MYP Criteria (Standards) per subject area
(LHS MYP classes that use each set of criteria)

Language and Literature (English 9 & English 10)
A. Analyzing
B. Organizing
C. Producing text
D. Using language

Language Acquisition (Spanish, French, German: levels 1-3)
A. Comprehending spoken and visual text
B. Comprehending written and visual text
C. Communicating in response to spoken, written and visual text
D. Using language in spoken and written form

Individuals and Societies (Civics, Geography, World History)
A. Knowing and understanding
B. Investigating
C. Communicating
D. Thinking critically

Math (Algebra I, AMPED, Geometry, Geometry in Construction, Algebra II, Pre-Calculus)
A. Knowing and understanding
B. Investigating patterns
C. Communicating
D. Applying mathematics in real-life contexts

Sciences (Geophysical Lab, Biology, Chemistry, Environmental Science)
A. Knowing and understanding
B. Inquiring and designing
C. Processing and evaluating
D. Reflecting on the impacts of science

Design (AMPED, Geometry in Construction)
A. Inquiring and analyzing
B. Developing ideas
C. Creating the solution
D. Evaluating

Arts
A. Knowing and understanding
B. Developing skills
C. Thinking creatively
D. Responding

Physical & Health Education (Fitness)
A. Knowing and understanding
B. Planning for performance
C. Applying and performing
D. Reflecting and improving performance
MYP Objectives and detailed strands per subject area

Language and Literature
A. Analyzing
   i. analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts
   ii. analyze the effects of the creator’s choices on an audience
   iii. justify opinions and ideas, using examples, explanations and terminology
   iv. evaluate similarities and differences by connecting features across and within genres and texts
B. Organizing
   i. employ organizational structures that serve the context and intention
   ii. organize opinions and ideas in a sustained, coherent and logical manner
   iii. use referencing and formatting tools to create a presentation style suitable to the context and intention
C. Producing text
   i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on 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
D. Using language
   i. use appropriate and varied vocabulary, sentence structures and forms of expression
   ii. write and speak in a register and style that serve the context and intention
   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

Language Acquisition (as appropriate to the phase)
A. Comprehending spoken and visual text
   i. listen for specific purposes and respond to show understanding
   ii. interpret visual text that is presented with spoken text
   iii. engage with the text by supporting opinion and personal response with evidence and examples from the text
B. Comprehending written and visual text
   i. read for specific purposes and respond to show understanding
   ii. interpret visual text that is presented with written text
   iii. engage with the text by supporting opinion and personal response with evidence and examples from the text
C. Communicating in response to spoken, written and visual text
   i. interact and communicate in various situations
   ii. express thoughts, feelings, ideas, opinions and information in spoken and written form
   iii. speak and write for specific purposes
D. Using language in spoken and written format
   i. organize thoughts, feelings, ideas, opinions and information in spoken and written form
   ii. develop accuracy when speaking and writing in the target language
Individuals and Societies

A. Knowing and understanding
   i. use terminology in context
   ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples

B. Investigating
   i. formulate a clear and focused research question and justify its relevance
   ii. formulate and follow an action plan to investigate a research question
   iii. use research methods to collect and record relevant information
   iv. evaluate the process and result of the investigation

C. Communicating
   i. communicate information and ideas using an appropriate style for the audience and purpose
   ii. structure information and ideas in a way that is appropriate to the specified format
   iii. document sources of information using a recognized convention

D. Thinking critically
   i. discuss concepts, issues, models, visual representations and theories
   ii. synthesize information to make valid arguments
   iii. analyze and evaluate a range of sources/data in terms of origin an purpose, examining values and limitations
   iv. interpret different perspectives and their implications

Math

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

B. Investigating patterns
   i. select and apply mathematical problem-solving techniques to discover complex patterns
   ii. describe patterns as general rules consistent with findings
   iii. prove, or verify and justify, general rules

C. Communication
   i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
   ii. use appropriate forms of mathematical representation to present information
   iii. move between different forms of mathematical representation
   iv. organize information using a logical structure

D. Applying mathematics 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. justify the degree of accuracy of a solution
   v. justify whether a solution makes sense in the context of the authentic real-life situation
Sciences (MYP 5)

A. Knowing and understanding
   i. explain scientific knowledge
   ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
   iii. analyze and evaluate information to make scientifically supported judgements

B. Inquiring and designing
   i. explain a problem or question to be tested by a scientific investigation
   ii. formulate a testable hypothesis and explain it using scientific reasoning
   iii. explain how to manipulate the variables, and explain how data will be collected
   iv. design scientific investigations

C. Processing and evaluating
   i. present collected and transformed data
   ii. interpret data and explain results using scientific reasoning
   iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
   iv. evaluate the validity of the method
   v. explain improvements or extensions of the method

D. Reflecting on the impacts of science
   i. explain the ways in which science is applied and used to address a specific problem or issue
   ii. discuss and evaluate the various implications of the use of 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

Physical & Health Education

A. Knowing and understanding
   i. explain physical health education factual, procedural and conceptual knowledge
   ii. apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations
   iii. apply physical and health terminology effectively to communicate understanding

B. Planning for performance
   i. design, explain and justify plans to improve physical performance and health
   ii. analyze and evaluate the effectiveness of a plan based on the outcome

C. Applying and performing
   i. demonstrate and apply a range of skills and techniques effectively
   ii. demonstrate and apply a range of strategies and movement concepts
   iii. analyze and apply information to perform effectively

D. Reflecting and improving performance
   i. explain and demonstrate strategies that enhance interpersonal skills
   ii. develop goals and apply strategies to enhance performance
   iii. analyze and evaluate performance
Design (MYP 5)

A. Inquiring and analyzing
   i. explain and justify the need for a solution to a problem for a specific client/target audience
   ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem
   iii. analyze a range of existing products that inspire a solution to the problem
   iv. develop a detailed design brief which summarizes the analysis of relevant research

B. Developing ideas
   i. develop a design specification which clearly states the success criteria for the design of a solution
   ii. develop a range of feasible design ideas which can be correctly interpreted by others
   iii. present the final chosen design and justify its selection
   iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution

C. Creating the solution
   i. construct a logical plan, which describes the efficient use of time and resources, 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. fully justify changes made to the chosen design and plan when making the solution
   v. present the solution as a whole, either:
      a. in electronic form, or
      b. through photographs of the solution from different angles, showing detail

D. Evaluating
   i. design detailed and relevant testing methods, which generate data, to measure the success of the solution
   ii. critically evaluate the success of the solution against the design specification
   iii. explain how the solution could be improved
   iv. explain the impact of the solution on the client/target audience

Arts (MYP 5)

A. Knowing and understanding
   i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
   ii. demonstrate an understanding of the role of the art form in original or displaced contexts
   iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork

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

C. Thinking creatively
   i. develop a feasible, clear, imaginative and coherent artistic intention
   ii. demonstrate a range and depth of creative-thinking behaviors
   iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization

D. Responding
   iv. construct meaning and transfer learning to new settings
   v. create an artistic response that intends to reflect or impact on the world around them
   vi. critique the artwork of self and others