciplines



See multiple perspectives on complex issues



Work effectively in teams with different strengths



Make informed decisions with broader impact



Adapt and innovate when situations change



Create solutions that are more thoughtful and relevant

WHAT ACTUALLY PROGRESSES?

Progress is not about doing harder work. It's about deeper growth.

It is not that Grade 6 is "easy" and Grade 10 is "hard."
Students work across many levels of thinking from the beginning.
What changes is what they can understand, how independently they can use what they know, and how well they can connect it all.



THE DISTINCTION PARENTS OFTEN CANNOT SEE

A course title, textbook or report card does not show this growth.

WHAT DEVELOPS ACROSS THE MYP

	MYP 1	MYP 2-3	MYP 4-5	IN THE DP
CONTENT CHANGES New texts, topics, problems, media and situations.	Familiar topics and contexts	More variety and disciplinary range	Greater complexity and abstraction	Specialized depth and advanced applications
CONCEPTS SPIRAL Big ideas return in new disciplines and increasingly complex contexts.	Introduced in one context	Explored in new contexts	Applied and connected across disciplines	Examined with greater nuance and theoretical understanding
SKILLS STRENGTHEN Skills are taught, practiced and refined until students can use them independently.	Taught and guided practice	Increasing application	Applied with fewer supports	Sophisticated, independent and self-directed
THINKING DEEPENS Reasoning, analysis, evaluation and synthesis become more precise and powerful.	Emerging reasoning	More complex thinking	Greater precision and abstraction	Advanced, critical and original thinking
CONNECTIONS MULTIPLY Ideas, evidence and perspectives link together in richer ways.	Within subject	Across subjects	Across disciplines and contexts	Across disciplines, theories and real-world complexity
INDEPENDENCE INCREASES Students take more ownership of their learning and choices.	Teacher-guided choices	Shared responsibility	Student-directed learning	Independent, sustained inquiry and self-management



A YOUNGER MYP STUDENT CAN ANALYSE, EVALUATE, CREATE AND SYNTHESISE.

What develops is depth, precision, abstraction, independence, sophistication, quality of evidence, transfer and the richness of the connections they can sustain.

THROUGH THE MYP



Students build habits of mind and heart: inquiry, conceptual understanding, ATL skills, reflection and action.



They learn to use disciplines as lenses and make connections when questions or problems require more than one way of seeing.



They practice taking responsibility for their learning and their choices.

THE LEARNER

Curious.
Thoughtful.
Capable.
Developing responsibility.

IN THE DP



Students apply these habits with greater disciplinary depth, precision and intellectual responsibility.



They sustain independent inquiry and defend ideas with evidence and reasoning.



They act with awareness and consideration in complex, real-world situations.



THE DESTINATION IS NOT HARDER SCHOOLWORK.

It is a learner increasingly able to understand complexity, make connections, exercise judgment and act independently.



LEARNING SPIRALS UP

*We return to powerful ways of learning again and again—
with greater depth, precision, independence and reach.*

Learning in the MYP builds the foundation.
In the DP, students carry those habits forward
and apply them with greater independence and depth.
The journey continues beyond the diploma.

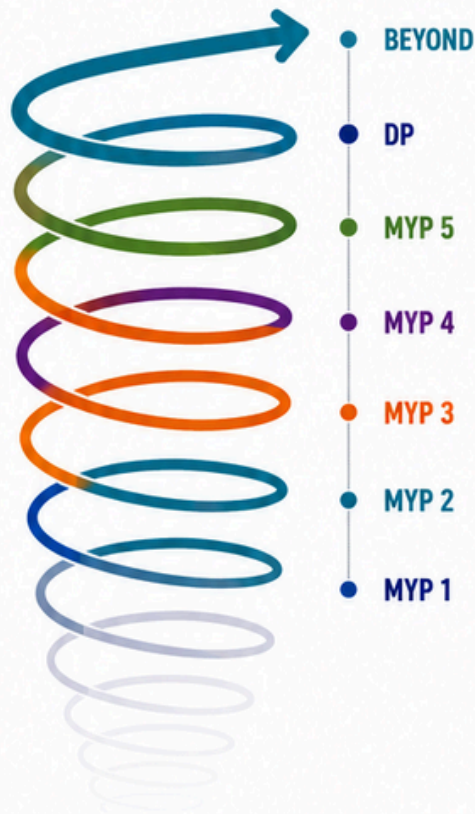
AT THE BEGINNING



From MYP 1,
students already:

- ✓ question
- ✓ analyse
- ✓ create
- ✓ evaluate
- ✓ communicate
- ✓ reflect
- ✓ connect

Progress does not mean
waiting until later grades
to use meaningful or
sophisticated thinking.



AS THE SPIRAL DEVELOPS



DEPTH

Ideas become more layered,
nuanced and conceptually rich.



PRECISION

Evidence, methods, terminology,
communication and reasoning
become more exact.



COMPLEXITY

Texts, problems, contexts and
investigations become increasingly
interconnected and demanding.



TRANSFER

Students increasingly use learning
in unfamiliar settings and across
disciplinary boundaries.



INDEPENDENCE

Students increasingly choose
approaches, manage work and
determine next steps.



JUDGMENT

Students increasingly weigh
evidence, possibilities, perspectives,
limitations and consequences.



THE SPIRAL IS THE WHOLE LEARNER

Students develop unevenly.
Moving upward reflects
increasing integration across
many dimensions—not mastery
of one isolated skill.

- Strong content knowledge does not automatically lead to strong transfer.
- Sophisticated analysis does not automatically lead to sophisticated self-management.
- Excellent communication does not automatically lead to independent inquiry.
- Strong research does not automatically lead to mature judgment or reflection.

One strength does not move a learner “up” the spiral.

Growth reflects knowledge, skills, concepts, judgment, independence and connections increasingly integrated over time.

WHAT THIS MEANS FOR FAMILIES



Students revisit and
deepen important
ways of learning
many times across
secondary school.



Growth is not one
straight line.
Students develop
at different rates in
different areas.



Celebrate progress
in all these areas.
Each one strengthens
the others and shapes
the whole learner.



Your support—curiosity,
encouragement and
high expectations—
helps the spiral rise.



These habits and
capacities prepare
students for the
challenges, choices
and opportunities
ahead.



CLARIFICATION FOR FAMILIES In the MYP, these elements organize learning. Students carry the habits they develop through them into the DP, where learning is structured differently and becomes more specialized.

THE BRIDGE: MYP → DP

Not by doing DP work early — by becoming the kind of learner the DP requires.

The MYP develops the habits, skills and understandings students need to learn well across disciplines and in the world.

In the DP, those habits are applied with deeper disciplinary depth, independence and intellectual responsibility.



THE BRIDGE IS LEARNER INDEPENDENCE.

Responsibility gradually moves from teacher to student.

MYP BUILDS



Inquiry

Asking questions and seeking understanding



Conceptual understanding

Seeing big ideas that connect learning



ATL skills

Thinking, communication, research, self-management and social skills



Transfer

Applying learning in new situations and contexts



Reflection

Considering learning and setting goals



Agency

Making choices and taking ownership



Independent projects

Planning, researching and presenting extended work



Criteria awareness

Using clear standards to guide and improve work

TEACHER
SUPPORT

SHARED
RESPONSIBILITY

THE LEARNER

Curious.
Thoughtful.
Capable.
Developing responsibility.

INCREASING
INDEPENDENCE

STUDENT
OWNERSHIP

DP DEMANDS



Disciplinary depth

Specialized knowledge, methods and conventions



Sustained inquiry

Longer investigations and more complex questions



Evidence

Precise, relevant and well-supported evidence



Formal argument

Structured reasoning and logical, clear conclusions



Self-management

Planning, time management and meeting commitments



Evaluation and judgment

Considering perspectives, limits, implications and value



Intellectual responsibility

Acting with awareness, ethics and purpose



STRONG PREPARATION FOR THE DP IS NOT ACCELERATION.

It is the steady development of independence — the ability to think, inquire, manage yourself, use evidence and take responsibility for learning.



TOK — QUESTION

How do we know?

TOK invites students to reflect on the nature of knowledge, the role of evidence, perspective and the ways disciplines know.

It develops critical reflection across all learning.



EE — INVESTIGATE

Can I sustain an independent inquiry?

The Extended Essay asks students to pursue a question of personal interest in a discipline, managing the entire inquiry process themselves.

It strengthens research, persistence and independence.



CAS — ACT

What follows from what I understand?

Creativity, Activity and Service encourages students to apply their learning, skills and values through meaningful experiences.

It develops empathy, action and responsible participation.



THE GOAL

Students leave the DP ready for what comes next — university, work, community and a world that needs thoughtful, capable, responsible people.

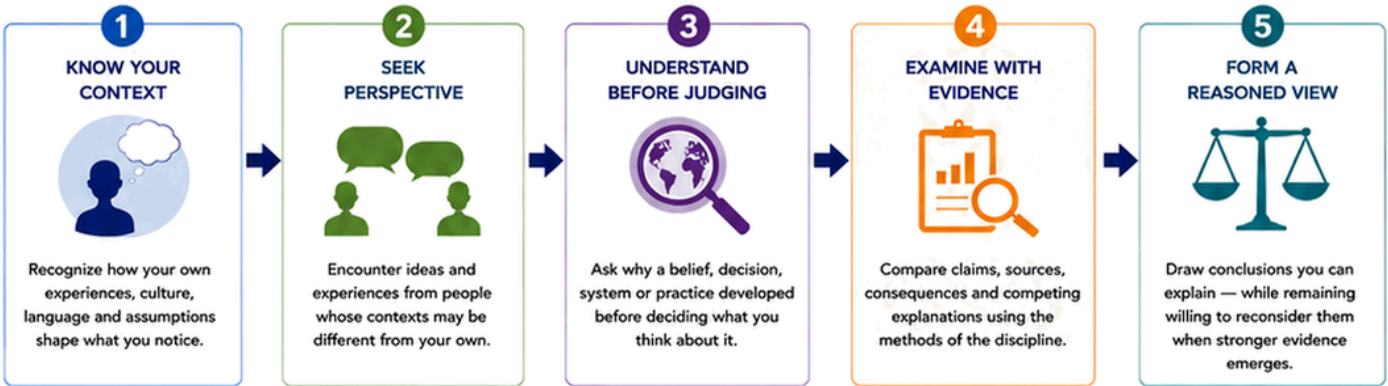


IB INTERNATIONAL-MINDEDNESS

Understand your own world. Encounter others seriously. Think with perspective.

International-mindedness is not about replacing one point of view with another. It is learning to understand how people, ideas and systems develop within different histories, cultures and circumstances — and then using evidence, disciplinary knowledge and reflection to make thoughtful judgments.

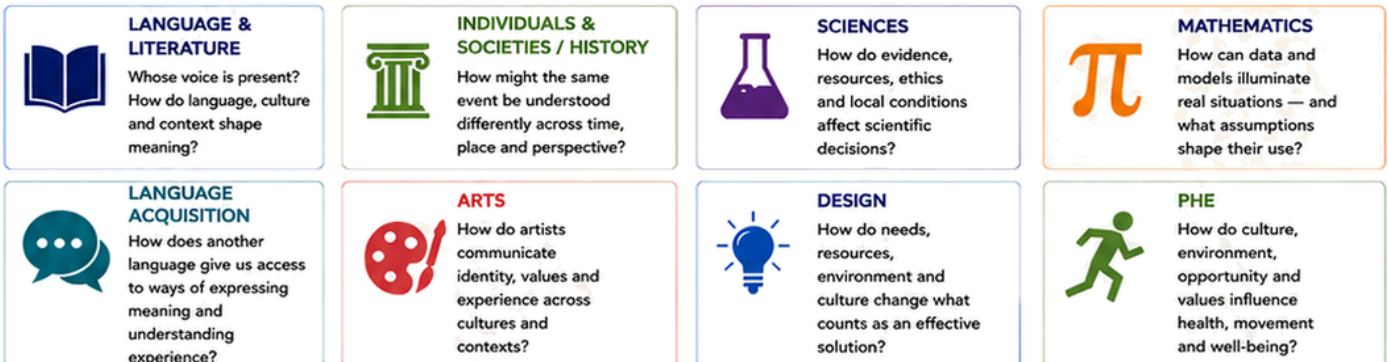
THE LENS: HOW WE APPROACH LEARNING



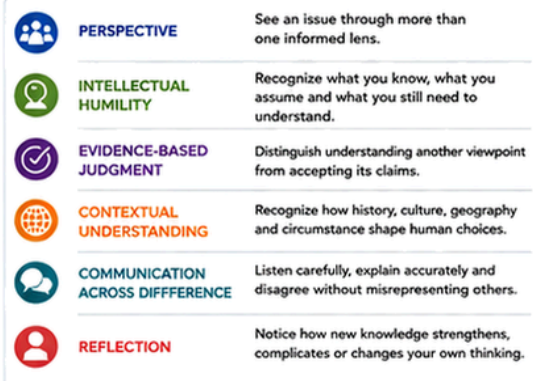
UNDERSTANDING IS NOT THE SAME AS AGREEING

Students may study ideas, cultures, political systems, beliefs and ways of living that differ from their own. Studying a perspective does not require adopting it. The goal is to understand it accurately enough to compare, question, evaluate and respond thoughtfully.

