

International School of Paris

MYP

Curriculum Guide

2026 -27



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The IB Middle Years Programme at ISP

IB Mission Statement

“The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. [Our] programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

The Middle Years Programme (MYP) at ISP is purpose built for our students. It allows them to use big ideas and real world contexts to develop the skills, knowledge and attitudes that are vital for future success in both academic programmes and as global citizens.

To meet the needs of our international community, the ISP MYP provides a balanced education, which facilitates geographic and cultural mobility and promotes the concepts of responsibility and international mindedness.

The ISP High Quality Learning Definition

High quality learning is a social and experiential practice. It sparks students’ curiosity and stimulates their natural creativity. It inspires them to strive for excellence, and to take ownership of their own inquiry and research. It shapes the learner and the learning community, nurturing growth and new understanding.

**A SOCIAL AND
EXPERIENTIAL
PRACTICE (SEP)**



**SPARKING
CURIOSITY AND
CREATIVITY (ICC)**



**TAKING OWNERSHIP
OF INQUIRY AND
RESEARCH (TOI)**



**STRIVING FOR
EXCELLENCE
(EXC)**



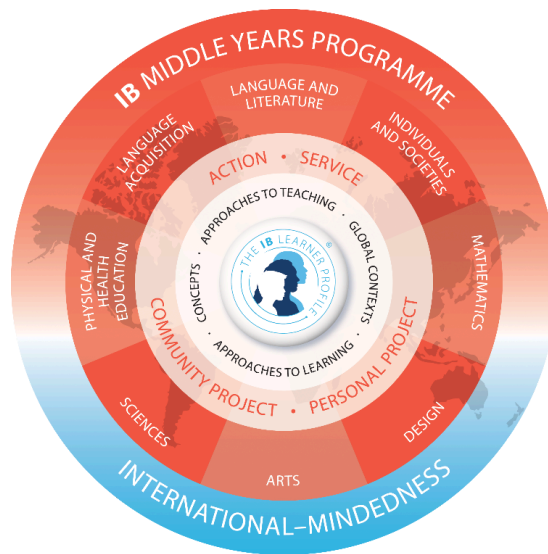
**SHAPING THE LEARNER
AND THE LEARNING
COMMUNITY (SLC)**



**NURTURING GROWTH
AND NEW
UNDERSTANDINGS (NGU)**



The MYP Framework



The Middle Years Programme (MYP) was originally developed by the International Schools Association and then further developed by schools during the early 1990s. The MYP was first implemented at ISP in 2001. The International School of Paris adopted the IB MYP due to the synchronisation with its philosophy and objectives, and also because the MYP:

- is an international programme with no bias towards any particular national system;
- is part of the IB, a globally recognized and respected educational organisation;
- provides vertical consistency through the IB Diploma in grades 11 and 12 and the PYP in the Primary School;
- is flexible enough to allow ISP to design the curriculum to fit student needs;
- does not prescribe content of subject areas but does provide a framework for their delivery;
- provides assessment, within the IB MYP subjects, which share a common approach by being criterion-based and inquiry-led;
- has strong interdisciplinary elements; and,
- supports external evaluation and curriculum development.

A Concept-Driven Curriculum

“What matters is not the absorption and regurgitation either of facts or of pre-digested interpretations of facts, but the development of powers of the mind or ways of thinking which can be applied to new situations and new presentations of facts as they arise.”

(Alec Peterson, first IB Director General 2003:47)

A concept is a *big idea*—a principle that is enduring, the significance of which goes beyond aspects such as particular origins, subject matter or place in time. Concepts represent the vehicle for students’ inquiry into issues and ideas of personal, local and global significance, providing the means by which the essence of a subject can be explored.

The MYP identifies concepts into which students must inquire. These concepts ensure the development of a rigorous curriculum and promote a shared community of practice among IB World Schools offering the MYP.

MYP Key Concepts:

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

A concept-based model is used in the MYP because it encourages students to:

- process factual knowledge at a deeper intellectual level as they relate the facts to concepts and essential conceptual understandings;
- create personal relevance, as students relate new knowledge to prior knowledge, and encourage understanding of cultures and environments;
- bring their intellect to the study as they use a key concept to personally focus on the unit topic to increase motivation for learning;
- increase fluency as students use a common language to articulate their deeper learning;
- achieve higher levels of critical, creative and conceptual thinking as students analyse complex global challenges.

