International School of Paris

MYP Curriculum Handbook 2019-20

International School of Paris

Educating *for* complexity

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International Baccalaureate Learner Profile

The IB learner profile represents ten 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. (IB, 2013)

Disposition	Description
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 wellbeing 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.

The IB Middle Years Program

The IB goal is to provide students with the values and opportunities that will enable them to develop sound judgments, make wise choices and respect others in the global community. The IB MYP is a purpose-built five-year program (Grades 6-10, ages 11-16) for international schools which is taught and implemented worldwide.

The IB MYP builds upon the skills and learning developed in the IB Primary Years Programme (IB PYP). IB PYP teaching and learning "focuses on the development of the whole child as an inquirer, both in the

classroom and in the world outside" (IB). The IB MYP also relies on connecting classroom pedagogical practices and content to the world outside through the Global Contexts and the Learner Profile.

The IB MYP prepares students for the IB Diploma Programme, which was established to provide students with a balanced education, facilitate geographic and cultural mobility and to promote international understanding.

The IB MYP Philosophy

The IB MYP emphasizes holistic learning.

The IB MYP should expose students to as many different subjects, skills and experiences as possible so that students will learn to see knowledge as an interrelated whole. Students should have the opportunity to show their various strengths while being rewarded for them and gaining a sense of personal achievement.

The IB MYP emphasizes intercultural awareness and communication.

In our community, it is essential that the curriculum reflects and is responsive to the different perspectives of all our students. It should also guide them in forming their own, international, outlook. This implies an emphasis on communication skills, both in the languages and in other subjects.

The IB MYP is student-centered.

It is vital that students develop an awareness of their own learning process and the necessary skills to continue learning throughout life. The curriculum seeks to shift the emphasis from teacher-led instruction to student-led learning wherever possible.

The philosophy's key elements permeate and are practiced throughout the whole curriculum.

MYP educators have continued to focus on how best to meet the needs of adolescents, who are confronted with a vast and often bewildering array of choices in a complex and rapidly changing world. A focus on higher-order thinking skills gives students opportunities to develop a growing awareness of themselves and others, as they explore real-world issues.

The IB Middle Years Program at ISP

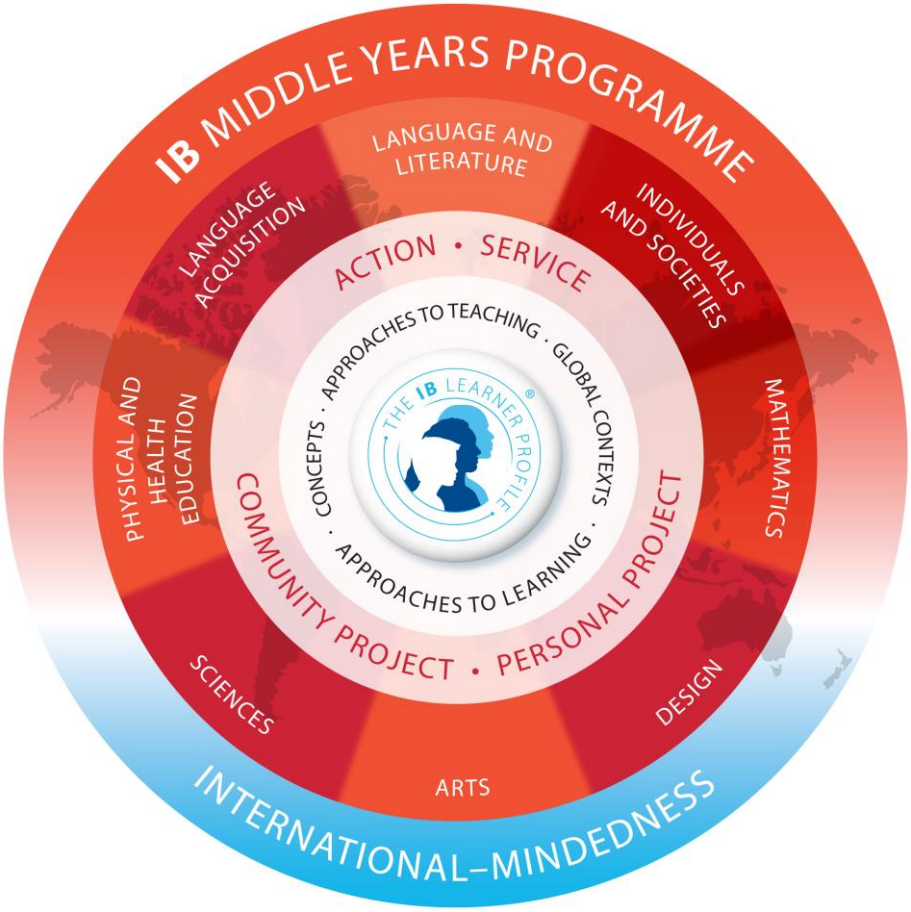
The International School of Paris adopted the IB MYP because the philosophy and objectives of this program reflect those of the school. In addition, the IB MYP:

- is an international program with no bias towards any particular national system;
- provides vertical consistency through the IB Diploma in grades 11 and 12 and the PYP in the Primary School; many elements of the IB MYP are common to the skills required by the Diploma and developed in the PYP;
- provides assessment, within the IB MYP subjects, which share a common approach by being criterion-based and inquiry-led;
- has strong, interdisciplinary elements;
- 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;
- supports curriculum development and external evaluation.

The assessment within each subject is designed to help students and parents recognize a student's individual strengths and weaknesses according to the particular set of skills necessary for achievement.

Please see the section on assessment or the ISP Assessment Policy, which is a separate document that every family will need.

The IB MYP Curriculum Model



A Concept-Driven Curriculum

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 prescribed key concepts and related concepts. These concepts ensure the development of a rigorous curriculum and promote a shared community of practice among IB World Schools offering the MYP.

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 across global contexts through the transfer of knowledge;
- bring their personal intellect to the study as they use a key concept to personally focus on the unit topic in order to increase motivation for learning;

- increase fluency as students use a common language to articulate their deeper conceptual learning;
- achieve higher levels of critical, creative and conceptual thinking as students analyse complex global challenges through the study of discipline-specific related concepts.

Global Contexts

Why are we learning this?

Learning at ISP aims to help students understand the complex world.