WHAT THIS LOOKS LIKE ACROSS SUBJECTS



WHAT STUDENTS ARE REALLY DEVELOPING



LOCAL ↔ GLOBAL



START CLOSE



LOOK OUTWARD



RETURN WITH DEEPER UNDERSTANDING

International-mindedness does not ask students to value distant places more than their own. Students use local and global perspectives together, seeing their own communities more clearly by understanding how experiences connect and differ across the world.



OPEN-MINDED DOES NOT MEAN UNCRITICAL

Students are expected to consider multiple perspectives and evaluate them. Evidence still matters. Reasoning still matters. Consequences still matter. International-mindedness asks students to make judgments with greater understanding, not to avoid making judgments at all.



WHY THIS MATTERS BEYOND SCHOOL

Students will live and work with people who do not share every assumption, experience or belief they hold. International-mindedness prepares them to enter those situations informed rather than defensive — able to listen, question, communicate, judge evidence and make responsible decisions.



KNOW YOURSELF



UNDERSTAND CONTEXT



SEEK PERSPECTIVE



EVALUATE EVIDENCE



MAKE A REASONED JUDGMENT

International-mindedness is a way of thinking, not a list of places.
It helps students understand deeply, think critically and act responsibly in our world.

Exploring real-world contexts to deepen understanding and inspire action.

The MYP global contexts provide a common language for learning that connects what you study in the classroom to the wider world. They help you explore important ideas, consider different perspectives and take meaningful action.

Across the MYP, students revisit all six contexts in different subjects and grade levels, exploring increasingly complex questions, connections and perspectives.



THE SIX MYP GLOBAL CONTEXTS



SCIENTIFIC & TECHNICAL INNOVATION

How do we understand the world in which we live?

Exploring the natural world, its laws and our use of science and technology.



PERSONAL & CULTURAL EXPRESSION

What is the nature and purpose of creative expression?

Exploring the ways we discover and express ideas, feelings, culture, beliefs and values.



ORIENTATION IN SPACE & TIME

What is the meaning of when and where?

Exploring personal histories, homes and journeys, and turning points in humankind.



IDENTITIES & RELATIONSHIPS

*Who am I?
Who are we?*

Exploring identity, beliefs, values, health and well-being, and relationships.



GLOBALIZATION & SUSTAINABILITY

How is everything connected?

Exploring human-made systems, communities and the environment over time and space.



FAIRNESS & DEVELOPMENT

What are the consequences of our common humanity?

Exploring rights and responsibilities, sharing finite resources and peace and conflict.

1 SCIENTIFIC & TECHNICAL INNOVATION

How do we understand the world in which we live?



The natural world and its laws



The interaction between people and the natural world



How humans use their understanding of scientific principles



The impact of scientific and technological advances on communities and environments



The impact of environments on human activity and how humans adapt environments to their needs



2 PERSONAL & CULTURAL EXPRESSION

What is the nature and purpose of creative expression?



The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values



The ways in which we reflect on, extend and enjoy our creativity



Our appreciation of the aesthetic



The impact of creative expression on ourselves and others



3 ORIENTATION IN SPACE & TIME

What is the meaning of when and where?



Personal histories, homes and journeys



Turning points in humankind



Explorations and migrations of humankind



Relationships between and the interconnectedness of individuals and civilizations – from personal, local and global perspectives



4 IDENTITIES & RELATIONSHIPS

*Who am I?
Who are we?*



Identity



Beliefs and values



Health: personal, physical, mental, social, spiritual and emotional



Human relationships: families, friends, communities, and cultures



What it means to be human



5 GLOBALIZATION & SUSTAINABILITY

How is everything connected?



The interconnectedness of human-made systems and communities



The relationship between local and global processes



How local experiences mediate the global



Reflect on the opportunities and tensions provided by world interconnectedness



The impact of decision-making on humankind and the environment



6 FAIRNESS & DEVELOPMENT

What are the consequences of our common humanity?



Rights and responsibilities



The relationships between communities



Sharing finite resources with other people and with other living things



Access to equal opportunities



Peace and conflict resolution



SERVICE AS ACTION

Learning matters when students can use it responsibly.

Through their subjects, students build knowledge, understanding and skills. Through Service as Action, they discover how those strengths can contribute to real needs in the communities they are a part of.

Service as Action is not about collecting hours. It is about learning to notice, understand, plan, contribute and reflect in ways that respect people, context and consequences.

THE PROCESS: FIVE ESSENTIAL STEPS



THE CONNECTION

Service as Action grows out of what students learn in their subjects, through the ATL skills, Global Contexts and Interdisciplinary Learning.

It also prepares students for the independence of MYP Projects and the responsibilities of DP CAS.



SUBJECTS
& CONCEPTS



GLOBAL
CONTEXTS



INTERDISCIPLINARY
LEARNING



SERVICE AS
ACTION



MYP PROJECTS
& DP CAS



WHAT STUDENTS ARE REALLY LEARNING

- **Initiative** Notice what needs doing and take responsible action.
- **Empathy & Perspective** Understand situations from other points of view.
- **Planning & Organization** Turn good intentions into achievable steps.
- **Collaboration** Work effectively with people with different strengths and ideas.
- **Adaptability** Respond thoughtfully when plans change.
- **Follow-Through** See responsibilities through to meaningful completion.
- **Reflection** Judge the quality of your choices and their impact.

SERVICE CAN TAKE MANY SHAPES



SUPPORT PEOPLE

mentor
tutor
assist
welcome
include



STRENGTHEN OUR SCHOOL

events
shared spaces
younger students
peer support
useful systems



CARE FOR PLACE

campus
neighborhood
trails & parks
gardens
environment



SHARE SKILLS

technology
arts
languages
organization
communication



SUPPORT ORGANIZATIONS

food banks
animal shelters
community centers
libraries
local partners



BUILD SOMETHING USEFUL

resources
solutions
tools
experiences
systems



WHY THIS MATTERS BEYOND SCHOOL

Communities thrive when people understand needs, use their strengths and contribute responsibly. Through Service as Action, students practice the habits of participation, leadership and citizenship that they will draw on in college, their careers, families and the places they will help shape.



SERVICE IS NOT A POLITICAL POSITION

Students are not expected to adopt prescribed causes or viewpoints. They are expected to notice genuine needs, consider context and consequences, work respectfully with others and reflect on the effect of their choices.



WHAT COMES NEXT

Service as Action develops a sense of responsibility and purpose that students will deepen in the MYP Projects and extend through CAS in the DP—while continuing to build initiative and independence.



ATL SKILLS FOR IB SUCCESS

Approaches to Learning: the skills that power how you learn.

ATL skills help you become an independent, effective learner. They are taught, revisited and strengthened across every course and every grade level in MYP and DP, helping you understand, connect and apply learning in and beyond the classroom.



THINKING SKILLS



Use your mind to explore ideas, solve problems and make reasoned decisions.



Critical-thinking skills

Question, analyse, evaluate and judge ideas and evidence to form reasoned conclusions.



Creative-thinking skills

Generate new ideas, explore possibilities and make connections in original ways.



Transfer skills

Apply knowledge and skills in new contexts and unfamiliar situations.



Use these when you:

analyse sources • solve problems • make decisions
design solutions • reflect on ideas • think flexibly

COMMUNICATION SKILLS



Express your ideas clearly and understand the ideas of others.



Communication skills

Share ideas through speaking, writing, listening, viewing, and using a range of media.



Information-literacy skills

Find, evaluate and use information effectively and ethically.



Media-literacy skills

Understand and create messages using different forms of media.



Use these when you:

present • discuss • listen • read • take notes
use sources • interact across cultures • give feedback

SELF-MANAGEMENT SKILLS



Manage your time, emotions and actions to stay focused and achieve your goals.



Organization skills

Plan, set goals, organize tasks and meet deadlines.



Affective skills

Manage emotions, build motivation, resilience and a positive mindset.



Reflection skills

Review your learning, identify strengths, and plan how to improve.



Use these when you:

plan • set goals • manage time • stay motivated
handle stress • reflect • adapt and improve

RESEARCH SKILLS



Investigate topics, gather evidence and build your understanding.



Information-literacy skills

Locate, evaluate and select reliable information.



Media-literacy skills

Interpret and create media and understand its purpose and impact.



Critical-thinking skills

Analyse evidence, consider multiple perspectives and justify conclusions.



Use these when you:

research • evaluate sources • analyse data
synthesize ideas • cite sources • draw conclusions

SOCIAL SKILLS

Work effectively with others and show respect, empathy and responsibility.



Collaboration skills

Work cooperatively in teams and value others' contributions.



Empathy skills

Show understanding and respect for the feelings and perspectives of others.



Ethical skills

Act with integrity, fairness and respect in your actions and choices.



Leadership skills

Take initiative, support others and help create positive change.



Use these when you:

work in groups • resolve conflict • give and receive feedback • lead • build community • act responsibly

ATL IN ACTION — ACROSS EVERY MYP & DP EXPERIENCE



ASK
Ask questions and set goals.



INVESTIGATE
Find and evaluate information.



THINK
Analyse, connect and generate ideas.



COMMUNICATE
Share, listen and interpret.



TAKE ACTION
Apply learning, make choices.



REFLECT
Review, learn and improve.

THINK

COMMUNICATE

COLLABORATE

MANAGE

RESEARCH

REFLECT

MYP SUBJECT GROUPS

Many lenses. One world. Deep understanding.

In the MYP, students learn through eight subject groups. Each is a lens on the world—bringing unique questions, methods and ways of thinking.

Together, these lenses help students make sense of complex ideas and real-world issues.



THE IB LEARNER

We cultivate learners who are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

EVERY SUBJECT GROUP WORKS TOGETHER IN THE MYP



LENSES

Subject groups provide different ways of seeing and investigating.



GLOBAL CONTEXTS

We explore learning through real-world situations that matter.



CONCEPTS

Big ideas help us make meaning and make connections.



LEARNER GROWTH

Students develop the skills, awareness and attributes to take action.

HOW WE LEARN THROUGH LENSES



LENSES – HOW WE INQUIRE

Each subject group has its own questions, tools, methods and forms of evidence.

Different lenses reveal different truths and possibilities.



CONCEPTS – WHAT EACH LENS EXAMINES

Each subject group has its own concepts to wrestle with.

Shared key concepts help students connect big ideas across disciplines, while subject-specific related concepts give each course its particular intellectual focus.

The concepts shown here are examples, not the complete set.



GLOBAL CONTEXTS – WHERE WE FOCUS

Learning comes alive when it is connected to real issues and human experiences.

Six global contexts guide students to think beyond the classroom.



THE LEARNER – HOW WE GROW

Through these lenses and experiences, students build the habits of mind and heart that last a lifetime.

They become thoughtful, capable, ethical and action-oriented.

WHAT YOU'LL SEE ON THE COURSE PAGES AHEAD



How the subject group helps students make sense of the world.



The key and related concepts explored in that subject.