Global Contexts

Learning at ISP aims to support students to understand the complex world. There are many different things that a person needs to understand to understand the world. These things fall into six categories, known as the MYP Global Contexts.



Image created by Elizabeth Solomon. Accessed on 23/5/23, URL: <https://www.teacherspayteachers.com/FreeDownload/IB-MYP-Global-Contexts-Poster-2803517>

All units of work allow students to explore one of the Global Contexts. This supports students in making worthwhile connections between the real world and classroom learning.

The International Baccalaureate Learner Profile



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life. KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance. THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions. COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups. PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience. CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us. RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change. BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live. REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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The IB learner profile are ten personal attributes valued by IB World Schools. We believe these attributes help our students become responsible members of local, national and global communities. The learner profile is what enables ISP to reach its mission, Educating *for* Complexity. The attributes of the learner profile permeate teaching and learning and provide a framework for our values.

Approaches to Learning (ATLs)

It is widely known that the development of transdisciplinary skills is just as important as learning in specific subjects. The transdisciplinary skills that empower students to be successful in school, education and beyond, are known as Approaches to Learning (ATLs). There are five broad categories of skills, which can be broken down into ten more specific clusters of ATL skills. Throughout the MYP, students will learn and practise different strategies for developing and applying these skills.

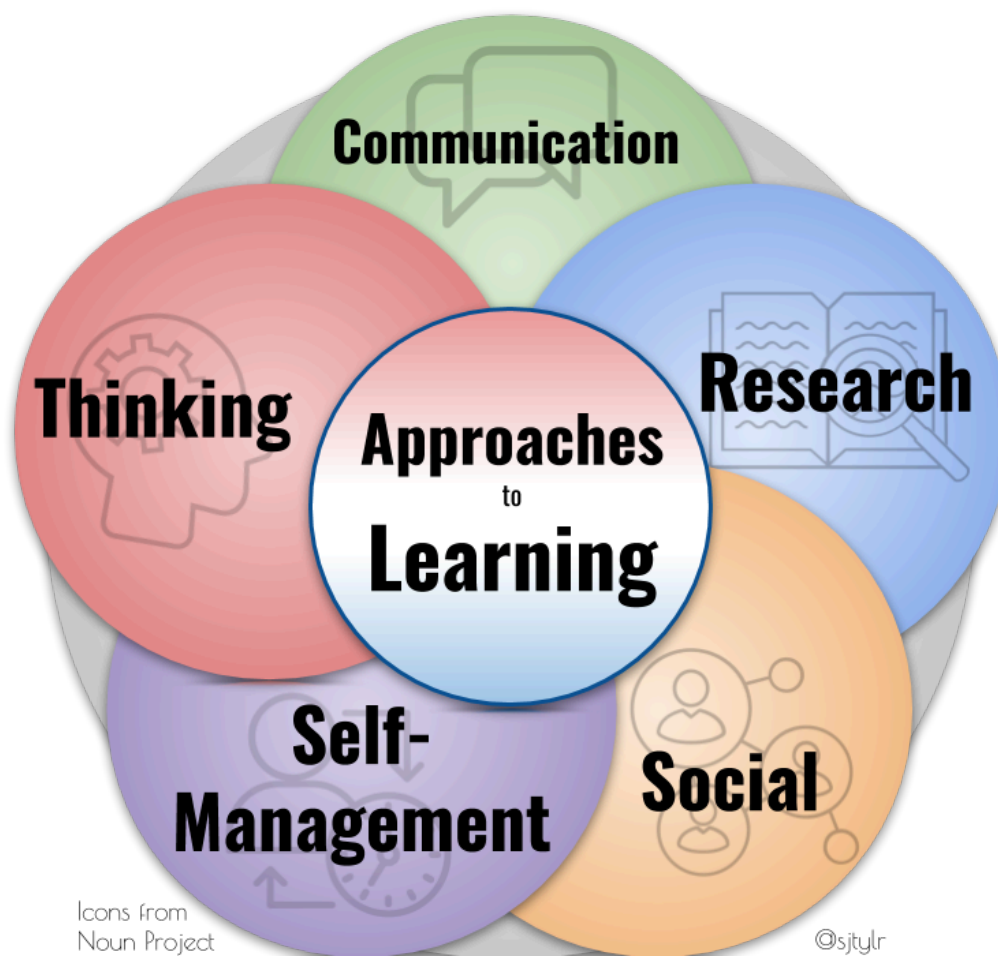


Image created by Stephen Taylor. Accessed on 31/5/23, URL: <https://i-biology.net/atl/>

e-Assessments and the MYP Certificate

As an **assessment for learning**, the MYP e-Assessments inform students' next steps in their education journey, build their ability to apply their thinking to new situations, stimulate their learning of skills, and match the three types of performances that suit a 21st-century adolescent mind. The three aspects of e-Assessments are:

1. Personal Project - *milestone performance*
2. ePortfolio - *assisted performance*
3. On-screen examinations - *individual performance*

In the final year of the MYP (**Grade 10**), each student must develop a Personal Project independently, which is externally validated by the IB. At the same time, ISP registers students for external assessments (e-Assessments) in all other elements of the programme. It offers students the chance to earn a **formal, internationally recognised certificate** if they meet the success criteria.

MYP Course Results

All students who complete eAssessments will receive the *MYP Course Results*. IB MYP course results show each subject a student has taken as part of e-Assessment and the grade they achieved (1–7), as well as achievement in the personal project and the interdisciplinary on-screen examination.

Students will receive official course results from the IB for every on-screen exam and ePortfolio they complete in Grade 10. This document will record what a student has achieved and will not indicate assessments where no grade has been awarded or non-completion of the community service requirement. Similarly, there will be no indication that the student has not achieved the MYP Certificate.

The MYP Certificate

The certificate will be awarded when all conditions have been met, as described below.

A grade from the following six subject groups and corresponding courses must contribute to the award of the MYP Certificate.

- Language and literature: Arabic, Chinese (Mandarin), Dutch, English, French, German, Kiswahili, Korean, Portuguese, Spanish
- Language acquisition (*or a second language and literature*): Arabic, Chinese (Mandarin), Dutch, English, French, German, Hindi, Portuguese, Spanish
- Individuals and Societies: Integrated Humanities
- Sciences: Integrated Sciences
- Mathematics: Standard level or Extended level
- Design and PHE*

**The Design/PHE assessment is undertaken throughout the year in the class as an ePortfolio. All students will complete a Design ePortfolio. Some students may opt to complete an additional ePortfolio in PHE.*

The IB will award an MYP Certificate to each student who has:

- gained a grade total of at least 28 points from six subject groups, the interdisciplinary on-screen examination and the personal project combined; out of a possible maximum of 56 points
- gained at least a grade 3 in at least one subject from each subject group
- gained at least a grade 3 for the Personal Project
- gained at least a grade 3 for the interdisciplinary on-screen examination
- completed the school's requirements for community engagement (*3 experiences with meaningful reflections required + 1 project recommended*).

The MYP Certificate is not an entry requirement for the Diploma Programme and there is flexibility in the pathway that each student takes concerning the e-Assessments.

Promotion within the MYP

Promotion from each grade is not automatic. To be promoted from within the MYP (grades 6-9), a student's final report should demonstrate:

- at least a 3/7 in each MYP subject area;
- an average final grade of at least 4 in the MYP subjects;
- completion of ISP's expectations for community engagement;
- minimum 90% attendance.

MYP Subjects

Our MYP class structure is designed to offer guidance and care from primary school whilst supporting our learners to be able to cope with greater independence and opportunities as they move towards high school.

	MYP Years 1-3: Grades 6-8	MYP Year 4: Grade 9	MYP Year 5: Grade 10
Group 1/2: English	Language & Literature or Language Acquisition		
Group 1/2: French	Language & Literature or Language Acquisition		
3rd Language	Option 1: MYP Language & Literature – Japanese, Korean, Spanish, Hebrew or Home Language Programme Option 2: MYP Language Acquisition – Spanish or Chinese Option 3: French Enrichment		
Group 3: Individuals & Societies	Integrated Humanities		
Group 4: Sciences	Integrated Sciences		
Group 5: Mathematics	Mathematics	Standard Mathematics or Extended Mathematics	
Group 6: The Arts	Integrated Arts: Combination of Theatre, Media Arts, Music, and Visual Art	Specialisation in two Arts: Theatre, Media Arts, Music or Visual Art	Arts Specialisation: Theatre, Media Arts, Music, or Visual Art
Group 7: Physical & Health Education	Physical and Health Education (PHE)		
Group 8: Design	Product and Digital Design		
MYP Core	Community Engagement Interdisciplinary Learning Units		Personal Project Community Engagement Interdisciplinary Learning
Supporting courses	Personal and Social Education (PSE) & Advisory		