Clearly, there are many different things that one would need to understand in order to understand the world. These things can be broken down in to six categories, known as the Global Contexts. Units of work in all subjects allow students to explore one of the Global Contexts.

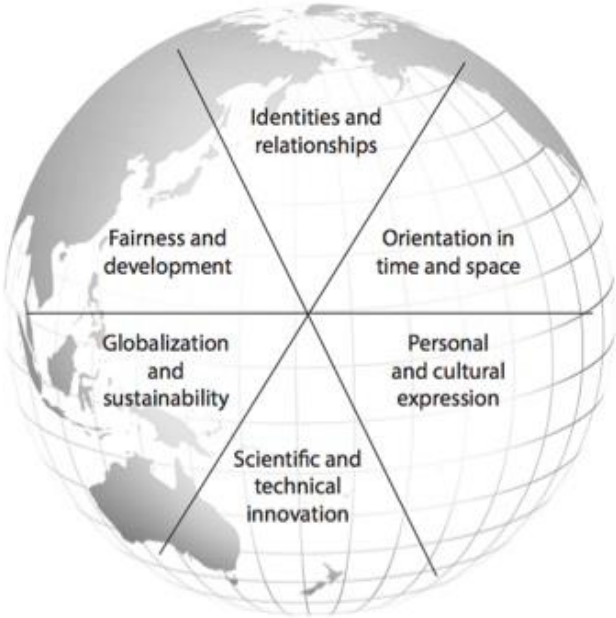
Global Contexts are designed to encourage the students to make worthwhile connections between the real world and classroom learning. Through their learning of subject concepts, students will come to a better understanding of a Global Context.

When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic

The six MYP Global Contexts (right) inspire explorations of our common humanity and shared guardianship of the planet. They invite reflection on local, national and global communities, as well as the real-life issues and concerns of 11 to 16-year-old students. Over the course of their study, students will explore all six Global Contexts on multiple occasions and in different subjects.

The Global Contexts build on the powerful transdisciplinary themes of the PYP, thereby extending and deepening understanding in an age-appropriate manner.



Primary Years Programme (PYP) K-G5 Transdisciplinary themes:	Middle Years Programme (MYP) G6-10 Global contexts:
Who we are	Identities and relationships
Where we are in place and time	Orientation in space and time
How we express ourselves	Personal and cultural expression
How the world works	Scientific and technical innovation
How we organize ourselves	Globalization and sustainability
Sharing the planet	Fairness and development

In Grade 10 (MYP5), student inquiry into one, personally chosen Global Context is assessed through the Personal Project. The Personal Project is a significant body of work produced over an extended period. It is a product of student initiative and should reflect their experience of the MYP. More information can be found in the ISP Personal Project Student Handbook, which will be made available to students and parents at the beginning of the 2019-20 school year.

Approaches to Learning (ATL)

It is widely known that the development of transdisciplinary skills are just as important in education 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 (ATL).

There are five broad categories of skills, which can be broken down into ten more specific categories of ATL skills. Through subject lessons, as well as the Advisory Programme, students will learn and practice different strategies for developing these skills.

Skill		Aim: Students can -
Communication	Working with people	Exchange thoughts, messages and information effectively through interacting with others
	Working with information	Use written information to gather and understand information and ideas
		Use writing to record and express their own information and ideas
Social	Collaboration	Work effectively with other people in all situations
Self-management	Organization	Manage their time and tasks effectively
	Emotions and feelings	Manage their own state of mind
	Reflection	Think honestly about how they learn; choose, use and develop their skills
Research	Information literacy	Find, interpret, judge and use information from many different sources
	Media* literacy (*mass communication, including social media)	Find, interpret, judge and use information from different media
Thinking	Critical thinking	Consider different perspectives on issues and ideas (including their own); make judgments based on different perspectives, and strengths and weaknesses
	Creative thinking	Generate novel ideas, think about things in a different way and consider new perspectives
	Transfer understanding and skills	Use their skills and knowledge in new and different situations

Service As Action

In Grades 6-10 (MYP1-5), students participate in service-based activities where the students have to take action. Activities vary by grade. In lower grades, students work in homeroom groups to complete a Service as Action (SA) project. They will also be given opportunities to take part in other school-based projects, on a voluntary basis. In upper grades, students must take part in at least two different SA projects and at least one must involve working as part of a team. It is recommended that students use and build upon their own interest and experiences to come up with projects. The SA Coordinator publishes and promotes various SA activities, exchanges, and trips throughout the year. These are advertised in student assemblies and within the wider community. Students must keep a journal or portfolio of evidence of their SA activities and record their projects and reflections in the school's curriculum management tool ManageBac.

Grade 9 and 10 (MYP4 and 5) students have a Service as Action interview in mid-June to check on their progress and verify their commitment to the program.

During the interviews, the students' reflections and conversation will be used to show evidence of the SA outcomes listed below:

- become more aware of their own strengths and areas for growth;
- undertake challenges that develop new skills;
- discuss, evaluate and plan student-initiated activities;
- persevere in action;
- work collaboratively with others;
- develop international-mindedness through global engagement, multilingualism and intercultural understanding;
- consider the ethical implications of their actions.

Service as Action is a requirement for IB MYP in every year of the program. Progression from year to year and the awarding of the MYP certificate at the end of Grade 10 (MYP5) is dependent on students meeting the school's expectations for Service as Action.

Language Learning at ISP

Language learning is at the heart of building a sense of self, identity and community. ISP has a strong language learning focus which is reflected in our curriculum.

The IB offers two different language programs: "Language and Literature" and "Language Acquisition". The first is designed to support native (or mother tongue) speakers and is based on the study of literature; the second is designed for students who are still learning the language and is aimed at improving language usage.

MYP Language Requirements at ISP

Students are required to study three language courses, at least one of which must be a Language and Literature course by Grade 9 and 10.

Students who are in danger of not meeting this requirement are notified at reporting time.

Language Placement

The Heads of Department 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. New students will have a diagnostic test at the start of the year to form a base line.

Moving Into the Next Phase or Course

Levels of proficiency are categorized according to the IB's "Continuum" of language learning. Students progress through "phases" as their language proficiency levels increase, from Phase 1 (Beginner) to Phase 6 (Proficient).

Student movement from one phase to the next, or one course to the next, is only possible at reporting times. Teachers will decide in consultation with the Head of Department if a change is appropriate and beneficial for a student.