The skills and approaches students develop.



The types of learning, tasks and assessments students experience.



How the IB learner attributes come to life.

EIGHT LENSES. ONE PURPOSE.



LANGUAGE & LITERATURE

Exploring how language shapes ideas, identity and culture.



LANGUAGE ACQUISITION

Developing communication across languages and cultures.



INDIVIDUALS & SOCIETIES

Investigating people, societies and the past, present and possible.



THE ARTS

Creating, performing and responding to imaginative expressions.



SCIENCES

Exploring the natural world through inquiry and evidence.



MATHEMATICS

Understanding patterns, relationships and abstract ideas.



DESIGN

Solving problems and creating solutions for real needs.



PHYSICAL & HEALTH EDUCATION

Understanding movement, health, choices and well-being.



TOGETHER, THESE LENSES DEVELOP INQUIRY, UNDERSTANDING AND AGENCY.

Students don't just learn about the world. They learn to think in it, question it and help shape it.

MYP LANGUAGE & LITERATURE

Read Analyze Create Communicate

Explore ideas, stories, and real-world issues through a wide range of texts. Develop your ability to interpret, evaluate, and create with clarity, insight, and purpose.

Growth across the grade levels is reflected in the increasing complexity of the topics, explorations, and connections students make.



EXPLORE

Read a range of texts from different times, places and perspectives.



ANALYSE

Examine how language, structure, content and style shape meaning.



CREATE

Produce well-structured, creative and purposeful texts.



REFLECT

Consider your own ideas and how they connect to the world.



COMMUNICATE

Share ideas clearly and listen with focus and openness.



CONNECT

Make meaning across texts, cultures and experiences.

KEY CONCEPTS

• Communication • Connections • Creativity • Perspective

THE LEARNING JOURNEY



EARLY MYP (Years 1–2)

Students begin building strong habits of reading, discussion, interpretation and writing. They analyse texts, make connections, support ideas with evidence and experiment with different forms of expression.



MIDDLE MYP (Years 3–4)

Students strengthen control, precision and independence. They compare perspectives, examine authorial choices more closely, and create increasingly thoughtful, well-developed spoken and written responses.



LATER MYP (Year 5)

Students work with greater sophistication, flexibility and insight. They sustain interpretation, evaluate ideas in depth, connect across texts and contexts, and craft purposeful responses with control and originality.



PREPARATION FOR DP

Build analytical maturity, writing control, conceptual understanding and communication skills needed for DP Language A studies and beyond.

COMPLEXITY PROGRESSION

	EARLY MYP (Years 1–2)	MIDDLE MYP (Years 3–4)	LATER MYP (Year 5)
A ANALYSING	identify ideas, features and meanings with support	explain how choices shape meaning and perspective	analyse and evaluate how textual choices create layered meaning and effect
B ORGANIZING	organize ideas clearly for task and audience	structure ideas with coherence, purpose and growing control	develop sustained, well-crafted responses with sophistication and clarity
C PRODUCING TEXT	create purposeful spoken, written and visual responses	create developed texts for different purposes and audiences	craft effective, insightful texts with control, originality and intention
D USING LANGUAGE	use language clearly and appropriately with growing accuracy	use language with control, style and increasing precision	use language precisely and effectively to communicate nuanced meaning

ASSESSMENT: FOUR EQUALLY WEIGHTED CRITERIA



A ANALYSING

Understand and interpret texts and creator choices



B ORGANIZING

Structure ideas clearly and logically



C PRODUCING TEXT

Create texts with imagination, insight and awareness of audience



D USING LANGUAGE

Use vocabulary, grammar, style, register and communication techniques effectively

GRADING: HOW IT WORKS

	TOTAL OUT OF 32	MYP GRADE
✓ Each criterion is scored out of 8.	28–32	7
✓ All four criteria are equally weighted.	24–27	6
✓ Your final grade is based on your total out of 32.	19–23	5
✓ This is criterion-related assessment — not graded on a curve.	14–18	4
✓ Students can achieve highly at any grade level: what deepens across the programme is the complexity, independence and sophistication of the work.	9–13	3
	5–8	2
	0–4	1

WHAT STRONG WORK LOOKS LIKE



Insightful ideas — You move beyond the surface and show deep understanding.



Clear structure — Your ideas are organized logically and purposefully.



Strong evidence — You support your ideas with relevant, well-chosen evidence.



Awareness of audience — You adapt your communication to purpose, form and audience.



Effective expression — Your language is precise, engaging and appropriate.



Reflection and growth — You think about your learning and how to keep improving.



From MYP 1 to MYP 5, students work across many levels of thinking: growth comes through greater depth, stronger connections, and more independent, sophisticated use of those skills.

MYP LANGUAGE ACQUISITION

Listen Interpret Communicate Connect.

Build confidence in another language through listening, reading, speaking, writing and intercultural understanding. Develop your ability to understand meaning, respond thoughtfully, and use language with increasing accuracy and purpose.



LISTEN

Understand main ideas, details and tone in spoken language and visuals.



READ

Understand and interpret written and visual texts.



RESPOND

Give ideas and reactions in relation to texts.



SPEAK

Communicate clearly in spoken language.



WRITE

Communicate clearly in written language.



CONNECT

Build intercultural understanding through language.

KEY CONCEPTS

• Communication • Connections • Creativity • Culture

THE LEARNING JOURNEY



BEGINNING PHASES (Phases 1–2)

You are already engaging in communication, interpretation, response and reflection. You use language to share ideas, understand others and explore cultures in meaningful ways, with growing confidence and support.



DEVELOPING PHASES (Phases 3–4)

As you progress, your range, accuracy and fluency increase. You understand and create texts on a wider variety of topics, respond with greater independence, and begin to use more nuance and detail.



EXTENDING PHASES (Phases 5–6)

As you progress, you communicate with greater spontaneity and precision. You engage with complex texts and topics, express subtle meaning, and show deeper intercultural understanding.



PREPARATION FOR DP

You build the advanced language skills, intercultural insight and independence needed for success in DP and for future study, work and global citizenship.

COMPLEXITY PROGRESSION

	BEGINNING PHASES (1–2)	DEVELOPING PHASES (3–4)	EXTENDING PHASES (5–6)
A: LISTENING	Understand main ideas and key details in a range of spoken texts on familiar topics.	Understand detailed and implied meaning in a wider range of spoken texts.	Understand complex ideas, nuance and attitudes in diverse spoken texts.
B: READING	Understand main ideas and information in a range of written and visual texts.	Understand detail, different viewpoints and implied meaning in varied texts.	Understand complex arguments, nuances and perspectives in demanding texts.
C: SPEAKING	Communicate ideas and information with increasing range and accuracy.	Communicate clearly with greater fluency, detail and independence.	Communicate spontaneously and precisely with nuance and control.
D: WRITING	Write connected texts using a range of language with growing accuracy.	Write clear, detailed texts with good structure and independence.	Write sophisticated texts with purpose, nuance and control of style.

ASSESSMENT: FOUR EQUALLY WEIGHTED CRITERIA



A: LISTENING

Understand and interpret spoken language and visuals.



B: READING

Understand and interpret written and visual texts.



C: SPEAKING

Communicate clearly and effectively in spoken language.



D: WRITING

Communicate clearly and effectively in written language.

GRADING: HOW IT WORKS

- ✓ Each criterion is scored out of 8.
- ✓ All four criteria are equally weighted.
- ✓ Your final grade is based on your total out of 32.
- ✓ This is criterion-related assessment—not graded on a curve.

TOTAL OUT OF 32	MYP GRADE
28–32	7
24–27	6
19–23	5
14–18	4
9–13	3
5–8	2
1–4	1

AS YOU PROGRESS



As you progress, the texts, topics, interactions and cultural explorations become more interconnected, demanding and conceptually rich.

Your communication becomes stronger, your interpretation sharper, your independence greater, and your connections richer—enabling you to engage with confidence and purpose in our world.

WHAT STRONG WORK LOOKS LIKE

- ✓ Clear understanding of main ideas and key details
- ✓ Thoughtful interpretation and analysis
- ✓ Purposeful communication for audience and purpose
- ✓ Intercultural understanding and perspective
- ✓ Growing accuracy, independence and control
- ✓ Reflection that leads to deeper understanding and connections

MYP INDIVIDUALS & SOCIETIES

Investigate Analyze Connect Communicate

Explore people, places, systems and issues across time and place.
Develop your ability to investigate questions, use evidence, understand perspectives, and build reasoned arguments about the world around you.



INQUIRE

Ask meaningful questions about people, places, systems and issues.



ANALYZE

Examine evidence, patterns, causes and consequences.



CONNECT

Link ideas across time, place, scale and perspective.



COMMUNICATE

Present findings clearly using appropriate forms and evidence.



EVALUATE

Judge sources, interpretations and claims thoughtfully.



REFLECT

Consider implications, perspectives and next steps.

KEY CONCEPTS

- Change
- Global interactions
- Systems
- Time, place & space

THE LEARNING JOURNEY



EARLY MYP (Years 1–2)

Students investigate real questions, build subject vocabulary, begin organizing evidence, and make connections among people, places, events and systems. They already analyze, communicate and reflect — with growing structure and support.



MIDDLE MYP (Years 3–4)

Students deepen inquiry, compare perspectives, connect causes and consequences, and use evidence more independently. Their arguments become clearer, their research more focused, and their thinking more deliberate and conceptual.



LATER MYP (Year 5)

Students synthesize evidence, evaluate interpretations, and communicate well-supported judgments with increasing precision and independence. They make richer conceptual connections and show greater depth, nuance and insight.



PREPARATION FOR DP

Builds the habits of inquiry, evidence use, argumentation and perspective-taking needed for DP and beyond.

COMPLEXITY PROGRESSION



A: Knowing & understanding

EARLY MYP (Years 1–2)

Use terminology in context and explain key content and concepts.



B: Investigating

Ask focused questions, gather information and begin organizing an inquiry.



C: Communicating

Share ideas clearly and organize information for audience and purpose.



D: Thinking critically

Identify perspectives, evidence, causes and consequences.

MIDDLE MYP (Years 3–4)

Apply knowledge with growing accuracy, detail and contextual understanding.

Plan and carry out research with increasing independence and relevance.

Communicate with greater coherence, source use and awareness of conventions.

Analyze sources and interpretations, making clearer connections and judgments.

LATER MYP (Year 5)

Integrate concepts and precise examples to explain complex patterns and significance.

Sustain a focused investigation and evaluate both process and findings thoughtfully.

Present sophisticated, well-structured communication with precision and strong audience awareness.

Synthesize evidence, evaluate value and limitations, and build nuanced, substantiated arguments.

ASSESSMENT: FOUR EQUALLY WEIGHTED CRITERIA



A: KNOWING & UNDERSTANDING

Use terminology accurately and demonstrate understanding of content and concepts.



B: INVESTIGATING

Ask focused questions, plan inquiry, use information and evaluate the process.



C: COMMUNICATING

Organize and present ideas clearly using appropriate conventions.



D: THINKING CRITICALLY

Analyze issues, use evidence, evaluate sources and consider perspectives.

GRADING: HOW IT WORKS

- ✓ Each criterion is scored out of 8.
- ✓ All four criteria are equally weighted.
- ✓ Your final grade is based on your total out of 32.
- ✓ This is criterion-related assessment — not graded on a curve.
- ✓ Higher achievement reflects greater depth, precision, independence and conceptual understanding.

TOTAL OUT OF 32	MYP GRADE
28–32	7
24–27	6
19–23	5
14–18	4
9–13	3
5–8	2
0–4	1

WHAT STRONG WORK LOOKS LIKE



Insightful understanding

You make meaningful connections and show conceptual understanding, not just recall.



Clear communication

Your ideas are organized purposefully for the task, format and audience.



Relevant evidence

You support ideas with accurate, well-chosen evidence and examples.



Thoughtful analysis

You explain patterns, causes, perspectives and implications.



Nuanced judgment

You weigh interpretations and reach reasoned conclusions.



Growth in complexity

From the start of MYP, students work across many levels of thinking: over time the depth, complexity of topics, explorations and connections increase.



