

## A broad, balanced, conceptual and connected curriculum

Each of the four IB programmes provides a detailed and developmentally appropriate curriculum or curriculum framework that is broad, balanced, conceptual and connected.

IB programmes offer students access to a broad and balanced range of academic studies and learning experiences. They promote conceptual learning, create frameworks within which knowledge can be acquired, and focus on powerful organizing ideas that are relevant across subject areas and that help to integrate learning and add coherence to the curriculum.

The programmes emphasize the importance of making connections, exploring the relationships between academic disciplines, and learning about the world in ways that reach beyond the scope of individual subjects. They also focus on offering students authentic opportunities to connect their learning to the world around them.

The four programmes are all underpinned by a shared focus on international-mindedness and developing the attributes of the IB learner profile. Yet each programme also has its own identity and developmentally appropriate elements, as shown in the following examples.

- In the PYP, learning aims to transcend traditional boundaries between subject areas. Students explore six transdisciplinary themes of global significance: who we are; where we are in place and time; how we express ourselves; how the world works; how we organize ourselves; sharing the planet.
- In the MYP, students explore six global contexts that are developed from, and extend, the PYP transdisciplinary themes: identities and relationships; personal and cultural expression; orientation in space and time; scientific and technical innovation; fairness and development; globalization and sustainability.
- In the DP, the curriculum consists of six subject groups and the three elements of the DP core. As one of these core elements, the theory of knowledge (TOK) course encourages students to become more aware of their own perspectives and assumptions through an exploration of the fundamental question of how we know what we know.
- In the CP, students combine the study of DP courses with career-related studies and the four elements of the CP core. As one of these core elements, the personal and professional skills course focuses on preparing students to effectively navigate a range of personal and professional situations that they may encounter in the workplace.

All four IB programmes also require the completion of a culminating project: the PYP exhibition; the MYP personal project or community project; the DP extended essay; the CP reflective project. These projects provide an opportunity for students to both deepen and showcase their knowledge, understandings and skills, and to celebrate their learning journeys.

Meaningful assessment supports curricular goals. In IB programmes, assessment is therefore ongoing, varied and integral to the curriculum. IB schools use a range of strategies and tools to assess student learning. Emphasis is placed on the importance of analysing assessment data to inform teaching and learning, and on recognizing that students benefit by learning how to assess their own work and the work of others.

The MYP, DP and CP also offer a range of IB-validated assessments. These assessments balance validity and reliability, offering assessment tasks that, for example, require students to demonstrate higher-order thinking rather than simple, factual recall. These rigorous assessments help to maintain the IB's hard-earned reputation for high standards and challenging programmes.