As soon as a student joins a Language and Literature class and demonstrates success at this level over an extended period of time, they will no longer be able to return to a Language Acquisition class for that language.

Students exiting the MYP after Grade 10 (MYP5) in a Language and Literature class, and having demonstrated success at this level, will not have access to IB DP (Grade 11) Language B classes.

MYP Language and Literature students are expected to enrol in an IB DP Language A class.

Students Study Three Languages at ISP

In Grades 6-10 (MYP1-5), all students must study the following two languages:

- English: the language of instruction
- French: the language of our host country

In addition, all students must choose one language program from the following options:

Option 1: One Language & Literature course offered by the school
- Hindi, Japanese, Korean, Spanish, Malay

Option 2: One Language Acquisition program offered by the school
- Spanish, Chinese

Option 3: One Language & Literature course in the School-Supported Mother Tongue (SSMT) program
- Students may choose to study their own language, supported by a tutor. The school strongly encourages the study of mother tongue languages and will assist families in finding a tutor.

Option 4: One French language enrichment program offered by the school
- Additional French or Cultures et Sociétés Françaises

School Supported Mother Tongue (SSMT) Program

ISP is an English medium school, but our students speak over thirty-five different languages. ISP's students come with diverse and multi-layered language profiles and backgrounds. Obviously, it is not possible to offer classes in all these languages.

In addition to the taught languages that the school offers, ISP also provides the option of studying any mother tongue as part of the School-Supported Mother Tongue program (SSMT).

Curriculum and MYP Certification

SSMT students follow a school-set curriculum with the help of a private tutor in their individual mother tongue. ISP will help to find a tutor and guide the student through the program, while parents are financially responsible for the tutor's fees.

The curricular program is MYP-aligned and, if the student meets the requirements and can present a completed Learner Portfolio at the end of each Grades 9 and 10, will lead to successful MYP Certification.

The school will provide official transcripts for these grades as long as the student has been studying under the supervision of a tutor.

Tutors can support the student face-to-face in school during SSMT lessons, face-to-face at home outside of school hours or even long-distance via video call.

Online language learning programs without a real person are not sufficient for SSMT and will not lead to a transcript or successful MYP Certification.

Why Choose SSMT?

SSMT is interesting for students who:

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

SSMT transitions into the "School-Supported Self-Taught" Program at Diploma level, where students can continue studying their mother tongue as part of the IB Diploma Program and count it as their one required Language A.

On average, more than 10% of ISP students choose the SSMT option, covering more than ten languages in addition to the officially taught options.

SSMT Setup

If you choose SSMT, 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. Please read the following information carefully.

When the school receives a request for a SSMT course, the Head of Department for World Languages will manage the following process:

- the student commits to following the school-set curriculum including all required assignments contained in the Learner Portfolio;
- 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. The Head of Department for World Languages will put families with common language goals in contact with each other, so that costs can be shared. This is private arrangement between the tutor and the families for which the school has no responsibility;
- the Head of Department for World Languages will collect assignments from students and assessment and reporting data from tutors at reporting times to generate a transcript for the student.

School-supported mother tongue classes

Each year, there may be mother tongue language classes that are sufficiently popular for the school to consider contracting a tutor ("auto entrepreneur") for the academic year. The school will consider a maximum of two additional school-supported mother-tongue language classes each academic year.

The decision to meet the costs of a mother tongue class is always at the discretion of the head of school and is based on the following:

- the class needs to be sustainable, by which we mean it is of sufficient size and that the families are committed to ISP for the academic year;
- the school must be able to source a tutor who has appropriate teaching credentials and professional references, and who has successfully passed a police background check;
- priority will be given to languages that provide continuity of learning in the school;
- the decision regarding school-supported mother tongue classes will be made on September 30 and will be reviewed on January 30 to account for new enrolment and school leavers.

Additional French

Initiation/Immersion

Students may choose to take a second French language program, which is primarily for students who would like more French language tuition. This is offered in Grades 6-10 (MYP1-5) and is suited to beginners and intermediate speakers. Its objectives are to encourage the spontaneous use of the French language and to reinforce the students' 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.

This course will focus on oral skills through a series of short topics/themes connected to life in Paris and made up of:

- role-playing: rehearsing/acting/filming/reviewing/using the language in real life;
- games and songs;
- oral presentations;
- "treasure hunt" explorations of areas in central Paris;
- visits to museums and monuments.

Cultures et Sociétés Françaises

This course is offered in Grades 6-10 (MYP1-5) and is taught in French. It is offered as an alternative to a third language and is not a language course but an Individuals and Societies program, designed to support students' understanding of French culture, history and society. As an IB school, our goal is to celebrate the host country 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 time periods, and field trips will illustrate and build upon classroom learning. The objective is to build comprehension and analytical skills through curiosity.

The International Baccalaureate at ISP: MYP and DP

	IB MYP1-3: Grades 6-8 (minutes/week)	**IB MYP4: Grade 9 (minutes/week)**	**IB MYP5: Grade 10 (minutes/week)**	**IB DP: Grades 11-12 (HL 270, SL 180 minutes/week)***
Group 1 **First Language**	English (Language and Literature or Language Acquisition) (180)	English (Language and Literature or Language Acquisition) (180)	English (Language and Literature or Language Acquisition) (180)	Language A
Group 2 **Second Language**	French (Language and Literature or Language Acquisition) (180)	French (Language and Literature or Language Acquisition) (180)	French (Language and Literature or Language Acquisition) (180)	Language A or B
Group 3 **Humanities**	Integrated Humanities (180)	Integrated Humanities (180)	Integrated Humanities (180)	One subject from: History, Geography, Economics, Environmental Systems & Societies (SL)
Group 4 **Sciences**	Integrated Sciences (180)	Integrated Sciences (180)	Integrated Sciences (180)	One subject from: Biology, Chemistry, Physics, Design Technology (G11 only), Environmental Systems & Societies (SL)
Group 5 **Mathematics**	Mathematics (180)	Extended Mathematics or Standard Mathematics (180)	Extended Mathematics or Standard Mathematics (180)	Mathematics: analysis & approaches (SL or HL) or Mathematics: applications and interpretation (SL)
Group 6 **The Arts**	Integrated Arts (180)	Integrated Arts (180)	Visual Art, Music, Media or Drama (180)	One subject from: Visual Arts, Music, Theatre Arts, Film or one subject from Groups 1-4.
Group 7	Integrated Design (180)	Integrated Design (180)	Integrated Design (180)	-