From MYP 1 to MYP 5, students grow across many levels of thinking; growth is reflected in the increasing complexity of the topics, explorations and connections they make.

MYP SCIENCES

Question Investigate Analyze Explain Evaluate Reflect

Explore the natural world through inquiry, evidence and explanation. Students build scientific understanding, investigate questions, analyze data, and reflect on how science shapes our world.



QUESTION

Ask focused questions and define problems worth investigating.



INVESTIGATE

Plan and carry out investigations using appropriate methods.



ANALYZE

Process evidence, identify patterns and interpret data.



EXPLAIN

Use scientific understanding to explain observations and phenomena.



EVALUATE

Judge methods, evidence and conclusions thoughtfully.



CONNECT

Apply science to real-world issues, systems and decisions.

KEY CONCEPTS

● Change

● Relationships

● Systems

THE LEARNING JOURNEY



EARLY MYP (Years 1–2)

Students begin developing scientific understanding through inquiry, observation, evidence and explanation across a range of contexts.



MIDDLE MYP (Years 3–4)

Students deepen conceptual understanding, design stronger investigations, interpret data more precisely and connect ideas across topics.



LATER MYP (Year 5)

Students apply scientific thinking with greater independence, sophistication and evaluation as they investigate complex questions and justify conclusions.



As students progress through MYP Sciences, topics and investigations become broader, more complex and more abstract, requiring stronger conceptual understanding and richer connections across ideas and real-world issues.

COMPLEXITY PROGRESSION

	EARLY MYP (Years 1–2)	MIDDLE MYP (Years 3–4)	LATER MYP (Year 5)
A KNOWING & UNDERSTANDING	Describe and explain scientific knowledge in familiar and new contexts.	Apply and explain scientific understanding with greater depth and precision.	Use scientific knowledge fluently to explain, apply and justify understanding in complex contexts.
B INQUIRING & DESIGNING	Ask questions, identify variables and plan investigations with support and purpose.	Design increasingly thoughtful investigations and make reasoned methodological choices.	Develop purposeful, well-justified investigations with control, precision and independence.
C PROCESSING & EVALUATING	Present data clearly, identify patterns and draw supported conclusions.	Interpret data more critically and evaluate methods and conclusions more effectively.	Analyze data insightfully, evaluate limitations and refine conclusions using strong evidence.
D REFLECTING ON THE IMPACTS OF SCIENCE	Recognize how science affects people, environments and decisions.	Discuss applications and implications of science in a wider range of contexts.	Evaluate the significance, limitations and ethical dimensions of science with growing sophistication.



Growth is shown through greater depth, complexity, precision, independence and stronger connections across all criteria.

ASSESSMENT: FOUR EQUALLY WEIGHTED CRITERIA



A: KNOWING & UNDERSTANDING

Recall, explain and apply scientific knowledge.



B: INQUIRING & DESIGNING

Ask questions and design effective investigations.



C: PROCESSING & EVALUATING

Interpret data and evaluate methods and conclusions.



D: REFLECTING ON THE IMPACTS OF SCIENCE

Consider applications, implications and responsible use of science.

GRADING: HOW IT WORKS

- Each criterion is scored out of 8.
- All four criteria are equally weighted.
- Your final grade is based on your total out of 32.
- This is criterion-related assessment—not graded on a curve.
- Students can achieve high scores at any grade level; what changes over time is the depth, sophistication and independence expected.

TOTAL OUT OF 32	MYP GRADE
28–32	7
24–27	6
19–23	5
14–18	4
9–13	3
5–8	2
0–4	1

WHAT STRONG WORK LOOKS LIKE



Accurate scientific understanding and clear explanations



Careful use of evidence, data and patterns



Meaningful connections across concepts, topics and contexts



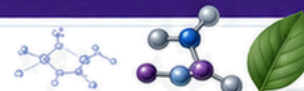
Well-designed investigations and purposeful methods



Thoughtful evaluation of methods, limitations and conclusions



Growing independence, precision and reflection



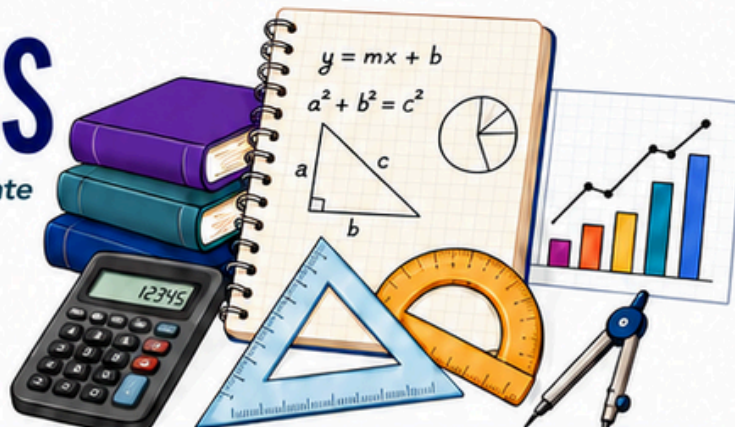
Students investigate, analyze, explain and reflect from the start, progressively comes through increasing complexity and stronger conceptual connections.



MATHEMATICS

Investigate Analyze Model Communicate

Explore patterns, relationships and real-world problems through mathematics. Develop your ability to reason logically, represent ideas clearly, apply mathematics in meaningful contexts, and communicate solutions with precision.



INQUIRE

Ask purposeful questions about patterns, relationships, data and mathematical situations.



ANALYZE

Examine information, identify structure, and interpret mathematical relationships.



MODEL

Represent ideas using symbols, graphs, tables, diagrams and formulas.



COMMUNICATE

Show reasoning clearly using appropriate mathematical language and notation.



APPLY

Use mathematics in real-world contexts and justify solutions thoughtfully.



REFLECT

Consider efficiency, accuracy, strategy and next steps in your learning.

KEY CONCEPTS

Form • Logic • Relationships

THE LEARNING JOURNEY



EARLY MYP (Years 1–2)

Students investigate patterns, build fluency with mathematical concepts, and communicate reasoning with growing clarity. They work across many types of thinking from the start, while developing confidence, accuracy and flexible problem-solving habits.



MIDDLE MYP (Years 3–4)

Students connect ideas across topics, justify methods more fully, and use multiple representations with greater precision. They model increasingly rich situations, interpret results carefully, and deepen conceptual understanding.



LATER MYP (Year 5)

Students integrate concepts, analyze relationships in more sophisticated ways, and solve non-routine problems with greater independence. Their work shows stronger abstraction, clearer justification and more nuanced application of mathematics.



PREPARATION FOR DP

Builds the habits of reasoning, abstraction, modeling, data interpretation and mathematical communication needed for DP and beyond.

COMPLEXITY PROGRESSION

A

A: Knowing & understanding

EARLY MYP
(Years 1–2)

Use mathematical knowledge accurately and explain methods in context.

MIDDLE MYP
(Years 3–4)

Apply knowledge with growing precision across connected topics and contexts.

LATER MYP
(Year 5)

Integrate concepts, select appropriate methods, and justify reasoning in more complex situations.

B

B: Investigating patterns

Identify relationships, explore patterns and organize an investigation thoughtfully.

Generalize patterns, test ideas and investigate with increasing independence.

Develop, justify and refine generalizations or models using deeper mathematical insight.

C

C: Communicating

Present work clearly using suitable notation, representations and organization.

Communicate reasoning with coherence and increasing precision across representations.

Present mathematically sophisticated, well-structured communication with precision and strong audience awareness.

D

D: Applying mathematics in real-life contexts

Recognize relevant mathematics in meaningful situations and interpret results.

Model richer contexts, explain assumptions and make clearer connections between mathematics and contexts.

Apply and evaluate mathematics in complex contexts, interpret results thoughtfully and considering limitations.

ASSESSMENT: FOUR EQUALLY WEIGHTED CRITERIA

A

A: KNOWING & UNDERSTANDING

Select and apply mathematical knowledge, concepts and skills accurately.

B

B: INVESTIGATING PATTERNS

Explore patterns, relationships and generalizations through mathematical investigation.

C

C: COMMUNICATING

Use mathematical language, notation and representation clearly and effectively.

D

D: APPLYING MATHEMATICS IN REAL-LIFE CONTEXTS

Apply mathematics to real situations, interpret results and explain their reasonableness.

GRADING: HOW IT WORKS

- Each criterion is scored out of 8.
- All four criteria are equally weighted.
- Your final grade is based on your total out of 32.
- This is criterion-related assessment — not graded on a curve.
- Higher achievement reflects greater depth, precision, independence and conceptual understanding.

TOTAL OUT OF 32

MYP GRADE

28–32

7

24–27

6

19–23

5

14–18

4

9–13

3

5–8

2

0–4

1

WHAT STRONG WORK LOOKS LIKE



Reasoned solutions
You justify methods and conclusions clearly.



Conceptual understanding
You connect procedures to bigger mathematical ideas.



Accurate communication
You use notation, units and representations precisely.



Thoughtful application
You apply mathematics meaningfully in context.



Flexible thinking
You compare strategies and choose effective approaches.



Growth in complexity
As you progress, the depth of problem, interpretations and connections increases.

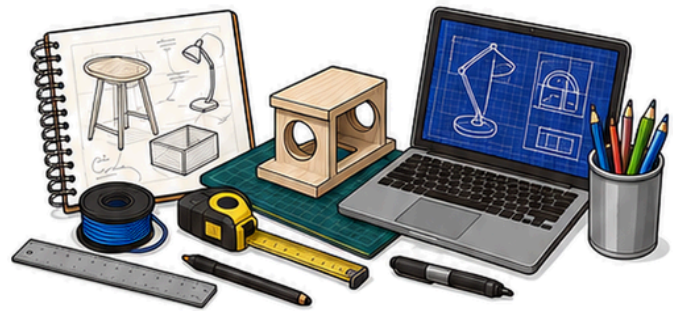
From MYP 1 to MYP 5, students work across many levels of thinking: growth is reflected in the increasing complexity of the mathematics, investigations and connections they make.



MYP DESIGN

Inquire Design Create Evaluate

Explore how ideas become purposeful solutions.
Develop your ability to investigate needs, generate and justify ideas, create solutions, and evaluate products and processes thoughtfully.



INQUIRE

Ask focused questions about needs, users, problems and possibilities.



ANALYZE

Investigate information, contexts and constraints thoughtfully.



DESIGN

Develop ideas, plan solutions and justify choices with purpose.



CREATE

Make and refine solutions using appropriate tools, techniques and processes.



EVALUATE

Test solutions, judge effectiveness and identify improvements.



REFLECT

Consider process, feedback, impact and next steps in your development.

KEY CONCEPTS

• Communication • Communities • Development • Systems

THE LEARNING JOURNEY



EARLY MYP (Years 1–2)

Students identify needs, investigate contexts, and begin designing purposeful solutions. They work across many forms of thinking from the start while building confidence with inquiry, planning, making and reflection.



MIDDLE MYP (Years 3–4)

Students develop ideas with greater justification, make more informed design decisions, and create solutions with increasing independence. They connect function, aesthetics, users and context more deliberately.



LATER MYP (Year 5)

Students manage more complex design cycles, develop refined solutions, and evaluate outcomes with deeper insight. Their work shows stronger innovation, clearer justification and more thoughtful consideration of impact.



PREPARATION FOR DP

Builds the habits of inquiry, problem-solving, iteration, testing and evaluative thinking needed for DP and beyond.

COMPLEXITY PROGRESSION

	EARLY MYP (Years 1–2)	MIDDLE MYP (Years 3–4)	LATER MYP (Year 5)
A A: Inquiring & analysing	Investigate a problem, context or need and identify relevant information thoughtfully.	Analyze users, contexts and design opportunities with increasing depth and relevance.	Develop a rich understanding of the problem and justify inquiry using well-selected evidence.
B B: Developing ideas	Generate ideas and begin explaining why choices may work.	Develop ideas more fully and justify decisions with clearer reasoning.	Produce detailed, well-justified ideas that respond thoughtfully to function, audience and context.
C C: Creating the solution	Create a solution using suitable techniques and follow a purposeful plan.	Create and refine solutions with increasing skill, control and independence.	Produce high-quality solutions that show precision, iteration and thoughtful decision-making.
D D: Evaluating	Reflect on the process and identify strengths or improvements.	Evaluate the solution using evidence and draw clearer conclusions about effectiveness.	Evaluate process and product insightfully, using evidence to make substantial judgments and meaningful improvements.

