

Subject	Standard
<b>MYP Year 1, Arts</b>	
MYP Year 1, Arts	Criterion A: Knowing and understanding; i. demonstrate awareness of the art form studied, including the use of appropriate language; ii. demonstrate awareness of the relationship between the art form and its context; iii. demonstrate awareness of the links between the knowledge acquired and artwork created.
MYP Year 1, Arts	Criterion B: Developing skills; i. demonstrate the acquisition and development of the skills and techniques of the art form studied; ii. demonstrate the application of skills and techniques to create, perform and/or present art.
MYP Year 1, Arts	Criterion C: Thinking creatively; i. identify an artistic intention; ii. identify alternatives and perspectives; iii. demonstrate the exploration of ideas.
MYP Year 1, Arts	Criterion D: Responding; i. identify connections between art forms; art and context, or art and prior learning; ii. recognize that the world contains inspiration or influence for art; iii. evaluate certain elements or principles of artwork.
<b>MYP Year 3, Arts</b>	
MYP Year 3, Arts	Criterion A: Knowing and understanding; i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language; ii. demonstrate knowledge of the role of the art form in original or displaced contexts; iii. use acquired knowledge to inform their artwork.
MYP Year 3, Arts	Criterion B: Developing skills; i. demonstrate the acquisition and development of the skills and techniques of the art form studied; ii. demonstrate the application of skills and techniques to create, perform and/or present art.
MYP Year 3, Arts	Criterion C: Thinking creatively; i. outline a clear and feasible artistic intention; ii. outline alternatives, perspectives, and imaginative solutions; iii. demonstrate the exploration of ideas through the developmental process to a point of realization.
MYP Year 3, Arts	Criterion D: Responding; i. outline connections and transfer learning to new settings; ii. create an artistic response inspired by the world around them; iii. evaluate the artwork of self and others.
<b>MYP Year 1, Design</b>	
MYP Year 1, Design	Criterion A: Inquiring and analyzing; i. explain and justify the need for a solution to a problem; ii. state and prioritize the main points of research needed to develop a solution to the problem; iii. describe the main features of one existing product that inspires a solution to the problem; iv. present the main findings of relevant research.
MYP Year 1, Design	Criterion B: Developing ideas; i. develop a list of success criteria for the solution; ii. present feasible design ideas, which can be correctly interpreted by others; iii. present the chosen design; iv. create a planning drawing/diagram which outlines the main details for making the chosen solution.
MYP Year 1, Design	Criterion C: Creating the solution; i. outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution; ii. demonstrate excellent technical skills when making the solution; iii. follow the plan to create the solution, which functions as intended; iv. list the changes made to the chosen design and plan when making the solution.
MYP Year 1, Design	Criterion D: Evaluating; i. outline simple, relevant testing methods, which generate data, to measure the success of the solution; ii. outline the success of the solution against the design specification; iii. outline how the solution could be improved; iv. outline the impact of the solution on the client/target audience.
<b>MYP Year 3, Design</b>	
MYP Year 3, Design	Criterion A: Inquiring and analyzing; i. explain and justify the need for a solution to a problem; ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem; iii. analyse a group of similar products that inspire a solution to the problem; iv. develop a design brief, which presents the analysis of relevant research.
MYP Year 3, Design	Criterion B: Developing ideas; i. develop a design specification which outlines the success criteria for the design of a solution based on the data collected; ii. present a range of feasible design ideas, which can be correctly interpreted by others; iii. present the chosen design and outline the reasons for its selection; iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.
MYP Year 3, Design	Criterion C: Creating the solution; i. outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution; ii. demonstrate excellent technical skills when making the solution; iii. follow the plan to create the solution, which functions as intended; iv. list the changes made to the chosen design and plan when making the solution.
MYP Year 3, Design	Criterion D: Evaluating; i. outline simple, relevant testing methods, which generate data, to measure the success of the solution; ii. outline the success of the solution against the design specification; iii. outline how the solution could be improved; iv. outline the impact of the solution on the client/target audience.
<b>MYP Year 1, Individuals and Societies</b>	
MYP Year 1, Individuals and Societies	Criterion A: Knowing and understanding; i. use vocabulary in context; ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.
MYP Year 1, Individuals and Societies	Criterion B: Investigating; i. explain the choice of a research question; ii. follow an action plan to explore a research question; iii. collect and record relevant information consistent with the research question; iv. reflect on the process and results of the investigation.