Group 1: Language & Literature

English, French, Hebrew, Japanese, Korean, Spanish or Home Languages Programme

Students should study at least one language at the Language & Literature level. Language & Literature is either a student's home language or one in which he/she has near-native proficiency. It is an academically rigorous study of both language *and* literature, which aims to equip students with linguistic, analytical and communicative skills.

Main objectives

The study of MYP Language & Literature is to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction;
- develop critical, creative and personal approaches to studying and analysing literary and non-literary works;
- develop a lifelong interest in reading widely and apply language skills in a variety of real-life contexts.

Group 2: Language Acquisition

English, French, Spanish, or Chinese

The aims of the study of modern foreign languages are to acquire, firstly, the basis of a means of communication and an understanding of the linguistic, cultural, and social elements of the communities where these languages are spoken. In addition, we aim to develop an appreciation of a variety of literary and non-literary texts, thus giving access to multiple sources of information. Finally, it is hoped that this activity will be life-long and enjoyable. Teaching and learning in Language Acquisition is organised into six phases split into three levels: Emergent, Capable and Proficient. The phases represent a developmental continuum of additional language learning. Students may commence their Language Acquisition course in any phase on the continuum and may exit from any phase on the continuum.

Main objectives

The subject's objectives, which are achieved at different levels in accordance with the criteria of the student's placement, are to be able to:

- communicate information, ideas and opinions;
- demonstrate comprehension of these, both orally and in writing;
- identify main ideas and supporting details and draw conclusions in these same ways, using appropriate structures and vocabulary;
- request and provide information in formal and informal exchanges related to the Global Contexts and to cultural and international issues.

More information about language choices can be found under the section "[Language Options](#)".

Group 3: Individuals & Societies

Integrated Humanities

The MYP Individuals and Societies subject group is inclusive of disciplines studied under humanities and social sciences. In Individuals and Societies, students have the opportunity to develop the skills needed to make in-depth inquiries into historical, geographical, political, social, economic, and cultural factors. Students also explore the potential impact on individuals, societies and the environment, encouraging them to broaden their thinking and to respect the diversity in the world around them. Individuals and societies also encourage students to develop their critical thinking skills when considering the diversity of human culture, attitudes and beliefs; students discover that both content and methodology can be debatable and controversial.

Main objectives

The aim of MYP Individuals and Societies is to encourage students to:

- gain knowledge and conceptual understanding;
- develop research, analytical and interpretive skills;
- develop and use effective communication skills;
- encourage students to respect and understand the world around them;
- provide a skills base to facilitate further study.

Group 4: Sciences

Integrated Sciences

Science and the scientific method offer a way of learning that contributes to the development of analytical and critical thinking skills. The MYP sciences curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

Main objectives

The study of MYP Science is to encourage and enable students to:

- develop inquiring minds and curiosity about science and the natural world;
- acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts;
- develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions;
- communicate scientific ideas, arguments and practical experiences accurately in a variety of ways;
- think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts;
- understand the international nature of science and the interdependence of science, technology and society, including the benefits, limitations and implications imposed by social, economic, political, environmental, cultural and ethical factors.

Group 5: Mathematics

Mathematics, Extended Mathematics, Standard Mathematics

MYP mathematics provides a framework of concepts and skills organised into the following five branches of mathematics: number; algebra; geometry and trigonometry; statistics and probability; and discrete mathematics. Starting in MYP Year 4 (Grade 9), the concepts and skills of the framework for mathematics are organised so that students can work at two levels of ability: Standard Mathematics and Extended Mathematics. Standard Mathematics aims to give all students a sound knowledge of basic mathematical concepts while allowing them to develop the skills needed to meet the objectives of MYP mathematics. Extended Mathematics consists of the Standard Mathematics framework supplemented by additional concepts and skills. This level provides the foundation for students who wish to pursue further studies in mathematics, for example, Mathematics Higher Level (HL) as part of the IB Diploma Programme.