ASSESSMENT: FOUR EQUALLY WEIGHTED CRITERIA

A
A: INQUIRING & ANALYSING
Investigate problems, contexts and needs thoughtfully and purposefully.

B
B: DEVELOPING IDEAS
Generate, develop and justify design ideas effectively.

C
C: CREATING THE SOLUTION
Create and present solutions using appropriate techniques and processes.

D
D: EVALUATING
Evaluate products and processes, and identify meaningful improvements.

GRADING: HOW IT WORKS

- Each criterion is scored out of 8.
- All four criteria are equally weighted.
- Your final grade is based on your total out of 32.
- This is criterion-related assessment — not graded on a curve.
- Higher achievement reflects greater depth, precision, independence and conceptual understanding.

TOTAL OUT OF 32	MYP GRADE
28–32	7
24–27	6
19–23	5
14–18	4
9–13	3
5–8	2
0–4	1

WHAT STRONG WORK LOOKS LIKE



Purposeful inquiry —
You investigate needs, users and context thoughtfully.



Justified ideas —
You explain and support design decisions clearly.



Quality creation —
You make solutions with care, control and refinement.



Thoughtful evaluation —
You test, reflect and improve based on evidence.



Meaningful impact —
You consider function, audience and consequences.



Growth in complexity —
As you progress, the depth of inquiry, design decisions and evaluative thinking increases.



From MYP 1 to MYP 5, students work across many levels of thinking: growth is reflected in the increasing complexity of the problems, design choices and connections they make.

MYP ARTS

Observe Explore Create Communicate

Explore ideas, materials and forms of expression through the arts. Develop your ability to investigate artistic choices, build skills, create with purpose, and respond thoughtfully to your own work and the work of others.



OBSERVE

Notice details, ideas and artistic choices in artworks, performances and creative processes.



EXPLORE

Investigate media, techniques, contexts and possibilities for expression.



CREATE

Develop and make work with intention, imagination and control.



COMMUNICATE

Share meaning, ideas and personal voice through artistic choices.



EVALUATE

Judge the impact of work and explain artistic decisions thoughtfully.



REFLECT

Consider process, growth, challenges and next steps in your development.

KEY CONCEPTS

• Aesthetics • Identity • Change • Communication

THE LEARNING JOURNEY



EARLY MYP (Years 1–2)

Students engage in inquiry, creation, analysis, evaluation, communication and reflection. They explore diverse media, techniques and contexts, take creative risks, and build foundational skills and conceptual understanding.



MIDDLE MYP (Years 3–4)

Students deepen their artistic inquiry, refine techniques, and make more intentional choices. Their work demonstrates growing independence, effectiveness and purpose, with clearer connections between ideas, processes and contexts.



LATER MYP (Year 5)

Students work with increasing independence and sophistication. They make purposeful artistic choices, communicate ideas with confidence, and respond to complex contexts with originality and critical insight.



PREPARATION FOR DP

Students develop advanced artistic inquiry, versatile skills and personal voice, preparing for the creative demands of the DP and beyond.

COMPLEXITY PROGRESSION

	EARLY MYP (Years 1–2)	MIDDLE MYP (Years 3–4)	LATER MYP (Year 5)
A A: Investigating	Explore ideas, media, techniques and contexts through inquiry to inform creative choices.	Investigate with increasing depth and independence to shape and justify artistic decisions.	Investigate with insight and discernment to challenge ideas and inform original, conceptually rich work.
B B: Developing	Develop ideas and skills through experimentation and practice with guidance and purpose.	Develop skills with increasing control and adapt ideas and processes to support intentions.	Refine and extend skills with precision and control to realize ambitious artistic intentions.
C C: Creating/ Performing	Create or perform artwork that communicates ideas and demonstrates emerging purpose.	Create or perform artwork with coherence and impact using considered choices.	Create or perform original, sustained artwork with clarity, integrity and a distinct personal voice.
D D: Evaluating	Evaluate the process and impact of their own and others' work with guidance.	Evaluate with increasing independence using relevant criteria.	Evaluate with critical insight and justify judgments with evidence and nuanced understanding.

ASSESSMENT: FOUR EQUALLY WEIGHTED CRITERIA



A: Investigating

Explore and understand artists' methods, contexts and influences to inform artistic intentions.



B: Developing

Develop and apply artistic skills, techniques and processes to realize intentions.



C: Creating/ Performing

Create or perform artwork that communicates intentions and expresses ideas effectively.



D: Evaluating

Evaluate the process and impact of artwork to inform artistic growth and future choices.

GRADING: HOW IT WORKS

- ✓ Each criterion is scored out of 8.
- ✓ All four criteria are equally weighted.
- ✓ Your final grade is based on your total out of 32.
- ✓ This is criterion-related assessment — not graded on a curve.
- ✓ Higher achievement reflects greater depth, precision, independence and conceptual understanding.

TOTAL OUT OF 32	MYP GRADE
28–32	7
24–27	6
19–23	5
14–18	4
9–13	3
5–8	2
0–4	1

WHAT STRONG WORK LOOKS LIKE



Purposeful inquiry — You explore ideas with curiosity and use evidence to inform choices.



Technical and expressive development — You build skills with control and creative intent.



Creative decision-making — You take risks, solve problems and make original, purposeful choices.



Communication — You express meaning clearly through artistic work.



Evaluation and reflection — You critique, adapt and set meaningful next steps.



Growth in complexity — As you progress, ideas, processes, performances and contextual connections become increasingly demanding, interconnected and conceptually rich.



From MYP 1 to MYP 5, students work across many levels of thinking; growth is reflected in the



MYP PHYSICAL & HEALTH EDUCATION

Participate Analyze Perform Reflect

Explore movement, performance, health and well-being through physical and health education. Develop your ability to apply knowledge, plan effectively, perform with purpose, and reflect on growth, choices and performance.



PARTICIPATE

Engage actively in movement, performance and healthy choices.



ANALYZE

Examine performance, strategy, health concepts and decision-making.



PLAN

Set goals, prepare thoughtfully and organize for effective performance.



PERFORM

Apply skills, strategies and knowledge in practical contexts.



IMPROVE

Use feedback to refine performance and make informed choices.



REFLECT

Consider progress, effectiveness, well-being and next steps.

KEY CONCEPTS

• Change • Communication • Development • Relationships

THE LEARNING JOURNEY



EARLY MYP (Years 1–2)

Students build movement confidence, health awareness and foundational strategies for participation and performance. They work across many forms of thinking from the start while developing knowledge, skill and reflection.



MIDDLE MYP (Years 3–4)

Students apply strategies more consistently, make stronger connections between performance and health, and plan with greater purpose. Their decisions become more informed, and their reflections more analytical.



LATER MYP (Year 5)

Students perform with greater independence, adapt strategies thoughtfully, and evaluate performance and well-being with deeper insight. Their work shows stronger decision-making, application and self-management.



PREPARATION FOR DP

Builds the habits of planning, performance analysis, reflection, healthy decision-making and applied understanding needed for DP and beyond.

COMPLEXITY PROGRESSION

	EARLY MYP (Years 1–2)	MIDDLE MYP (Years 3–4)	LATER MYP (Year 5)
A A: Knowing & Understanding	Use knowledge of movement, health and with growing accuracy.	Apply knowledge more confidently across varied contexts and situations.	Integrate knowledge with depth and precision across complex situations and contexts.
B B: Planning for Performance	Set goals and plan for performance with guidance and appropriate strategies.	Develop plans using relevant strategies and adjust with feedback.	Create and adapt sophisticated plans independently, evaluating options and anticipating outcomes.
C C: Applying & Performing	Apply skills and strategies effectively in familiar and new contexts.	Perform with consistency and effective decision-making in varied contexts.	Perform with accuracy, control and creativity, adapting to complex and dynamic situations.
D D: Reflecting & Improving Performance	Reflect on performance and identify strengths and next steps with support.	Analyze performance with evidence, evaluate effectiveness and identify meaningful improvements.	Evaluate performance critically, justify decisions and demonstrate transfer of learning to new contexts.

ASSESSMENT: FOUR EQUALLY WEIGHTED CRITERIA



A: KNOWING & UNDERSTANDING

Use knowledge of movement, health and performance accurately and meaningfully.



B: PLANNING FOR PERFORMANCE

Plan thoughtfully for performance and improvement.



C: APPLYING & PERFORMING

Apply skills, strategies and techniques effectively in practice.



D: REFLECTING & IMPROVING PERFORMANCE

Reflect on performance and identify meaningful ways to improve.

GRADING: HOW IT WORKS

- ✓ Your final grade is based on your total out of 32.
- ✓ This is criterion-related assessment — not graded on a curve.
- ✓ Higher achievement reflects greater depth, precision, independence and conceptual understanding.

TOTAL OUT OF 32	MYP GRADE
28–32	7
24–27	6
19–23	5
14–18	4
9–13	3
5–8	2
0–4	1

WHAT STRONG WORK LOOKS LIKE



Purposeful participation
You engage actively and responsibly.



Informed planning
You prepare with clear goals and appropriate strategies.



Effective performance
You apply skills and knowledge with control and awareness.



Thoughtful reflection
You use evidence to improve future performance.



Healthy decision-making
You connect performance, well-being and responsible choices.



Growth in complexity
As you progress, the depth of planning, performance and reflection increases.



From MYP 1 to MYP 5, students work across many levels of thinking: growth is reflected in



MYP PROJECTS

From an idea to sustained independent work.

Projects invite students to take ownership of meaningful ideas and turn them into something real.

They do more than learn about the world — they engage with it, solve problems and create impact.

Both MYP projects follow the same inquiry, action and reflection cycle.

THE PROJECT CYCLE

A complete process students move through.



THE CONNECTION

Projects grow out of what students learn in their subjects, using ATL skills, Global Contexts and often drawing on more than one discipline.

They extend independence developed through Service as Action and prepare students for the responsibilities of CAS in the DP.



SUBJECTS & LEARNING



SERVICE AS ACTION



CAS IN DP



PERSONAL PROJECT

MYP 5 A sustained independent project built around a student's own interest and learning goal.



INTEREST

Choose a topic that genuinely interests you.



PLAN & RESEARCH

Identify what you need to learn. Plan how to reach your goal.



CREATE

Apply your skills to develop a product, performance or other outcome.



REFLECT & REPORT

Explain your process, your learning and what the outcome means to you.

THE PERSONAL PROJECT IS BUILT TO TEACH INDEPENDENCE.



PROCESS

The journey you take to meet your goal.



PRODUCT / OUTCOME

The tangible result of your work.



REPORT

Your reflections and evaluation of learning.

WHAT IT DEVELOPS



SELF-MANAGEMENT

Manage time, set goals and stay on track.



INQUIRY

Find, evaluate and use information with purpose.



DECISION-MAKING

Make choices and solve problems as they arise.



REFLECTION

Think deeply about what you learned and how you learned it.



COMMUNITY PROJECT

MYP 3 A project focused on investigating a need within a community and developing a response.



INVESTIGATE

Explore a real need in a community context.



PLAN

Define a goal and plan a meaningful response.



TAKE ACTION

Carry out the plan. Work with others to make a positive contribution.



REFLECT

Evaluate the process and the impact on the community.

WHAT IT DEVELOPS



RESEARCH & UNDERSTANDING

Investigate before you act.



COLLABORATION

Work respectfully and productively with others.



RESPONSIBILITY

Follow through and see a commitment to completion.



ADAPTABILITY

Adjust plans and respond to real circumstances.



WHY PROJECTS MATTER LATER

Independent projects build confidence and capability. Students learn to take initiative, persevere, manage complexity and see their ideas through — skills that matter in college, careers and everyday life.

THE BRIDGE TO THE DP

The Personal Project is one of the clearest rehearsals for the independence expected in the DP.