MYP Year 1, Individuals and Societies	Criterion C: Communicating; i. communicate information and ideas with clarity; ii. organize information and ideas effectively for the task; iii. list sources of information in a way that follows the task instructions.
MYP Year 1, Individuals and Societies	Criterion D: Thinking critically; i. identify the main points of ideas, events, visual representation or arguments; ii. use information to justify an opinion; iii. identify and analyse a range of sources/data in terms of origin and purpose; iv. identify different views and their implications.
<b>MYP Year 3, Individuals and Societies</b>	
MYP Year 3, Individuals and Societies	Criterion A: Knowing and understanding; i. use a range of terminology in context; ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.
MYP Year 3, Individuals and Societies	Criterion B: Investigating; i. formulate/choose a clear and focused research question, explaining its relevance; ii. formulate and follow an action plan to investigate a research question; iii. use methods to collect and record relevant information; iv. evaluate the process and results of the investigation, with guidance

MYP Year 3, Individuals and Societies	Criterion C: Communicating; i. communicate information and ideas in a way that is appropriate for the audience and purpose; ii. structure information and ideas according to the task instructions; iii. create a reference list and cite sources of information.
MYP Year 3, Individuals and Societies	Criterion D: Thinking critically; i. analyse concepts, issues, models, visual representation and/or theories; ii. summarize information to make valid, well-supported arguments; iii. analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations; iv. recognize different perspectives and explain their implications.
<b>MYP Year 1, Language Acquisition</b>	
MYP Year 1, Language Acquisition	Criterion A: Comprehending visual and spoken texts; i. identify basic facts, messages, main ideas and supporting details; ii. recognize basic conventions; iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
MYP Year 1, Language Acquisition	Criterion B: Comprehending visual and written texts; i. identify basic facts, messages, main ideas and supporting details, ii. recognize basic aspects of format and style, and author's purpose for writing; iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
MYP Year 1, Language Acquisition	Criterion C: Communicating in response to spoken and/or written and/or visual text; i. respond appropriately to simple short phrases; ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language; iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics; iv. communicate with a sense of audience.
MYP Year 1, Language Acquisition	Criterion D: Using language in spoken and/or written form; i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation; ii. organize basic information and use a range of basic cohesive devices; iii. use language to suit the context.
<b>MYP Year 3, Language Acquisition</b>	
MYP Year 3, Language Acquisition	Criterion A: Comprehending visual and spoken texts; i. show understanding of messages, main ideas and supporting details; ii. recognize basic conventions; iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
MYP Year 3, Language Acquisition	Criterion B: Comprehending visual and written texts; i. identify basic facts, main ideas and supporting details, and draw conclusions; ii. recognize basic conventions including aspects of format and style, and author's purpose for writing; iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
MYP Year 3, Language Acquisition	Criterion C: Communicating in response to spoken and/or written and/or visual text; i. respond appropriately to spoken and/or written and/or visual text; ii. interact in basic structured exchanges; iii. use phrases to communicate ideas, feelings and information in familiar situations; iv. communicate with a sense of audience.
MYP Year 3, Language Acquisition	Criterion D: Using language in spoken and/or written form; i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation; ii. organize information and ideas and use a range of basic cohesive devices; iii. use language to suit the context.
<b>MYP Year 1, Language and Literature</b>	
MYP Year 1, Language and Literature	Criterion A: Analyzing; i. identify and comment upon significant aspects of texts; ii. identify and comment upon the creator's choices; iii. justify opinions and ideas, using examples, explanations and terminology; iv. identify similarities and differences in features within and between texts.
MYP Year 1, Language and Literature	Criterion B: Organizing; i. employ organizational structures that serve the context and intention; ii. organize opinions and ideas in a logical manner; iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.
MYP Year 1, Language and Literature	Criterion C: Producing texts; i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process; ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience; iii. select relevant details and examples to support ideas.
MYP Year 1, Language and Literature	Criterion D: Using language; i. use appropriate and varied vocabulary, sentence structures and forms of expression; ii. write and speak in an appropriate register and style; iii. use correct grammar, syntax and punctuation; iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy; v. use appropriate non-verbal communication techniques.
<b>MYP Year 3, Language and Literature</b>	
MYP Year 3, Language and Literature	Criterion A: Analyzing; i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts; ii. identify and explain the effects of the creator's choices on an audience; iii. justify opinions and ideas, using examples, explanations and terminology; iv. interpret similarities and differences in features within and between genres and texts.