Design				
Group 8 **Physical Education**	Physical & Health Education (180)	Physical & Health Education (180)	Physical & Health Education (180)	-
Third Language Block	Option 1: One Language & Literature course offered by the school (Hindi, Japanese, Korean, Spanish, Malay) Option 2: One Language Acquisition program offered by the school (Spanish, Chinese) Option 3: One Language & Literature course in the School-supported Mother Tongue (SSMT) program Option 4: One French language enrichment program offered by the school (Additional French or Cultures et Sociétés Françaises) (180)	Option 1: One Language & Literature course offered by the school (Hindi, Japanese, Korean, Spanish, Malay) Option 2: One Language Acquisition program offered by the school (Spanish, Chinese) Option 3: One Language & Literature course in the School-supported Mother Tongue (SSMT) program Option 4: One French language enrichment program offered by the school (Additional French or Cultures et Sociétés Françaises) (180)	Option 1: One Language & Literature course offered by the school (Hindi, Japanese, Korean, Spanish, Malay) Option 2: One Language Acquisition program offered by the school (Spanish, Chinese) Option 3: One Language & Literature course in the School-supported Mother Tongue (SSMT) program Option 4: One French language enrichment program offered by the school (Additional French or Cultures et Sociétés Françaises) (180)	-
IB & ISP Elements	Personal & Social Education (45), Advisory (45), Service as Action	Personal & Social Education (45), Advisory (45), Service as Action	Personal & Social Education (45), Advisory (45), Service as Action, Personal Project	Advisory (45), TOK (90), CAS, Extended Essay

MYP Subject Groups

Group 1: Language and Literature (English, French, Spanish, Japanese, Korean, Hindi, Malay or SSMT)

Students must study at least one language at Language and Literature level. Any student who does not meet this requirement in Grades 9-10 (MYP4-5) will not be eligible to receive the MYP Certificate of Completion.

Language and Literature is either a student's mother tongue 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 and 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.

Skills/Criteria

A: Analysing

In order to reach the aims of studying Language and Literature, students should be able to:

- analyse the content, context, language, structure, technique and style of text(s) and the relationships among texts;
- analyse the effects of the creator's choices on an audience;
- justify opinions and ideas, using examples, explanations and terminology;
- evaluate similarities and differences by connecting features across and within genres and texts.

B: Organizing

In order to reach the aims of studying Language and literature, students should be able to:

- employ organizational structures that serve the context and intention;
- organize opinions and ideas in a sustained, coherent and logical manner;
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing text

In order to reach the aims of studying Language and Literature, students should be able to:

- 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;
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience;

- select relevant details and examples to develop ideas.

D: Using language

In order to reach the aims of studying Language and Literature, students should be able to:

- use appropriate and varied vocabulary, sentence structures and forms of expression;
- write and speak in a register and style that serve the context and intention;
- use correct grammar, syntax and punctuation;
- spell (alphabetic languages), write (character languages) and pronounce with accuracy;
- use appropriate non-verbal communication techniques.

Group 2: Language Acquisition (English, French, Spanish, 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.

Main Objectives

Our objectives, which are achieved at different levels in accordance with the criteria of the students' placement, are to be able to communicate information, ideas and opinions and to demonstrate comprehension of these, both orally and in writing. In addition, students should be able to identify main ideas and supporting details and draw conclusions in these same ways, using appropriate structures and vocabulary. In the oral context, this should be done with comprehensible pronunciation and intonation. They should be able to request and provide information in formal and informal exchanges related to the Global Contexts and to cultural and international issues.

Skills and Knowledge

Students will then acquire the skills of speaking, listening, reading comprehension, and formal and informal writing for both accuracy and fluency, in ever-increasing levels of difficulty from complete beginner to near-native. Skills range from student self-expression to formal letters and literary analytical essays. Text handling is an important component in every level. Specific texts are listed in the departmental curriculum for MYP for each grade and language.

Language Acquisition skills are organized into four communicative processes:

A: Comprehending spoken and visual text

As appropriate to the phase, the student is expected to be able to:

- listen for specific purposes and respond to show understanding;
- interpret visual text that is presented with spoken text;
- engage with the text by supporting opinion and personal response with evidence and examples from the text.

B: Comprehending written and visual text

As appropriate to the phase, the student is expected to be able to:

- read for specific purposes and respond to show understanding;

- interpret visual text that is presented with written text;
- 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

As appropriate to the phase, the student is expected to be able to:

- interact and communicate in various situations;
- express thoughts, feelings, ideas, opinions and information in spoken and written form;
- speak and write for specific purposes.

D: Using language in spoken and written form

As appropriate to the phase, the student is expected to be able to:

- organize thoughts, feelings, ideas, opinions and information in spoken and written form;
- develop accuracy when speaking and writing in the target language.

Assessment

Teaching and learning in Language Acquisition is organized into six phases. 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. The table below provides guidelines on progression through the IB language courses.

<table>
<tr><th></th><th>MYP</th><th>DP</th></tr>
<tr><td>Phase 1</td><td></td><td>Ab initio</td></tr>
<tr><td>Phase 2</td><td></td><td>Ab initio (in rare cases)
Language B SL</td></tr>
<tr><td>Phase 3</td><td></td><td>Language B SL</td></tr>
<tr><td>Phase 4</td><td></td><td>Language B SL/HL</td></tr>
<tr><td>Phase 5</td><td rowspan="2">It is recommended that students have at least one semester in MYP Language and Literature before starting these DP courses.</td><td>Language A SL</td></tr>
<tr><td>Phase 6</td><td>Language A SL/HL</td></tr>
</table>

Note: The phases are not organized into age groups or MYP year.

The MYP framework for Language Acquisition reflects the concepts and skills of the presumed knowledge for DP language courses.

Group 3: Individuals and Societies

Integrated Humanities

Main Objectives

The aim of MYP Individuals and Societies is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills, contributing to the development of the student as a whole. The Humanities aim to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural.

Skills/Criteria

A: Knowing and understanding

Students develop factual and conceptual knowledge about Individuals and Societies. In order to reach the aims of Individuals and Societies, students should be able to:

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

B: Investigating

In order to reach the aims of Individuals and Societies, students should be able to:

- formulate a clear and focused research question and justify its relevance;
- formulate and follow an action plan to investigate a research question;
- use research methods to collect and record relevant information;
- evaluate the process and results of the investigation.