Main objectives

MYP Mathematics aims to:

- equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics;
- prepare students to use mathematics in their workplace and life in general;
- develop an understanding of the principles and nature of mathematics;
- develop logical, critical and creative thinking;
- advance confidence, perseverance, and independence in mathematical thinking and problem-solving;
- develop the ability to reflect critically upon their own work and the work of others.

Group 6: Arts

Theatre, Media, Music, Visual Art

The arts are a universal form of human expression and a unique way of knowing that engage us in affective, imaginative and productive activity. Learning through the arts helps us to explore, shape and communicate our sense of identity and understanding of the world. The IB MYP arts value the process of creating artwork as much as the finished product.

Main objectives

Through a study of the different arts disciplines, students should be able to:

- demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts;
- demonstrate knowledge and understanding of the elements of the art form studied, including specialised language, concepts and processes;
- communicate a critical understanding of the art form studied in the context of their own artwork;
- develop an idea, theme or personal interpretation to a point of realisation, expressing and communicating their artistic intentions;
- apply skills, techniques and processes to create, perform and/or present art;
- reflect critically on their own artistic development and processes at different stages of their work;

- use feedback to inform their own artistic development and processes;
- demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks;
- be receptive to art practices and artworks from various cultures, including their own.

Group 7: Physical & Health Education

Physical & Health Education

Students receive a balanced physical and health education curriculum with opportunities to become multi-skilled by experimenting with the main sports groups of cultures around the world. The social aspect of collective sports activities allows students to develop autonomy and responsibility. Students also learn about safety and wellbeing. Individual physical activities offer students opportunities to strive for their personal best through a thorough understanding of their limits. Partnered and team physical activities help students learn to manage their stress and emotions for their physical effort that must be adapted to the environment and sports material. Student learning experiences in the PHE program are diverse and comprehensive, allowing students to attain knowledge and experience within a maximum of environments and situations. These are not limited to physical activity, but also include learning key theoretical knowledge, how to plan for performance and how to evaluate performance in physical activities.

Main objectives

The PHE curriculum aims to:

- use inquiry to explore physical and health education concepts;
- participate effectively in a variety of contexts;
- understand the value of physical activity;
- achieve and maintain a healthy lifestyle;
- collaborate and communicate effectively;
- build positive relationships and demonstrate social responsibility.

Group 8: Design

Product and Digital Design

MYP Design covers two areas: digital design and product design. Each year, students complete at least two full design projects, with some shorter, focused tasks. Students learn about the materials and processes we use to shape our world and how we communicate and share ideas, opinions and information. Knowledge of materials is built up as the student progresses through the school, starting with origins and classification and then progressing to how man-made materials are produced, with special reference to the effects we have on our environment and how we can have a positive effect through our choices.

Main objectives

The study of Design is to encourage and enable students to:

- enjoy the design process, develop an appreciation of its elegance and power;
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle;
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions and to solve problems;

- develop an appreciation of the impact of design innovations on life, global society and environments;
- develop respect for others' viewpoints and appreciate alternative solutions to problems.

Language Options

Language Profiles

Language learning is fundamental to our vision of “Educating *for* Complexity” and is one of our guiding statements.

At ISP, we promote effective communication, development of identity and appreciation of other cultures through language learning. ISP's Language Learning programme seeks to build on and advance our students' diverse backgrounds and language profiles.

Students study three language subjects.

1: English

2: French

3: World Language Option

To be eligible for the MYP Certificate, at least one of these must be a Language and Literature course by Grade 10 (strongly recommended by Grade 9).

Language Placement

The Department Leaders for the languages (English, French and World Languages) work with the MYP teachers to assign students to classes based on their current level of proficiency determined through school-based assessments and externally assessed language tests. New students will have a diagnostic test at the start of the year to form a baseline, along with information provided by families.

Moving into the Next Phase or Course

Levels of proficiency are categorised according to the IB's continuum of language learning. Students progress through “phases” as their language proficiency levels increase:

- **Emergent:** Phase 1 and Phase 2
- **Capable:** Phase 3 and Phase 4
- **Proficient:** Phase 5 and Phase 6

Student movement from one phase to the next, or one course to the next (from Language Acquisition to Language and Literature), is only possible at reporting times at the end of each semester. Teachers will decide in consultation with the Department Leader if a change is appropriate and beneficial for a student, based on data from school work and language tests.