MYP Year 3, Language and Literature	Criterion B: Organizing; i. employ organizational structures that serve the context and intention; ii. organize opinions and ideas in a coherent and logical manner; iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.
MYP Year 3, Language and Literature	Criterion C: Producing texts; i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process; ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience; iii. select relevant details and examples to develop ideas.
MYP Year 3, Language and Literature	Criterion D: Using language; i. use appropriate and varied vocabulary, sentence structures and forms of expression; ii. write and speak in an appropriate register and style; iii. use correct grammar, syntax and punctuation; iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy; v. use appropriate non-verbal communication techniques.
<b>MYP Year 1, Math</b>	
MYP Year 1, Math	Criterion A: Knowing and understanding; i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations; ii. apply the selected mathematics successfully when solving problems; iii. solve problems correctly in a variety of contexts.

MYP Year 1, Math	Criterion B: Investigating patterns; i. apply mathematical problem-solving techniques to recognize patterns; ii. describe patterns as relationships or general rules consistent with correct findings; iii. verify whether the pattern works for other examples.
MYP Year 1, Math	Criterion C: Communicating; i. use appropriate mathematical language (notation, symbols & terminology) in both oral & written statements; ii. use appropriate forms of mathematical representation to present information; iii. communicate coherent mathematical lines of reasoning; iv. organize information using a logical structure.
MYP Year 1, Math	Criterion D: Applying mathematical reasoning in real-life contexts; i. identify relevant elements of authentic real-life situations; ii. select appropriate mathematical strategies when solving authentic real-life situations; iii. apply the selected mathematical strategies successfully to reach a solution; iv. explain the degree of accuracy of a solution; v. describe whether a solution makes sense in the context of the authentic real-life situation.
<b>MYP Year 3, Math</b>	
MYP Year 3, Math	Criterion A: Knowing and understanding; i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations; ii. apply the selected mathematics successfully when solving problems; iii. solve problems correctly in a variety of contexts.
MYP Year 3, Math	Criterion B: Investigating patterns; i. apply mathematical problem-solving techniques to discover complex patterns; ii. describe patterns as relationships and/or general rules consistent with correct findings; iii. verify and justify relationships and/or general rules.
MYP Year 3, Math	Criterion C: Communicating; i. use appropriate mathematical language (notation, symbols & terminology) in both oral & written statements; ii. use appropriate forms of mathematical representation to present information; iii. move between different forms of mathematical representation; iv. communicate coherent mathematical lines of reasoning; v. organize information using a logical structure.
MYP Year 3, Math	Criterion D: Applying mathematical reasoning in real-life contexts; i. identify relevant elements of authentic real-life situations; ii. select appropriate mathematical strategies when solving authentic real-life situations; iii. apply the selected mathematical strategies successfully to reach a solution; iv. explain the degree of accuracy of a solution; v. explain whether a solution makes sense in the context of the authentic real-life situation.
<b>MYP Year 1, Physical and Health Education</b>	
MYP Year 1, Physical and Health Education	Criterion A: Knowing and understanding; i. outline physical and health education-related factual, procedural and conceptual knowledge; ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations; iii. apply physical and health terminology to communicate understanding.
MYP Year 1, Physical and Health Education	Criterion B: Planning for performance; i. identify goals to enhance performance; ii. construct and outline a plan for improving physical activity and health.
MYP Year 1, Physical and Health Education	Criterion C: Applying and performing; i. recall and apply a range of skills and techniques; ii. recall and apply a range of strategies and movement concepts; iii. recall and apply information to perform effectively
MYP Year 1, Physical and Health Education	Criterion D: Reflecting and improving performance; i. identify and demonstrate strategies to enhance interpersonal skills; ii. describe the effectiveness of a plan based on the outcome; iii. describe and summarize performance.
<b>MYP Year 3, Physical and Health Education</b>	
MYP Year 3, Physical and Health Education	Criterion A: Knowing and understanding; i. describe physical and health education factual, procedural and conceptual knowledge; ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations; iii. apply physical and health terminology effectively to communicate understanding.
MYP Year 3, Physical and Health Education	Criterion B: Planning for performance; i. outline goals to enhance performance; ii. design and explain a plan for improving physical performance and health.