C: Communicating

In order to reach the aims of Individuals and Societies, students should be able to:

- communicate information and ideas using an appropriate style for the audience and purpose;
- structure information and ideas in a way that is appropriate to the specified format;
- document sources of information using a recognized convention.

D: Thinking critically

In order to reach the aims of Individuals and Societies, students should be able to:

- discuss concepts, issues, models, visual representation and theories;
- synthesize information to make valid arguments;
- analyse and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations;
- interpret different perspectives and their implications.

Assessment

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP Individuals and Societies attainment level.

Group 4: Sciences

Integrated Science

Science and the scientific method offer a way of learning that contributes to the development of analytical and critical thinking skills.

Main Objectives

MYP Science aims to develop students as scientifically literate inquirers who are able to think critically and creatively to solve problems and make decisions affecting themselves, others and their social and natural environments.

Skills/Criteria

The course objectives are closely aligned to the four science assessment criteria:

A: Knowing and understanding

In order to reach the aims of Sciences, students should be able to:

- explain scientific knowledge;
- apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations;
- analyse and evaluate information to make scientifically supported judgments.

B: Inquiring and designing

In order to reach the aims of Sciences, students should be able to:

- explain a problem or question to be tested by a scientific investigation;
- formulate a testable hypothesis and explain it using scientific reasoning;
- explain how to manipulate the variables, and explain how data will be collected;
- design scientific investigations.

C: Processing and evaluating

In order to reach the aims of sciences, students should be able to:

- present collected and transformed data;
- interpret data and explain results using scientific reasoning;
- evaluate the validity of a hypothesis based on the outcome of the scientific investigation;
- evaluate the validity of the method;
- explain improvements or extensions to the method.

D: Reflecting on the impacts of science

In order to reach the aims of sciences, students should be able to:

- explain the ways in which science is applied and used to address a specific problem or issue;
- discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue;

- apply communication modes effectively;
- document the work of others and sources of information used.

Knowledge

Specific course content is selected to provide smooth progression through the MYP and thorough preparation for the IB Diploma Program science courses.

Assessment

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP science attainment level.

Group 5: Mathematics

Extended Mathematics, Standard Mathematics

Main Objectives

MYP mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their workplace and life in general.

Students will develop the following skills over their period of study in mathematics:

- Knowledge-acquisition skills: An understanding of mathematical concepts and ideas, as defined in the framework;
- Problem-solving skills: Mathematical strategies to solve problems in familiar and unfamiliar situations, in both mathematical and real-life contexts;
- Communication skills: Oral and written skills using mathematical language, symbols and notation, and a range of forms of representation (for example, drawings, diagrams, graphs, tables);
- Thinking skills: Coherent logical and abstract thinking, inductive and deductive reasoning, justification and proof, estimation and accuracy;
- Information-literacy skills: The ability to use the library and other media to access information, selecting and judging information critically, knowing how to acknowledge references and how to avoid plagiarism; Information and communication technology skills: Confident use of computer applications and calculators when analysing problems, expressing a clear line of mathematical reasoning by use of technology;
- Collaborative skills: The ability to work as a team member, listening and interacting with others, respecting and considering different points of view;
- Reflection skills: Evaluation of one's own work and performance, identifying personal strengths and weaknesses to improve learning.

Skills/Criteria

In MYP mathematics, the four main skills support the IB Learner Profile, promoting the development of students who are knowledgeable, inquirers, communicators and reflective learners.

A: Knowing and understanding

In order to reach the aims of Mathematics, students should be able to:

- select appropriate mathematics when solving problems;
- apply the selected mathematics successfully when solving problems;
- solve problems correctly in both familiar and unfamiliar situations in a variety of contexts.

B: Investigating patterns

In order to reach the aims of Mathematics, students should be able to:

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

C: Communicating

In order to reach the aims of Mathematics, students should be able to:

- use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations;
- use appropriate forms of mathematical representation to present information;
- move between different forms of mathematical representation;
- communicate complete, coherent and concise mathematical lines of reasoning.
- organise information using a logical structure.

D: Applying mathematics in real-life contexts

In order to reach the aims of Mathematics, students should be able to:

- identify relevant elements of authentic, real-life situations;
- select appropriate mathematical strategies when solving authentic, real-life situations;
- apply the selected mathematical strategies successfully to reach a solution;
- justify the degree of accuracy of a solution;
- justify whether a solution makes sense in the context of the authentic, real-life situation.

Knowledge

MYP Mathematics provides a framework of concepts and skills organized into the following five branches of mathematics:

- number;
- algebra;
- geometry and trigonometry;
- statistics and probability;
- discrete mathematics.

Levels of Mathematics

The concepts and skills of the framework for mathematics are organized 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.

Assessment

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP mathematics attainment level.

Group 6: The Arts

Drama, 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, while providing opportunities to develop self-confidence, resilience and adaptability. The IB MYP arts value the process of creating artwork as much as the finished product.

Main Objectives

The Arts objectives interrelate with each other and form the basis of the student's experience in the arts. Personal engagement surrounds the student at the centre and connects directly with each of the other objectives.

Through a study of the three core arts disciplines of Drama, Media, Music and Visual Art 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 specialized 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 realization, 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;
- evaluate their work;
- use feedback to inform their own artistic development and processes;
- show commitment in using their own artistic processes;
- demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks;
- support, encourage and work with their peers in a positive way;
- be receptive to art practices and artworks from various cultures, including their own.

Skills/Criteria

A: Knowing and understanding

In order to reach the aims of Arts, students should be able to:

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

B: Developing skills

In order to reach the aims of Arts, students should be able to:

- demonstrate the acquisition and development of the skills and techniques of the art form studied;
- demonstrate the application of skills and techniques to create, perform and/or present art.

C: Thinking creatively

In order to reach the aims of Arts, students should be able to:

- develop a feasible, clear, imaginative and coherent artistic intention;
- demonstrate a range and depth of creative-thinking behaviours;
- demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

D: Responding

In order to reach the aims of arts, students should be able to:

- construct meaning and transfer learning to new settings;
- create an artistic response which intends to reflect or impact on the world around them;
- critique the artwork of self and others.