PERSONAL PROJECT
Sustained independent work



EXTENDED ESSAY
Sustained independent academic inquiry



CAS IN DP
Sustained purposeful participation



THE TOPIC DOES NOT HAVE TO SOUND "ACADEMIC" TO BE SERIOUS.

A student might build, write, design, investigate, perform, teach, organize or create. What matters is the quality of the goal, the process, the decisions made and the learning gained.



CONNECTION THROUGH THE MYP

Projects draw on the knowledge and understanding students have built in their subjects, the skills they develop through ATL, the awareness they gain through Global Contexts and the real-world understanding built through Interdisciplinary Learning. It all converges in their own project.



ELECTIVES

Explore. Discover. Create. Contribute.

Electives give you the opportunity to explore interests beyond the core curriculum, identify passions and develop skills that can lead to personal projects, service and CAS.



PURSUING INTERESTS SHAPES PATHWAYS.

What you explore today can become your passion, purpose and impact tomorrow.



A FEW THINGS TO KNOW

- Electives are often only available once in the two-week cycle.
- Access depends on grade level, placement in language or core courses, prior experience and class size.
- Some electives have prerequisites or require your own equipment.
- Choose classes that spark your curiosity and complement your goals.



EXPLORE YOUR OPTIONS



RPG: GAME DESIGN & PLAY

For lovers of Dungeons & Dragons and other role-playing games.



ANIME AS LITERATURE

Explore themes, identity and culture through anime storytelling.



JAPANESE CULTURE

Discover language, traditions and contemporary culture in Japan.



FASHION RUNWAY

Design, create and present original looks on the runway.



PHOTOGRAPHY ★

Capture the world through your lens. Camera required.



DANCE

Build technique, expression and confidence through movement.



THEATER

From stage to backstage—perform, design and bring stories to life.



CHOIR

Develop your voice and musicianship in ensemble performance.



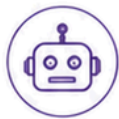
STRINGS ENSEMBLE ★

Presumes outside lessons and requires your own instrument.



MODERN BAND ★

Jam, write and perform together. Outside experience and your own instrument required.



ROBOTICS ★

Build, program and problem-solve. Coding experience required.



OUTDOOR FITNESS

Train, challenge yourself and enjoy the outdoors.



CAMPUS SERVICE: GARDENS

Grow, care for and sustain our campus garden community.



MAKER SPACE

Create, experiment and learn in the design lab—your time to explore!



FIND YOUR PASSION. MAKE AN IMPACT.

Electives help you discover who you are, what you love and how you can contribute. They connect to personal projects, service and CAS—and to your future.





DP SUBJECT GROUPS

Six disciplines. Many ways of knowing. Real impact.

In the DP, subjects are specialized lenses on the world—each with its own questions, methods, evidence and ways of knowing. Studying across subject groups helps you build depth in what you love and make powerful connections across ideas.



**CHOOSE WITH PURPOSE.
STUDY WITH DEPTH.
MAKE A DIFFERENCE.**

Your subject choices today can open doors tomorrow—at university, in your career and in life.

SIX DISCIPLINARY LENSES

Each DP subject group has its own ways of asking questions and building understanding.



1

LANGUAGE & LITERATURE

Explore how language creates meaning, shapes identity and influences the world.



2

LANGUAGE ACQUISITION

Develop communication skills and intercultural understanding in another language.



3

INDIVIDUALS & SOCIETIES

Investigate human experiences, societies and the past to understand the world around you.



4

SCIENCES

Use inquiry, evidence and scientific thinking to explore and explain the natural world.



5

MATHEMATICS

Use logical reasoning and abstraction to explore patterns, relationships and complex problems.



6

THE ARTS

Explore and create through a variety of art forms and artistic processes.

HOW DP SUBJECTS APPROACH LEARNING



DISCIPLINARY QUESTIONS

Each subject group has its own kinds of meaningful questions.



SPECIALIZED METHODS

Subjects use methods and tools that are unique to the discipline.



EVIDENCE & WAYS OF KNOWING

Disciplinary knowledge is built on different types of evidence and ways of knowing.



MAKING CONNECTIONS

Depth in one subject enhances your ability to connect ideas across subjects.



YOUR GROWTH

You develop independence, expertise and intellectual responsibility.

WHAT YOU'LL SEE ON THE COURSE PAGES AHEAD



The big ideas and key questions that shape the subject.



Key concepts or ideas explored in the subject (where applicable).



How you will approach learning and the skills you will build.



The types of learning, tasks and assessments you will experience.



How DP learning prepares you for university, your career and life beyond school.

NOT EVERY SUBJECT IS THE SAME.

- Some DP subjects explicitly organize learning around concepts.
- Some emphasize theories, models or disciplinary frameworks.
- Some emphasize skills, methods or practice.
- Some do not organize learning around a prescribed set of course concepts.



EACH COURSE PAGE WILL SHOW YOU:

The focus of that subject and how you will learn, practice and demonstrate understanding.



DEPTH TODAY. OPPORTUNITY TOMORROW.

By choosing subjects that challenge and inspire you, you build the knowledge, skills and habits of mind that universities and future employers value most.



YOUR JOURNEY. YOUR CHOICES.

Select subjects that match your interests, strengths and future goals—while keeping open the possibilities ahead.

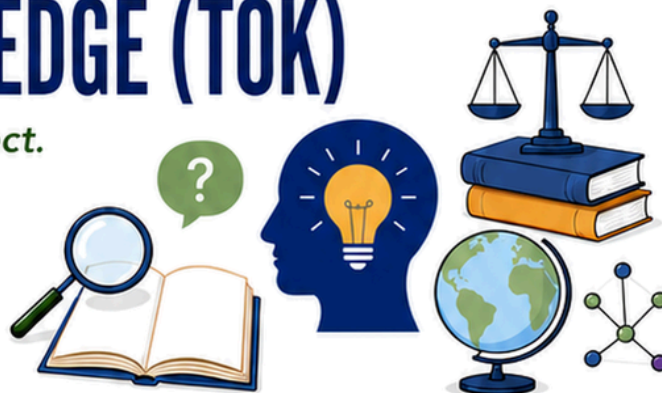


THEORY OF KNOWLEDGE (TOK)

Question. Examine. Connect. Reflect.

TOK invites students to explore the nature of knowledge and how we know what we claim to know.

Students examine knowledge across disciplines, challenge assumptions, and become more aware of their own perspectives and those of others.



HOW YOUR TOK GRADE IS BUILT

TOK EXHIBITION — INTERNAL ASSESSMENT



33%
10 MARKS

Students create an exhibition that explores how TOK manifests in the world around us.

- Three objects linked to ONE of the 35 IA prompts
- Each object must have a specific real-world context and a commentary that explains and justifies its link to the prompt
- Maximum commentary: 950 words total
- Teacher marked; externally moderated

TOK ESSAY — EXTERNAL ASSESSMENT



67%
10 MARKS

Students write an essay in response to one of six prescribed titles issued by the IB for each examination session.

- A maximum 1,600-word essay
- Focuses on areas of knowledge and requires sustained exploration of the title through arguments, examples, evidence and different points of view
- Marked by IB examiners

WHAT STRONG TOK WORK DOES

- ✓ stays focused on knowledge questions
- ✓ develops relevant, clear and coherent arguments
- ✓ uses specific examples and evidence effectively
- ✓ examines assumptions and implications
- ✓ considers and evaluates different points of view
- ✓ makes meaningful connections across areas of knowledge
- ✓ recognizes uncertainty, limits and complexity rather than forcing simple answers



TOK is assessed out of 20 marks. Together with the Extended Essay, it can contribute up to 3 core points toward the IB Diploma.

THE TOK FRAMEWORK — FOUR LENSES USED EVERYWHERE



SCOPE

What is this area of knowledge concerned with?
What questions does it try to answer?
What are its boundaries?



PERSPECTIVES

Whose viewpoints matter?
How do context, culture and history shape what is seen, trusted or interpreted?



METHODS & TOOLS

How is knowledge produced?
What methods, practices and tools are used?
What are their strengths and limitations?



ETHICS

What responsibilities come with producing and using knowledge?
Who may be affected?
What should be protected, questioned or challenged?

THE 12 TOK CONCEPTS — YOUR THINKING VOCABULARY



Evidence



Certainty



Truth



Interpretation



Power



Justification



Explanation



Objectivity



Perspective



Culture



Values



Responsibility

THE SKILLS YOU USE ACROSS EVERY TASK



Question



Claim



Evidence



Perspective



Justify



Evaluate



Connect

THE TOK LEARNING PATH



Explore



Analyze



Argue



Reflect



Apply



TOK IS NOT...

- a summary of subjects
- a list of opinions
- philosophy trivia
- debating "right" vs "wrong"



TOK IS...

- disciplined questioning
- careful reasoning
- awareness of multiple perspectives
- connecting ideas across disciplines
- reflection on how we know



TOK helps you become a thoughtful knower who can question wisely, argue responsibly, and act with understanding.



EXTENDED ESSAY

*Inquire deeply. Research independently.
Argue with evidence.*

An independent research project on a focused question in a DP subject or an approved interdisciplinary area. Students investigate a topic of personal interest, develop academic research and writing skills, and reflect on their growth as researchers.



HOW YOUR EXTENDED ESSAY IS ASSESSED

A FOCUS AND METHOD 6 marks

clear, focused research question; appropriate methods and sources

B KNOWLEDGE AND UNDERSTANDING 6 marks

relevant subject knowledge, terminology and concepts

C CRITICAL THINKING 12 marks

research, analysis, discussion and evaluation build a reasoned argument

D PRESENTATION 4 marks

clear structure, layout, references and formal academic conventions

E ENGAGEMENT 6 marks

reflections show engagement, decision-making and growth through the research process

TOTAL: 34 MARKS ● Externally assessed

THE BIG REQUIREMENTS



Up to 4,000 words for the essay



Up to 500 words total across the three RPPF reflections



Approximately 40 hours of student work



Three mandatory reflection sessions with the supervisor; the final one is the viva voce

Recommended supervision time: 3–5 hours total.

THE RESEARCH JOURNEY



1 CHOOSE

a focused research question within the scope of the subject



2 EXPLORE

review literature, sources and background information



3 FOCUS

refine the question and plan the approach



4 PLAN

methods, sources, timeline and structure



5 INVESTIGATE

collect and organize evidence



6 ANALYZE

interpret evidence and develop your argument

The three reflection comments together must not exceed 500 words.
Criterion E is based on engagement with the process.

THE 3 REFLECTIONS



clarify the direction, research question, approach and ethics



demonstrate progress, refine the question and approach



FINAL REFLECTION / VIVA VOCE

reflect on learning, decisions, skills and challenges after the final essay is submitted

THE FINAL ESSAY STRUCTURE



Title page



Contents page



Introduction



Body: research, analysis, discussion & evaluation



Conclusion



References & bibliography

The title is not the research question. The research question must be written as a question and should be clear, focused and arguable.

WHAT STRONG EE WORK DOES

- ✓ asks a clear, focused and arguable research question
- ✓ uses relevant, reliable sources and appropriate research methods
- ✓ keeps the research tightly connected to the question
- ✓ builds a coherent, reasoned argument supported by evidence
- ✓ analyses and evaluates evidence rather than only describing it
- ✓ uses subject-specific concepts and conventions accurately
- ✓ cites and references consistently and demonstrates academic integrity
- ✓ reflects honestly on decisions, challenges, changes and growth



WHY IT MATTERS

The Extended Essay develops the sustained inquiry, evidence, argument and self-management students need for independent academic work beyond high school.



Together with TOK, the Extended Essay can contribute up to 3 core points toward the IB Diploma.

DP

CAS

CREATIVITY, ACTIVITY, SERVICE

Create. Move. Serve. Reflect.

CAS is at the heart of the Diploma Programme. It helps students grow through experiential learning, reflection, and purposeful engagement beyond the classroom.



HOW CAS IS BUILT

18 MONTHS



Ongoing engagement throughout the Diploma Programme, ideally on a regular basis.

THREE STRANDS



A reasonable balance of creativity, activity, and service.