As soon as a student joins a Language & Literature class and demonstrates success at this level over an extended period, they will no longer be able to return to a Language Acquisition class for that language. Students exiting the MYP after Grade 10 (MYP year 5) in a Language & Literature class, and having demonstrated success at this level, will not have access to IB DP (Grade 11) Language B classes in that language. MYP Language & Literature students are expected to enrol in an IB DP Language A class.

School-supported Home Language Programme

In addition to the taught languages that the school offers, ISP also provides the option of studying any home language as part of the school-supported Home Language Programme (SSHL) as a Language & Literature subject (note: this is not available for Language Acquisition). Students follow a school-set curriculum with the help of a private tutor in their home language. ISP will help the family find a tutor and guide the student through the programme, while parents are financially responsible for the tutor's fees. The curricular programme is MYP-aligned and, if the student meets the requirements, will lead to successful MYP completion. The school will provide official transcripts for these grades in liaison with the Home Language tutor. Tutors can support the student face-to-face in school during lessons, face-to-face at home outside of school hours or even long-distance via video call. Online language learning programmes without a real person as a tutor are not permitted in the MYP.

The Home Language Programme is interesting for students who:

- wish to continue, reconnect, maintain or deepen their study of their home language;
- might not be proficient enough to study either English or French at the Language and Literature level AND are not native speakers of Hebrew, Japanese, Korean or Spanish;
- need to maintain or provide proof of proficiency in their home language for further national schooling.

The Home Language Programme transitions into the “school-supported self-taught” programme at the Diploma level, where students can continue studying their home language as part of the IB Diploma Programme and count it as their one required Language A. On average, more than 10% of ISP students choose this option, covering more than ten languages in addition to the officially taught options.

Home Language Programme Structure

If a student chooses this option, it is important to understand that this is not delivered in the same manner as the other language classes (for example, English, French or Spanish) taught at ISP. When the school receives a request for a Home Language course, the Home Language Coordinator will manage the following process:

- the school will support parents in identifying a tutor to support the student's learning;
- lessons will be scheduled during the regular school day and all books and resources will be provided or paid for by the school;
- the parent(s) will commit to paying the tutor for their services and the Home Languages Coordinator will put families with common language goals in contact with each other so that costs can be shared; this is a private arrangement between the tutor and the families for which the school has no responsibility; and,
- the Home Languages Coordinator will collect assessment and reporting data from tutors at reporting times to generate a transcript for the student.

French Enrichment

In addition to their regular French lesson, students have the chance to increase their time studying French *instead* of a third language option:

- Non-francophone students can choose to attend “French Enrichment: Immersion” classes in their first and/or second year at ISP to boost their French language learning.
- Francophone students can choose to increase their French hours in the “French Enrichment: Cultures & Sociétés” classes.

Immersion

This course is suited to beginners and intermediate speakers of French. Its objectives are to encourage the spontaneous use of the French language and to reinforce the student’s motivation to learn French. Specifically, the course goals are to develop communication skills for daily life, improve oral confidence in the language and facilitate a deeper appreciation of living in Paris.

Cultures & Sociétés

This is taught in French. It is offered as an alternative to a third language; however, it is not a language course but an individuals and societies programme, designed to support students’ understanding of French culture, history and society. As an IB school, our goal is to celebrate the host country’s culture by taking advantage of all the richness Paris and its region have to offer. The course requires an advanced ability to read and write in French. Each teaching group will encounter five themes, spending approximately seven weeks on each unit. French art will be used as a means to analyse French lifestyles from different periods, and field trips will illustrate and build upon classroom learning.

(For more information, please see “Language Learning in Grades 6-10” on our webpage: <https://www.isparis.edu/learning/myp/myp-language-learning>).

Community Engagement

In the MYP, students take action to engage in the immediate school, local or global community. This sometimes includes providing service but can take many forms. Through the Community Engagement programme, students develop a more in-depth understanding of local and global needs and the skills and attributes to be able to help.

Activities vary by grade. In lower grades, students work in homeroom groups to complete Community Engagement projects, such as a Community Project in Grade 8. There are also opportunities to take part in other projects through the curriculum or outside of the curriculum voluntarily. In upper grades, students must both take part in and lead on different projects. Students are required to reflect on their projects via ManageBac, to grow from their experiences and to identify further action that could be taken as a result of their engagement.