Knowledge

Specific course content is selected to provide smooth progression through the MYP and also thorough preparation for the IB Diploma Film, Music, Theatre and Visual Arts courses.

Assessment

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP arts attainment level.

Group 7: Design

Integrated Design

MYP Design covers two areas: digital design and product design. Students complete full design projects as well as some shorter, focused tasks.

Main Objectives

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 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.

Skills/Criteria

A: Inquiring and analysing

In order to reach the aims of Design, students should be able to:

- explain and justify the need for a solution to a problem for a specified client/target audience;
- identify and prioritize the primary and secondary research needed to develop a solution to the problem;
- analyse a range of existing products that inspire a solution to the problem;
- develop a detailed design brief which summarizes the analysis of relevant research.

B: Developing ideas

In order to reach the aims of Design, students should be able to:

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

C: Creating the solution

In order to reach the aims of Design, students should be able to:

- 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;
- demonstrate excellent technical skills when making the solution;
- follow the plan to create the solution, which functions as intended;
- fully justify changes made to the chosen design and plan when making the solution;
- present the solution as a whole, either in electronic form, or through photographs of the solution from different angles, showing details.

D: Evaluating

In order to reach the aims of Design, students should be able to:

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

Knowledge and Experience

In Grade 6-8 (MYP1-3), students learn skills which they then apply to given projects. In Grade 9 and 10 (MYP4 and 5), they are given projects for which they choose suitable techniques and some of the materials.

The software used in digital design comprises Microsoft Office Suite, Macromedia Fireworks, Scratch, Flash, Movie Maker, Ulead, Animation Shop 3, Flash, Dreamweaver, and Audacity.

The skills covered in product design are correct use of hand/power saws and drills; marking, shaping and finishing wood and plastics, and metal casting and presentation techniques. Students are introduced to CAD CAM through Techsoft 2D design in Grade 6 (MYP1), which they develop throughout the MYP, while going on to use Autodesk Inventor in Grade 9 and 10 (MYP4 and 5).

Assessment

Students are assessed throughout the year in shorter and longer projects, with focused tasks used to address particular skills. All work is formatively assessed and we encourage students to use these assessments to understand the rubric and to improve work before the final assessment.

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP Design attainment level.

Group 8: Physical and Health Education (also known as PHE)

Physical and Health Education

ISP's IB MYP offers students 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.

Main Objectives

The social aspect of collective sports activities allows students to develop autonomy and responsibility. Students also learn about safety and first aid. Individual sports activities offer students opportunities to strive for their personal best through a thorough understanding of their own limits. Partnered sports activities help students learn to manage their stress and emotions with respect to 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. The PHE curriculum aims to guide students with their development of self- and group-confidence as well as emotional and physical competency, which are ATL skills that will serve students with fitness management and life-long learning across the curriculum.

Skills/Criteria

The assessment of criterion A is often project or portfolio-based, using students' written skills.

A: Knowing and understanding

In order to reach the aims of Physical and Health Education, students should be able to:

- explain physical health education factual, procedural and conceptual knowledge;
- apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations;
- apply physical and health terminology effectively to communicate understanding.

B: Planning for performance

In order to reach the aims of Physical and Health Education, students should be able to:

- design, explain and justify plans to improve physical performance and health;
- analyse and evaluate the effectiveness of a plan based on the outcome.

C: Applying and performing

In order to reach the aims of Physical and Health Education, students should be able to:

- demonstrate and apply a range of skills and techniques effectively;
- demonstrate and apply a range of strategies and movement concepts.
- analyse and apply information to perform effectively.

C: Reflecting and improving performance

In order to reach the aims of Physical and Health Education, students should be able to:

- explain and demonstrate strategies that enhance interpersonal skills;
- develop goals and apply strategies to enhance performance;
- analyse and evaluate performance.

Knowledge and experience

One year of experience of a variety of sports encourages students to develop different skills: analysing new concepts, observing, communicating, evaluating, experimenting, inquiring, recording, synthesizing, using space, time and energy, team working, performing, planning and creating, also respect, civility, and taking initiatives.

Assessment

Each semester students are graded on the four assessment criteria outlined above. At the end of the course, criteria grades are combined to produce an overall MYP PHE level.

Homework

Homework is a necessary adjunct to classroom teaching, and all students can expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization and self-reliance.

Please note that the following information about homework practice in the MYP supports the school's general homework polices as outlined in the Secondary School Handbook, and students and parents should have read and understood these policies.

Homework assignments are given to prepare students for following lessons or to offer students the opportunity to practice newly acquired skills. Homework assignments are developed in keeping with the IB MYP framework and serve an important purpose in developing students' ATL skills and personal responsibility within the IB MYP and beyond.

MYP assignments such as reports and projects may take many weeks of careful planning and good organization on the part of the student. All students are given a student agenda at the start of the year containing helpful information for both students and parents. The agenda should be used regularly to plan out tasks, projects and deadlines. The amount of homework given will vary across the school and year, but will not exceed the times stated in the homework procedures and timetable, which is published at the beginning of each year.

The school does not operate a strict homework timetable for students but does offer a suggested schedule that students can use to allocate time to their work.

In line with our policy of fostering independent learning and striving to develop the dispositions of the IB Learner Profile, we promote a collaborative approach to the setting of homework, through which teachers will plan homework schedules at regular curriculum planning meetings and will, as appropriate, involve students in the setting of deadlines. Students are responsible for organizing their time appropriately to manage long-term projects and communicating with their teachers when problems arise.

Parents are encouraged to assist in monitoring student progress toward the completion of the assignments but should not do the students' work for them. Parents can be most helpful to their

children by providing a routine time and a place that is conducive to undisturbed study. Students can seek help in developing more effective study skills from their teachers, counsellors and the learning support department.