CAS PROJECT



At least one collaborative project lasting at least one month.

PORTFOLIO



Evidence and reflections collected in a CAS portfolio.

LEARNING OUTCOMES



Students show evidence of all seven learning outcomes.



Successful completion of CAS is required for the award of the IB Diploma. CAS is not formally graded and does not contribute to exam percentages.

THE THREE STRANDS



CREATIVITY

Exploring and extending ideas leading to an original or interpretive product or performance.



ACTIVITY

Physical exertion contributing to a healthy lifestyle.



SERVICE

Collaborative and reciprocal engagement with the community in response to an authentic need.

THE CAS STAGES



1 INVESTIGATION

Identify interests, skills, needs, and opportunities.



2 PREPARATION

Make a plan, set roles, gather resources.



3 ACTION

Carry out the experience or project.



4 REFLECTION

Think about what happened, what changed, and what was learned.



5 DEMONSTRATION

Share evidence, learning, and accomplishments.

THE 7 LEARNING OUTCOMES

1 Identify strengths and develop areas for growth.

2 Demonstrate that challenges have been undertaken, developing new skills in the process.

3 Demonstrate how to initiate and plan a CAS experience.

4 Show commitment to and perseverance in CAS experiences.

5 Demonstrate the skills and recognize the benefits of working collaboratively.

6 Demonstrate engagement with issues of global significance.

7 Recognize and consider the ethics of choices and actions.

WHAT STRONG CAS LOOKS LIKE

- ✓ Meaningful, purposeful experiences
- ✓ Personal engagement and choice
- ✓ Balance across creativity, activity, and service
- ✓ Reflection at significant moments
- ✓ Initiative, perseverance, and collaboration
- ✓ Growth visible in the portfolio

WHAT PARENTS & STUDENTS SHOULD NOTICE



CAS is not about collecting hours; it is about growth, reflection, and purposeful action.

Students learn more about themselves, contribute to others, and build habits of initiative, balance, and responsibility.

FORMAL INTERVIEWS



Students have three formal, documented interviews with the CAS coordinator/adviser:

- 1 At the beginning of CAS
- 2 Around the end of the first year
- 3 At the end of the CAS programme

THE SKILLS YOU USE ACROSS EVERY EXPERIENCE



CREATE
Explore ideas and express creativity



MOVE
Be active and make healthy choices



SERVE
Act with empathy and make a positive impact



REFLECT
Think deeply and learn from experience



GROW
Understand and connect with the world



CONNECT
Work with others and value diverse perspectives

DP

ENGLISH A: LANGUAGE & LITERATURE

Read closely. Interpret deeply. Argue with purpose.

Study a wide range of literary and non-literary texts from different times, places and cultures. Develop insight, clarity and precision as you explore ideas, perspectives and human experience through the power of language.



HOW YOUR DP GRADE IS BUILT

SL



Paper 1: Guided textual analysis

35%

One unseen non-literary text



Paper 2: Comparative essay

35%

Compare two literary works



Individual oral

30%

Explore one literary work and one non-literary body of work through a global issue

Total: 100%

HL



Paper 1: Guided textual analysis

35%

Two unseen non-literary texts



Paper 2: Comparative essay

25%

Compare two literary works



Higher Level Essay

20%

1,200–1,500 words on a line of inquiry



Individual oral

20%

Explore one literary work and one non-literary body of work through a global issue

Total: 100%

WHAT STRONG DP ENGLISH A WORK DOES

- ✓ moves beyond summary to interpretation
- ✓ uses precise, relevant textual evidence
- ✓ analyses authorial choices and their effects
- ✓ builds a clear, sustained and purposeful argument
- ✓ connects texts to context, perspective and global significance

THE CRITERIA: FOUR AREAS OF ASSESSMENT

A

Knowledge, understanding & interpretation

Shows clear understanding of content, context and meaning in texts.

B

Analysis & evaluation

Analyses features, evaluates relationships and considers effects and perspectives.

C

Focus & organization

Maintains a clear focus and develops ideas in a logical, effective structure.

D

Language

Uses language that is accurate, varied and appropriate for purpose and audience.

WHAT EACH COMPONENT ASKS YOU TO DO



Paper 1

Read an unseen non-literary text closely and analyse how meaning is shaped and developed.



Paper 2

Compare two literary works and develop a focused, logical argument.



Individual oral

Present an interpretation connecting a literary work and a non-literary body of work through a global issue.



HL essay (HL only)

Write a researched essay on one of your studied works and support your argument with evidence.

THE SKILLS YOU USE ACROSS EVERY TASK



Read closely



Analyse



Interpret



Argue



Connect



Communicate



LANGUAGE B

Communicate with confidence. Connect across cultures.

Develop the skills to understand and communicate in another language through real-world topics. Explore ideas and issues from local and global perspectives as you build intercultural understanding and respect.



HOW YOUR DP GRADE IS BUILT

SL



Paper 1: Productive skills – writing
Write a response to one task.
250–400 words. **25%**



Paper 2: Receptive skills – listening & reading
Listen to audio passages and read texts. **50%**



Individual oral
Respond to questions based on a literary passage. **25%**

Total: 100%

HL



Paper 1: Productive skills – writing
Write a response to one task.
450–600 words. **25%**



Paper 2: Receptive skills – listening & reading
Listen to audio passages and read texts. **50%**



Individual oral
Respond to questions based on a literary passage. **25%**

Total: 100%

WHAT STRONG DP LANGUAGE B WORK DOES

- ✓ communicates clearly and effectively for different purposes
- ✓ uses language appropriate to audience, context, and culture
- ✓ expresses and responds to ideas with fluency and accuracy
- ✓ identifies, organizes, and presents ideas coherently
- ✓ understands and reflects on written, audio, visual, and audiovisual texts

SL ↔ HL



Assessment weights are the same.
HL requires greater range, accuracy, complexity, and higher-order thinking.
HL oral begins from an extract of one studied work.

THE FIVE PRESCRIBED THEMES

- 1 Identities
- 2 Experiences
- 3 Human ingenuity
- 4 Social organization
- 5 Sharing the planet

THE COURSE CENTERS ON

- Context — where communication happens
- Audience — who receives it
- Purpose — why we communicate
- Meaning — what is understood
- Variation — how language changes

WHAT EACH COMPONENT ASKS YOU TO DO



Paper 1 — Productive skills: writing
Choose one task and write for a specific audience, purpose, and context.



Paper 2 — Receptive skills
Understand main ideas, details, opinions, and perspectives in audio and written texts.



Individual oral
Communicate orally and respond in interaction.



HL literary study (HL only)
Study two literary works originally written in the target language.

THE SKILLS YOU USE ACROSS EVERY TASK



Understand



Analyse



Communicate



Connect



Reflect



Respond



LANGUAGE AB INITIO

Start a new language. Open new worlds.

Develop communication skills in a new language through real-life contexts and meaningful exchange. Build confidence, cultural awareness and connections that last a lifetime.



HOW YOUR DP GRADE IS BUILT

SL



Paper 1 – Productive skills: writing

Two written tasks.
Each 70–150 words,
selecting appropriate
text types.

25%



Paper 2 – Receptive skills: listening & reading

Listening 25% +
Reading 25%

50%



Individual Oral

Based on a visual stimulus
and at least one additional
course theme.

25%

Total: 100%

WHAT STRONG LANGUAGE AB INITIO WORK DOES

- ✓ communicates clearly in familiar and increasingly varied situations
- ✓ understands main ideas and relevant details in spoken and written texts
- ✓ uses vocabulary, grammar and structures with increasing accuracy
- ✓ adapts communication to audience, context and purpose
- ✓ responds and interacts with increasing confidence and independence
- ✓ develops intercultural understanding
- ✓ makes meaning rather than merely reproducing memorized language

HOW COMMUNICATION DEVELOPS



RECEPTIVE

Understand spoken and written language.



PRODUCTIVE

Communicate through speaking and writing.



INTERACTIVE

Respond, exchange ideas and sustain communication with others.

Language ab initio is an SL-only course for students with no or very limited prior exposure to the language.

THE FIVE PRESCRIBED THEMES

- 1 Identities
- 2 Experiences
- 3 Human ingenuity
- 4 Social organization
- 5 Sharing the planet

THE COURSE CENTERS ON

- Context — where communication happens
- Audience — who receives it
- Purpose — why we communicate
- Meaning — what is understood
- Variation — how language changes

THE INDIVIDUAL ORAL



Visual stimulus



Connect to its course theme and target culture



Follow-up discussion on the same theme



Conversation about at least one additional theme

WHAT EACH COMPONENT ASKS YOU TO DO



Paper 1 – Writing

Write two short responses, choosing appropriate text types for audience, context and purpose.



Paper 2 – Listening

Understand main ideas, details and meaning across audio texts.



Paper 2 – Reading

Understand main ideas, details and meaning across written texts.



Individual Oral

Respond to a visual stimulus, connect it to its theme and target culture, and sustain discussion across course themes.

KEY INFORMATION



Communication is developed through the study of language, themes and authentic texts.



Recommended study time
240 teaching hours over two years.



Language focus
Meaning, use, form and pronunciation in context.



Global outlook
Build intercultural understanding and international-mindedness.

THE SKILLS YOU USE ACROSS EVERY TASK



Understand



Analyse



Communicate



Interact



Reflect



Respond



HISTORY

Understand the past. Make sense of the present.
Shape a better future.

Explore people, events, ideas, and societies from different times and places. Develop historical understanding by analysing evidence, considering perspectives, and making connections across time and contexts.



HOW YOUR DP GRADE IS BUILT

SL



Paper 1: Source-based paper
Analyse and evaluate sources related to a focused study; students answer all three questions for one focused study.
1 hour 15 minutes

30%



Paper 2
Section A: one response on specified historical concepts.
Section B: one selected thematic-study question containing a short response and an essay response; students answer both parts.
1 hour 45 minutes

40%



Historical investigation
Formulate a historical question, research independently, evaluate sources and construct an evidence-based investigation.

30%

Total: 100%

HL



Paper 1: Source-based paper
Analyse and evaluate sources related to a focused study; students answer all three questions for one focused study.
1 hour 15 minutes

20%



Paper 2
Section A: one response on specified historical concepts.
Section B: one selected thematic-study question containing a short response and an essay response; students answer both parts.
1 hour 45 minutes

25%



Paper 3: HL essay / Regional study
Answer two essay questions from two different regional studies.
2 hours

35%



Historical investigation
Formulate a historical question, research independently, evaluate sources and construct an evidence-based investigation.

20%

Total: 100%

WHAT STRONG DP HISTORY WORK DOES

- ✓ asks meaningful historical questions
- ✓ analyses and evaluates sources critically
- ✓ understands and uses different perspectives
- ✓ makes connections across time, place, and contexts
- ✓ builds clear, evidence-based arguments
- ✓ communicates ideas with clarity and purpose

HOW THE COURSE IS ORGANIZED



Focused study — Source-based historical inquiry.
Assessed in Paper 1.



Thematic study — Historical concepts and connections across examples and regions.
Assessed in Paper 2.



Regional study (HL only) — In-depth regional history and evaluation of historical arguments.
Assessed in Paper 3.



Historical investigation — Independent historical inquiry built around a student-developed question.

THE COURSE CENTERS ON



Context — where and when it happens



Perspective — different points of view



Evidence — sources and their value



Communication — clear and reasoned



Connection — links across time and place

SL ↔ HL



SL and HL complete the same focused study, thematic study and Historical Investigation.

HL also studies regional history in greater depth and completes Paper 3.

WHAT EACH COMPONENT ASKS YOU TO DO



Paper 1 — Sources
Analyse and evaluate historical sources within a focused study.



Paper 2 — Concepts & Connections
Use historical concepts and thematic examples in short-response and essay writing.



Historical Investigation
Formulate a historical question, research independently, evaluate sources and construct an evidence-based response.



Paper 3 (HL only) — Regional Study
Construct two sustained historical arguments drawing on two different regional studies.

