

Subject Group	School's Written Curriculum
Language and Literature	<ul style="list-style-type: none"> • Includes the study of a range of literature in each course • Includes a balance of language and literature in each course • Includes a balance of genres in each course • Includes a world literature component in each course
Language Acquisition	<ul style="list-style-type: none"> • Organizes teaching and learning into six phases • Considers a reasonable differentiation and manageable combination of proficiencies in one class
Individuals and Societies	<ul style="list-style-type: none"> • Expects students to engage in an investigation in individuals and societies in each year of the programme • Indicates teachers use criterion B in combination with at least one other individuals and societies' criterion for summative assessments.
Sciences	<ul style="list-style-type: none"> • Includes, in every year, all students' independent completion of a scientific investigation that is assessed against criterion B (inquiring and designing) and criterion C (processing and evaluating).
Mathematics	<ul style="list-style-type: none"> • Includes student learning in four branches of mathematics over the five years (or complete duration) of the programme: number, algebra, geometry, trigonometry, statistics and probability • Expects students to apply mathematics in authentic real-life situations • Expects students to perform investigations to discover patterns
Arts	<ul style="list-style-type: none"> • Requires students studying an art form in year 5 of the MYP have engaged in structured learning in the art form in earlier years of the programme. • Bases the selection of courses on an awareness that courses that focus only on preparing students for the performance events through instruction, practice, and rehearsal and NOT likely to meet the objectives. • Ensures that modular or integrated arts courses offered enable students to meet the appropriate year 5 arts objectives by the end of the course • Expects students to use the arts process journal in all arts courses
Design	<ul style="list-style-type: none"> • Expects students to use the design cycle to structure projects in all design courses • Expects students to complete a design project in each design course that begins with student inquiry into the problem and ends with the evaluation of the product/solution; presents the project as a design folder that is clearly divided into four sections and is assessed against all four criteria.