It can be assumed that students will always be required to be reading set texts in preparation for lessons and reading around all of their subjects as a matter of course. Students are also expected to proofread all written tasks. Getting work done on time requires careful planning, organization, determination and self-discipline. These qualities are important in the later working-careers of students and in their personal lives. To promote the habit of punctuality, our procedure is as follows:

- teachers clearly communicate to students the guidelines, expectations and use of criteria for homework or coursework, as well as actively encourage the students' use of the agenda;
- school breaks and vacations are recovery periods for students. Students will not receive 'holiday homework'. In Grade 10 (MYP5), students will be expected to be working on their Personal Projects during Toussaint and winter holidays.
- due to differences in students' lengths of stay at ISP, students cannot be assessed on any work that may have been suggested for the summer vacation;
- students are responsible for finding out about any and all missed assignments when they have been absent from lessons. All missing assignments must be made up. Assignments due during an absence should be submitted during the first lesson upon return. Any work assigned during an absence is due on the regular due date unless prior arrangements have been made with the teacher;
- if a student is present in class when a test or quiz is announced, the student is expected to take the test or quiz on the day of his or her return to school, if the teacher wishes. Special arrangements for exams will only occur due to sickness (accompanied with a doctor's certificate) or bereavement;
- any assignments due the day of a field trip must be submitted *prior* to the field trip, curricular or extra-curricular activity.

Tutors

Some students may have a private tutor to support their understanding of knowledge and concepts, to help them develop skills, or to suggest areas for improvement, or to offer additional learning strategies. However, the student should write their own work and develop their own ideas for tasks. Work submitted for assessment that does not reflect a student's independent ability may lead to a teacher requesting the task be redone. Student work that appears to be the work of a tutor will be treated as academically dishonest.

IB MYP Assessment and Criteria

In the MYP, students are assessed on the development of their skills (known as Criteria), rather than on their memory of a body of knowledge.

At ISP we recognize 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 should be assessed in a variety of different ways: written assignments, oral presentations, field work, practical work, role-play, debates, exhibitions, performance, tests and examinations, research papers, peer and self-assessment.

2. *Formative as well as summative*

Formative assessment means that students will be given assessed feedback on their work to help them improve it. They will also be involved in this assessment, perhaps through assessing their peers or even themselves.

Summative assessment is a terminal activity usually assessed by the teacher, which assess a student's level of skill in detail.

3. *Criterion-based, not deficit-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.

Assessment should be on-going 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.

Awarding Grades

All criteria in all subjects are assessed against eight levels of criterion descriptors. These descriptors are prescribed by the IB and used in all MYP schools.

The descriptors concentrate on positive achievement, although difficulty to achieve may be included in the description for the lower levels. You can access more information about assessment on our website, by viewing the ISP Assessment Policy available on ISP's website.

The criteria for each subject represent the level MYP students should achieve by the end of the IB MYP stage. The skills required to achieve in each criterion become more demanding in each year of the MYP.

It is crucial for parents and students to discuss each subject area's individual criteria. Each criterion describes a student's strengths and weakness, facilitating an awareness of where to feel confident or where to strive for better results.

Semester reports posted on ManageBac, ISP's electronic report system, include:

- An evaluation of the ATL skills shown during that semester;
- A level and descriptor for the different criteria of that subject;
- For Semester 2, an overall level of achievement for the subject from 1 to 7. (This is includes in the report for both Semester 1 and 2 in Grades 9 and 10.)
- Homeroom comments, including information on ATL and Service as Action.

Summary of the Subject-Specific Assessment Criteria

Subject	Criterion A (max 8)	Criterion B (max 8)	Criterion C (max 8)	Criterion D (max 8)
Language and Literature	Analyzing	Organizing	Producing text	Using language
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
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	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Personal Project	Investigating	Planning	Taking Action	Reflecting

IB MYP General Levels of Achievement

At the end of each semester, students' total grades for each of the four criteria in a subject are converted into an IB MYP achievement level, from 1 to 7.

Below is a generic explanation of each IB MYP achievement level. The descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

Level 7	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.
Level 6	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.
Level 5	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.
Level 4	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.
Level 3	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.
Level 2	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.
Level 1	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.

Note: Descriptors should not be considered as marks or percentages. It should not be assumed that there are other arithmetical relationships; for example, a level 2 performance is not necessarily twice as good as a level 1 performance.

MYP Certificate and Promotion Requirements

To be awarded the ISP MYP Certificate of Completion, a student must have studied the MYP for a minimum of one complete school year. Their second semester final report must demonstrate:

- an average grade of at least 3.5 in the MYP subjects and Personal Project
- at least a 3/7 in each MYP subject area;
- at least a 3/7 on the Personal Project;
- that the student has met ISP's expectations for Service as Action;
- the student has studied at least one language at Language and Literature level;
- minimum 90% attendance.

IB Diploma Program Promotion

The requirements for MYP certificate of completion are also the conditions for promotion from Grade 10 (MYP5) to the IB Diploma Programme. In addition, to meet the entry requirements for chosen courses of study in Grade 11, the school advises a student should have:

- a Grade 10 (MYP5) first semester score of 5 or above for each Higher Level subject;
- a Grade 10 (MYP5) first semester score of 4 or above for each Standard Level subject.

If the student has a learning issue, the school may develop an Individualized Learning Plan (ILP) to modify course objectives. Students on an ILP will also receive a modified MYP report.

Promotion

Promotion from each grade is not automatic. To be promoted from grades 6-9 (MYP1-4), a student's second semester final report should demonstrate:

- an average grade of at least 3.5 in the MYP subjects;
- at least a 3/7 in each subject area;
- that the student has met ISP's expectations for Community and Service (CAS);
- attendance of at least 90% in each course.

Students who fail to meet these criteria will have their promotion reviewed by the school. Parents and students concerned will be involved in this consultation process.

Academic Honesty Policy

ISP is committed to academic honesty and will ensure that all students in the MYP and IB Diploma Programme are aware of what this entails. While we trust that all students enrolled in the school will submit work of their own that is appropriately referenced, we feel that it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard.

Academic Dishonesty

Although the following list is not exhaustive, academic dishonesty can, in general, take several forms:

- Plagiarism: taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one's own;
- Copying: taking work of another student, with or without his or her knowledge and submitting it as one's own;

- Exam cheating: communicating with another candidate in an exam, bringing unauthorized material into an exam room, or consulting such material during an exam in order to gain an unfair advantage;
- Duplication: submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved;
- Falsifying data: creating or altering data which have not been collected in an appropriate way;
- Collusion: helping another student to be academically dishonest.

Prevention of Academic Dishonesty

ISP, in line with IB recommendations and practice, may submit random or selected pieces of work to external bodies for verification and evaluation of sources. Students should be able to submit electronic copies of any work to either the teacher or the relevant curriculum coordinator for such verification at any time. It is recommended that students keep all rough notes and drafts that they produce in preparing work for submission to teachers or examiners in order to be able to defend themselves against charges of malpractice.