In Grades 8, 9 and 10, students complete a Community Engagement interview. This interview checks on their progress and verifies their commitment to the programme. During the interviews, students' reflections and conversation are used to show evidence of the Community Engagement outcomes listed below and support them to become more aware of their own strengths and areas for growth:

- undertake challenges that develop new skills;
- work collaboratively with others;
- persevere in action;
- develop international-mindedness through global engagement, multilingualism and intercultural understanding;
- consider the ethical implications of their actions.

Community Engagement is a requirement for IB MYP in every year of the programme. Awarding the IB MYP Certificate at the end of Grade 10 is dependent on students completing the school's expectations for Community Engagement, recording their reflections, evidence and completing the interview.

The requirements for each grade level are different and students can find out more about this on our dedicated website, which can be accessed through the student intranet.

Personal Project

Grade 10 students carry out a research project in an area of personal interest. This “Personal Project” is a significant body of work produced over an extended period. It is a product of student initiative and reflects their experience of the MYP.

The Personal Project requires students to utilise their ATL skills and Learner Profile attributes, and usually sees them developing these further as they complete their project.

The Personal Project requires principled action; students will make or do something of significance, which extends beyond their in-school learning. Usually, this principled action results in a specific form of engagement within the community (and can count as an ‘experience’ or ‘project’ for their Community Engagement requirement).

Examples of Personal projects at ISP:

- *Helping partially sighted people by producing a Braille Paris metro map.*
- *Designing and constructing an art installation to raise awareness of gender imbalances.*
- *Designing and running age-appropriate first aid training for Grade 4 students.*
- *Promoting wellbeing and cultural awareness through translations of ancient Chinese poetry.*
- *Promoting sustainable fashion through upcycling tutorials and a guide to thrift stores in Paris.*

Personal Project Objectives:

A: Planning

- i. state a learning goal for the project and explain how a personal interest led to that goal;
- ii. state an intended product and develop appropriate success criteria for the product;
- iii. present a clear, detailed plan for achieving the product and its associated success criteria.

B: Applying skills

- i. explain how the ATL skill(s) was/were applied to help achieve their learning goal;
- ii. explain how the ATL skill(s) was/were applied to help achieve their product.

C: Reflecting

- i. explain the impact of the project on themselves or their learning;
- ii. evaluate the product based on the success criteria.

Students achieve and demonstrate the objectives of the Personal Project through three, required components:

- the **process** they follow;
- the **product** or outcome they create;
- the **report** or **presentation** they make that explains what they have done and learned (verbally or in writing).

Only the Personal Project report/presentation is assessed, but the other components are essential in being able to complete this part of the project.

Detailed information is given to all Grade 10 students and parents at the beginning of the school year. Students can also benefit from a dedicated ISP Personal Project website, which they can access via the student intranet; and will each have a specific PP supervisor to guide them through the process. The whole school community will be invited to join us in exploring and celebrating the products at the Personal Project Showcase, held in Semester 1.

Awarding the IB MYP Certificate at the end of Grade 10 is dependent on students completing the Personal Project and achieving a minimum grade of 3 for their report.

Home Learning

ISP strives to build a strong, collaborative relationship between home and school whereby students are given frequent opportunities to extend their learning beyond the classroom environment. As such, we believe that when teachers assign home learning, this practice allows students the opportunity to engage in meaningful inquiry and research that is reflective and authentic. The depth, frequency and type of home learning will vary between subjects and the workload will gradually increase as students progress through the programme.

Note: Assignments will not be given over a holiday break, except when a student is preparing for a formal IB assessment. These dates and timelines are determined in advance and are communicated through the official ISP Calendar.

MYP School-based Assessment

At ISP we recognise that students learn in different ways, and in keeping with a holistic view of education, we think it is important to provide a variety of different ways for students to demonstrate what they have learned. This is the guiding principle of MYP assessment.