THE SKILLS YOU USE ACROSS EVERY TASK



Question



Analyse



Evaluate



Argue



Connect



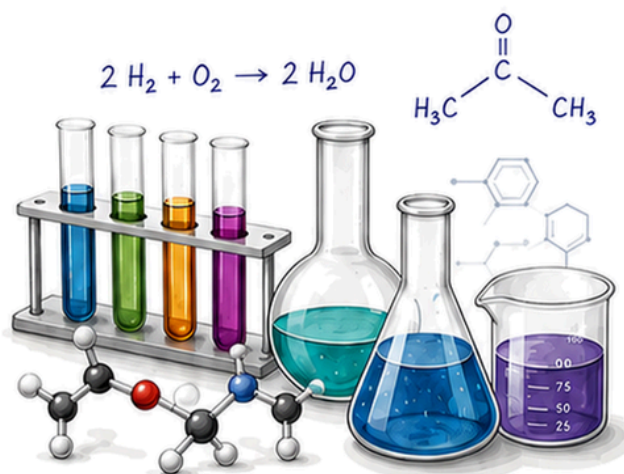
Reflect

DP

CHEMISTRY

Explore matter. Understand change.
Shape our world.

Investigate the composition, structure and properties of matter and the changes it undergoes.
Develop practical, analytical and critical-thinking skills to solve problems and make informed decisions in a changing world.



HOW YOUR DP GRADE IS BUILT

SL



Paper 1

Paper 1A multiple-choice questions and Paper 1B data-based questions
1 hour 30 minutes

36%



Paper 2

Short-answer and extended-response questions
1 hour 30 minutes

44%



Scientific investigation

Independent scientific investigation / internal assessment

20%

Total: 100%

HL



Paper 1

Paper 1A multiple-choice questions and Paper 1B data-based questions
2 hours

36%



Paper 2

Short-answer and extended-response questions
2 hours 30 minutes

44%



Scientific investigation

Independent scientific investigation / internal assessment

20%

Total: 100%

WHAT STRONG DP CHEMISTRY WORK DOES

- ✓ explains chemical concepts clearly and accurately
- ✓ analyses data and evidence with precision
- ✓ applies knowledge to new contexts and problems
- ✓ plans and carries out practical and investigative work safely and effectively
- ✓ evaluates processes and solutions critically and responsibly
- ✓ connects chemistry to society, technology and the environment

THE COURSE IS ORGANIZED BY



Structure

How atoms and molecules are arranged and what that means for properties.



Reactivity

How and why substances react, and how we can harness chemical change.

THE COURSE CENTERS ON



Context — where and when chemistry happens



Modeling — representing and explaining



Inquiry — asking and investigating



Communication — sharing ideas clearly



Ethics — using chemistry responsibly

SL ↔ HL



SL and HL use the same assessment architecture (Paper 1, Paper 2 and scientific investigation).
HL goes further in breadth, depth and exam duration.

WHAT EACH COMPONENT ASKS YOU TO DO



Paper 1

Test factual knowledge and understanding through multiple-choice questions and data-based questions.



Paper 2

Apply knowledge and understanding to solve problems using short-answer and extended-response questions.



Scientific investigation

Plan, conduct and evaluate an independent investigation and communicate findings and conclusions.

THE SKILLS YOU USE ACROSS EVERY TASK



Pose questions



Analyse



Evaluate



Argue



Connect



Reflect



ENVIRONMENTAL SYSTEMS & SOCIETIES

Understand today. Act for tomorrow.

Explore the complex relationships between environmental systems and human societies. Develop the knowledge, skills and values to make informed decisions and take responsible action for a sustainable future.



HOW YOUR DP GRADE IS BUILT

SL



Paper 1 — Case Study

Previously unseen case study. Students analyse and evaluate data presented in a variety of forms. All questions are compulsory.
1 hour

25%



Paper 2 — Knowledge, Analysis & Evaluation

Section A short-answer and data-based questions. Section B answer one structured essay question from a choice of two.
2 hours

50%



Individual Investigation

Independent environmental investigation, internally assessed by the teacher and externally moderated by the IB.

25%

Total: 100%

HL



Paper 1 — Case Study

Previously unseen case study. Students analyse and evaluate data presented in a variety of forms. All questions are compulsory.
2 hours

30%



Paper 2 — Knowledge, Analysis & Evaluation

Section A short-answer and data-based questions. Section B answer two structured essay questions from a choice of three.
2 hours 30 minutes

50%



Individual Investigation

Independent environmental investigation, internally assessed by the teacher and externally moderated by the IB.

20%

Total: 100%

WHAT STRONG DP ESS WORK DOES

- ✓ uses data and evidence to explain environmental issues
- ✓ analyses systems and their interconnections
- ✓ applies knowledge to real-world contexts
- ✓ evaluates solutions and their impacts
- ✓ makes informed decisions and takes responsible action
- ✓ communicates ideas clearly and effectively

THE EIGHT TOPICS

- 1 Foundation
- 2 Ecology
- 3 Biodiversity and conservation
- 4 Water
- 5 Land
- 6 Atmosphere and climate change
- 7 Natural resources
- 8 Human populations and urban systems

HL LENSES



Environmental law
Environmental economics
Environmental ethics

THE COURSE CENTERS ON



Systems — interconnections and interactions



Perspectives — different points of view



Sustainability — responsible environmental decision-making



Evidence — analysing data and case studies



Reflection — thinking critically and ethically

SL ↔ HL



SL and HL study the same eight topics. HL studies them with additional depth and breadth through the HL lenses: environmental law, environmental economics and environmental ethics.

Both levels complete Paper 1, Paper 2 and the Individual Investigation, with different examination demands and weightings.

WHAT EACH COMPONENT ASKS YOU TO DO



Paper 1 — Case Study

Analyse and evaluate data from a previously unseen environmental case study.



Paper 2 — Knowledge, Analysis & Evaluation

Respond to short-answer and data-based questions and construct structured environmental arguments.



Individual Investigation

Gather and analyse data through an independent environmental investigation and communicate findings in a written report.

THE SKILLS YOU USE ACROSS EVERY TASK



Question



Analyse



Evaluate



Communicate



Connect



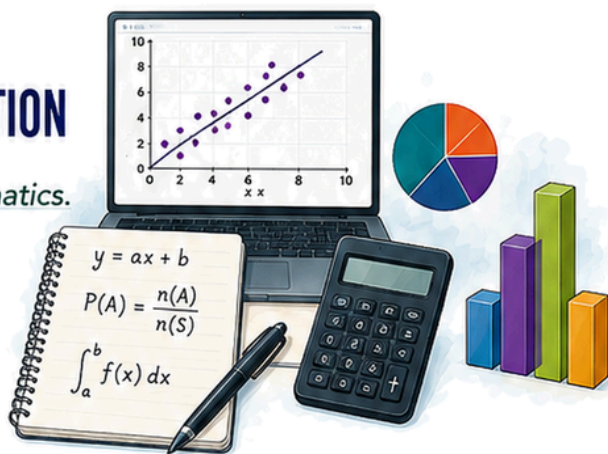
Reflect

DP

MATHEMATICS: APPLICATIONS & INTERPRETATION

Make sense of the world with mathematics.

Use mathematics to model real-world problems, interpret data, and communicate solutions with confidence.



HOW YOUR DP GRADE IS BUILT

SL (STANDARD LEVEL)

- P** Paper 1 — 1 h 30 min **40%**
Technology allowed
Compulsory short-response questions
- P** Paper 2 — 1 h 30 min **40%**
Technology allowed
Compulsory extended-response questions
- IA** Internal assessment — Mathematical exploration **20%**
Internal assessment — 15 hours
Independent exploration

TOTAL 100%

HL (HIGHER LEVEL)

- P** Paper 1 — 2 hours **30%**
Technology allowed
Compulsory short-response questions
- P** Paper 2 — 2 hours **30%**
Technology allowed
Compulsory extended-response questions
- P** Paper 3 — 1 hour **20%**
HL only
Two extended-response problem-solving questions
- IA** Internal assessment — Mathematical exploration **20%**
Internal assessment — 15 hours
Independent exploration

TOTAL 100%

WHAT STRONG DP MATH AI WORK DOES

- ✓ uses mathematics and technology accurately and efficiently
- ✓ models and solves real-world problems
- ✓ interprets results in context
- ✓ communicates mathematics clearly with correct notation and reasoning
- ✓ shows logical, critical and creative thinking
- ✓ reflects on methods and improves approaches independently

KEY CURRICULUM CONTENT (COMMON CORE)

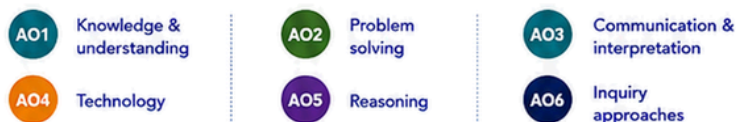


Both SL and HL share these five core topics.
HL studies them in greater depth and breadth.
All external assessments involve the use of technology.

THE MATHEMATICAL EXPLORATION — 20%

- ✓ compulsory for SL & HL
- ✓ 15 hours
- ✓ personal mathematical inquiry
- ✓ apply and communicate mathematics

THE THINKING CONNECTIONS — ASSESSMENT OBJECTIVES



THE SKILLS YOU USE ACROSS EVERY TASK





VISUAL ARTS

See. Think. Create. Communicate.

Explore ideas and express meaning through visual forms. Develop your artistic voice, experiment with materials and techniques, and connect your work to cultures, histories, and contemporary issues.



HOW YOUR DP GRADE IS BUILT

SL



Art-making inquiries portfolio

Curate visual evidence of investigations, discoveries, creations and critical reflections that show your line(s) of inquiry. **40%**



Connections study

Situate one of your resolved artworks in context and connect it to at least two artworks by different artists. **20%**



Resolved artworks

Submit five resolved artworks and a short rationale showing a coherent body of work. **40%**

Total: 100%

HL



Art-making inquiries portfolio

Curate visual evidence of investigations, discoveries, creations and critical reflections that show your line(s) of inquiry. **30%**



Artist project

Create and situate in context a project artwork informed by research, connections and dialogue. **30%**



Selected resolved artworks

Submit five selected resolved artworks, chosen from at least eight works, with a rationale and artwork texts. **40%**

Total: 100%

WHAT STRONG DP VISUAL ARTS WORK DOES

- ✓ shows curiosity, exploration, and risk-taking
- ✓ develops ideas with intention and skill
- ✓ demonstrates technical control and creativity
- ✓ communicates meaning through visual language
- ✓ reflects understanding of artists, contexts, and ideas
- ✓ makes thoughtful connections to the world

HOW THE COURSE IS ORGANIZED



CREATE

Develop ideas, experiment, make, refine and resolve artistic work.

Art-making as inquiry is at the centre connecting the three core areas.



CONNECT

Investigate contexts, artworks, artists and relationships that inform artistic practice.



COMMUNICATE

Develop visual language and make artistic intentions meaningful to audiences.

THE COURSE CENTERS ON



Context — where and when art happens



Connections — relating ideas and artworks



Communication — expressing meaning



Creativity — imagining and innovating



Culture — understanding perspectives

SL ↔ HL



SL and HL both develop art-making as inquiry. SL includes a connections study and five resolved artworks. HL includes an artist project and five selected resolved artworks chosen from at least eight works.

WHAT EACH COMPONENT ASKS YOU TO DO



Art-making inquiries portfolio

Explore, experiment, investigate and reflect to show how your visual language develops through line(s) of inquiry.



Connections study (SL only)

Connect one of your own resolved artworks to context and to at least two artworks by different artists.



Artist project (HL only)

Plan, create and situate a project artwork in context, supported by research, connections and dialogue.



Resolved artworks / Selected resolved artworks

Present a coherent body of finished work that communicates artistic intentions clearly.

THE SKILLS YOU USE ACROSS EVERY TASK



Observe



Explore



Create



Communicate



Connect



Reflect

The Secondary Learning Ecosystem

An interconnected ecosystem that develops capable, compassionate, and independent learners.

A CONTINUOUS LEARNING PATHWAY



FROM LEARNING TO IMPACT



ONE ECOSYSTEM. MANY PATHWAYS. ENDLESS POSSIBILITIES.

This ecosystem empowers every learner to grow, connect, and thrive.