MYP Year 3, Physical and Health Education	Criterion C: Applying and performing; i. demonstrate and apply a range of skills and techniques; ii. recall and apply a range of strategies and movement concepts; iii. recall and apply information to perform effectively.
MYP Year 3, Physical and Health Education	Criterion D: Reflecting and improving performance; i. describe and demonstrate strategies to enhance interpersonal skills; ii. explain the effectiveness of a plan based on the outcome; iii. explain and evaluate performance.
<b>MYP Year 1, Sciences</b>	
MYP Year 1, Sciences	Criterion A: Knowing and understanding; i. outline scientific knowledge; ii. identify and comment upon the creator's choices; iii. interpret information to make scientifically supported judgments.
MYP Year 1, Sciences	Criterion B: Inquiring and designing; i. outline an appropriate problem or research question to be tested by a scientific investigation; ii. outline a testable prediction using scientific reasoning; iii. outline how to manipulate the variables, and outline how data will be collected; iv. design scientific investigations.
MYP Year 1, Sciences	Criterion C: Processing and evaluating; i. present collected and transformed data; ii. interpret data and outline results using scientific reasoning; iii. discuss the validity of a prediction based on the outcome of the scientific investigation; iv. discuss the validity of the method; v. describe improvements or extensions to the method.
MYP Year 1, Sciences	Criterion D: Reflecting on the impacts of science; i. summarize the ways in which science is applied and used to address a specific problem or issue; ii. describe and summarize the various implications of using science and its application in solving a specific problem or issue; iii. apply scientific language effectively; iv. document the work of others and sources of information used.
<b>MYP Year 3, Sciences</b>	
MYP Year 3, Sciences	Criterion A: Knowing and understanding; i. describe scientific knowledge; ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations; iii. analyse information to make scientifically supported judgments.
MYP Year 3, Sciences	Criterion B: Inquiring and designing; i. describe a problem or question to be tested by a scientific investigation; ii. outline a testable hypothesis and explain it using scientific reasoning; iii. describe how to manipulate the variables, and describe how data will be collected; iv. design scientific investigations.
MYP Year 3, Sciences	Criterion C: Processing and evaluating; i. present collected and transformed data; ii. interpret data and describe results using scientific reasoning; iii. discuss the validity of a hypothesis based on the outcome of the scientific investigation; iv. discuss the validity of the method; v. describe improvements or extensions to the method.
MYP Year 3, Sciences	Criterion D: Reflecting on the impacts of science; i. summarize the ways in which science is applied and used to address a specific problem or issue; ii. describe and summarize the various implications of using science and its application in solving a specific problem or issue; iii. apply scientific language effectively; iv. document the work of others and sources of information used.

<b>MYP Years 1-3, Interdisciplinary</b>	
MYP Years 1-3, Interdisciplinary	Criterion A: Disciplinary grounding; demonstrate relevant disciplinary factual, conceptual and/or procedural knowledge.
MYP Years 1-3, Interdisciplinary	Criterion B: Synthesizing; synthesize disciplinary knowledge to demonstrate interdisciplinary understanding.
MYP Years 1-3, Interdisciplinary	Criterion C: Communicating; use appropriate strategies to communicate interdisciplinary understanding effectively; document sources using recognized conventions.
MYP Years 1-3, Interdisciplinary	Criterion D: Reflecting; reflect on the development of their own interdisciplinary understanding; evaluate the benefits and limitations of disciplinary and interdisciplinary knowledge and ways of knowing in specific situations.
<b>MYP Year 3, Community Project</b>	
MYP Year 3, Community Project	Criterion A: Investigating; i. define a goal to address a need within a community, based on personal interests; ii. identify prior learning and subject-specific knowledge relevant to the project; iii. demonstrate research skills.
MYP Year 3, Community Project	Criterion B: Planning; i. develop a proposal for action to serve the need in the community; ii. plan and record the development process of the project; iii. demonstrate self-management skills.
MYP Year 3, Community Project	Criterion C: Taking action; i. demonstrate service as action as a result of the project; ii. demonstrate thinking skills; iii. demonstrate communication and social skills.
MYP Year 3, Community Project	Criterion D: Reflecting; i. evaluate the quality of the service as action against the proposal; ii. reflect on how completing the project has extended their knowledge and understanding of service learning; iii. reflect on their development of ATL skills.





























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