Assessment in the IB MYP at ISP is:

1. **Varied in approach:** Students are assessed in a variety of different ways: written assignments, oral presentations, fieldwork, practical work, role-play, debates, exhibitions, performance, tests and examinations, research papers, peer and self-assessment.
2. **Formative as well as summative:** Formative assessment is ongoing, and it means that students are given feedback on their work to help them improve it. They might be involved in this assessment, perhaps through assessing their peers or even themselves. Summative assessment is an activity which measures a student's level of knowledge, understanding and skill at the end of a topic or unit. Both formative and summative assessments are used as evidence of learning to inform the teacher's determination of student grades in the semester reports.
3. **Criterion-based:** Assessment will not be based on "how many questions can a student answer?" or "what percentage have they achieved?" but rather "what skills have they demonstrated?". Assessment is criterion-based, so that students are assessed against published, agreed learning objectives. These learning objectives are published for each subject and each grade level, and are available to parents and students on the school's curriculum management tool, ManageBac. The subject criteria are based on the learning objectives mandated by the IB.

4. **Ongoing and reflective:** Assessment is ongoing and reflective, allowing the students to evaluate their progress and set targets for improvement; and for the school to evaluate the measure of success in meeting specific learning objectives. For more information on assessment principles and practices in the Secondary School, as well as criterion-related assessment, please read the ISP Assessment Policy available on ISP's website.

ISP reserves the right to use anonymised student work for its educational purposes. However, a student has the right to retain full permission for their work (by the International Baccalaureate Organisation) and withdraw the work at any point.

MYP Reports and Conferences

Students enhance their Approaches to Learning (ATL) skills by recording their reflections about learning in a self-evaluation. Throughout the school year, students will participate in two conferences, which parents are invited to, to share learning, celebrate achievements and set goals. Students are actively encouraged to discuss their strengths and weaknesses at these conferences.

Semester reports are posted on ManageBac, ISP's electronic reporting system. These include:

- an evaluation of the development of ATL skills during that semester;
- a level (1-8) and descriptor for the different criteria of each subject;
- a final grade (1-7) for each subject;
- a comment by the homeroom teacher, including information on student participation in community engagement;
- a summary of the MYP grade descriptors.

In addition to the semester reports, parents are encouraged to track their child's progress via ManageBac throughout the school year. All parents have access to the ManageBac portal and can view their child's achievement levels, teacher feedback and student work in all subjects. Parent ManageBac training is offered at the start of each academic year, but parents can reach out to the MYP Coordinator at any time for support.

Determining MYP Grades

Each subject has four key skills that are essential to success in that subject. These are known as Criteria A, B, C and D (a summary of these criteria can be seen in the image below). All criteria in all subjects are assessed against eight levels of criterion descriptors. The descriptors are progressive and concentrate on positive achievement, although difficulty to achieve may be included in the description for the lower levels.

The skills required to achieve each criterion become more demanding in each year of the MYP. Parents and students must discuss each subject area's criteria. Each criterion describes a student's strengths and what higher levels of skill look like. This facilitates students' adopting a growth mindset and growing independence in developing their academic skills.

The MYP assessment criteria across subject groups can be summarized as follows.

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Investigating	Developing	Creating/performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Community project	Investigating	Planning	Taking action	Reflecting
Personal project	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

Twice per year, at the end of semester reports, students' total achievement levels for each of the four criteria in a subject are converted into an IB MYP final grade from 1 to 7. Below is a table showing the IB MYP grade boundaries along with a generic description of each MYP grade. The descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

Final Grade	Boundary	IB General Grade Descriptor
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

Academic Integrity

“Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.” (IBO, 2019, pp.3).

To support our students in acting in a principled way and creating authentic work, academic integrity is a priority and relevant skills are taught throughout the MYP, such as researching, analysing and referencing the work of others. Our Academic Integrity Policy, available on the Parent Portal, outlines the expectations at each grade level and the consequences for incidents of academic dishonesty.

Recent developments in artificial intelligence (AI) have added to the complexities of academic integrity. The AI Guidelines for ISP, available on the Parent Portal, provide a helpful starting point for considerations on the use of AI. Students must review any specific AI guidance provided by teachers in relation to their subject or particular tasks. Students are encouraged to proactively seek advice if they are unsure if their AI use aligns with academic integrity expectations and to always disclose the ways in which AI has been used in work submitted, including referencing as appropriate.

Student Work

ISP reserves the right to use anonymised student work for educational purposes. When students' work is used in this way it will only be used internally and never published externally. A student has the right to retain full permission of his/her work (in accordance with the International Baccalaureate Organisation) and withdraw the work at any point.



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