Procedure for Investigating Suspected Cases of Academic Dishonesty

If a teacher, or another member of staff, suspects that a student may have breached the school's standards of academic honesty, he or she will inform the IB MYP coordinator. The latter will investigate the matter and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations. If it can be shown that inappropriate work has been submitted, the IB MYP coordinator will determine whether or not the case is one of academic dishonesty, or of an academic infringement. Again in line with the IB's policy and practice, the determining difference between these two possibilities will be one of intent. In serious or contested circumstances, the principal will decide the outcome of the case.

The Consequences of Academic Dishonesty

Any student who is found to be academically dishonest in any of the above ways, or otherwise, will have a record of this put into his or her student file, and this will be communicated to the student's parents. Any work deemed to be academically dishonest will not be accepted and not be credited; if there is time for a student to do so, he/she will be allowed to resubmit another piece of work in its place. If there is not time for the student to produce new work, he or she will not receive a grade for that piece of work, which could prevent the student from receiving an ISP MYP diploma. A second violation will result in a meeting between the school, student and parents in order to build an agreement to promote academic honesty. No further course credit will be given until this agreement is in place. A failure to abide by any individual agreement put in place to support academic honesty will be treated as requiring a level 3 intervention ("flagrant or willful disrespect for community members or rules", see Middle School Handbook) with attendant consequences.

Students should recognize that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic honesty will be theirs alone. They should speak to teachers regularly about their work and show drafts of it at various stages in the production process. They should ask teachers for advice if they are at any time unsure of what they have done in relation to referencing sources.

Turnitin.com

Teachers or Personal Project supervisors who may doubt the academic honesty of a MYP task or coursework may ask a student to submit to Turnitin.com, an IT tool for electronically collecting work that also identifies quotations with their sources.

MYP Examinations – Grade 10 (MYP5)

In May of Grade 10 (MYP5) students will write exams in Language & Literature, Integrated Humanities, Integrated Sciences, Mathematics, and Interdisciplinary Understanding. These exams are on-screen exams that assess all four MYP criteria in each examined subject.

On-screen examinations allow a more realistic, multimedia approach to assessment.

The exams are marked and assessed by subject teachers and form part of students' semester 2 grade, along with all the other assessments completed during the semester. No individual assessments (including the exams) are weighted more heavily than others when these grades are determined.

After the exams, students return to their normal timetable to continue learning in their different MYP subjects (which may include other assessments) and to receive feedback on their examinations.

On-Screen Exam Regulations

General

1. When instructed to enter the examination room, students must do so in a quiet and orderly manner.
2. No form of refreshment, except water, may be taken into the examination room.
3. The examination supervisor will decide where each student will sit during an examination.
4. Students may take to their desk/table only the following items:
    - A pen and/or pencil for making rough/scratch notes;
    - A translating dictionary for non-language examinations (the dictionary must not contain notes of any kind and is only permitted if the response language of the examination is not the best language of the candidate; an electronic dictionary is not permitted).

    *If required by the coordinator/invigilator, any dictionary brought into an examination must be available for inspection.

5. The coordinator/invigilator will decide where each candidate will sit during an examination. Candidates must comply with the decision of the coordinator/ invigilator and remain seated until permission is given to leave the examination room.
6. The instructions of the coordinator/invigilator must be obeyed.
7. The coordinator/invigilator has the right (at any time) to expel from the examination room any candidate whose behaviour is interfering with the proper conduct of the examination.

Late arrival

1. Candidates should arrive at least 10 minutes before the start of an examination.
2. No additional time will be allowed for students arriving late for the examination. If a student arrives more than 30 minutes late they will not be allowed to sit the exam.

Temporary absence

1. At the discretion of the coordinator/invigilator, a candidate may be allowed to leave the examination room and return. The temporary absence of a candidate will be recorded by the coordinator/invigilator.
2. During a temporary absence, a student must not take any material out of the examination room, have access to material during the absence, or return with any material.

Malpractice

1. During the examination, and at other times specified by the examination supervisor, a student must not communicate with any other candidate. Failure to observe this regulation may constitute malpractice, resulting in no grade being awarded for the examination.
2. If a student finds that he or she has accidentally taken unauthorized material (papers, books, notes of any kind) into an examination, this material must be given to the examination supervisor immediately. Failure to do so may lead to no grade being awarded for the examination.
3. No candidate is permitted to borrow anything from another candidate during an examination.

Early departures

1. Students will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination.
2. Students must have permission from the coordinator/invigilator to leave the exam early.
3. If a student leaves the examination before the scheduled finishing time, the student will not be allowed to return.

End of the examination

1. Candidates must give any rough/scratch paper to the coordinator/invigilator at the end of the examination.
2. Students must leave the examination room in a quiet and orderly manner, as directed by the coordinator/invigilator.

Assessment FAQ

Why does ISP use a 7-1 scale?

We do so to be consistent. We are an International Baccalaureate school and our scale is an adaptation of the IB 7 point scale used in the IB MYP and the IB DP. Our own assessment principles also require that students' performances be compared to agreed standards and criteria.

Each level on the 7-1 scale has a set of statements describing the quality of work (descriptors). Each subject also uses four individual criteria that assign levels from 0 to 8, depending on the level of skill demonstrated in a piece of work.

Through the use of grade boundaries, at the end of each semester, a general achievement level out of 7 is calculated for each subject.

How do I convert a 7-1 grade to an A-F grade?

There is no direct universally-accepted conversion, although ISP does provide clear guidance and support to students entering schools or colleges that use the A-F grading system. To know what a 7-1 grade means, please read the descriptor.

IB grade	7	6	5	4	3	2	1
Letter grade	A+	A	B+	B	C	D	F

Will having grades on the 7-1 scale put me at a disadvantage if I transfer to a system which uses a different scale?

It should not. Our grade scale has a clear advantage over many other evaluation scales; it describes the levels of achievement in terms of the quality of work and skills required while most other scales confine themselves to a single adjective per level. University admissions offices have told us that our students will be at no disadvantage provided the meaning and context of the grades is made clear. We provide documents which do both: the table of descriptors, our college profile, and charts of grade distributions.

How does a student or teacher know what the "expectations" are?

The student is usually given the expectations and/or guidelines for a particular task in the form of a task sheet or rubric when the assignment is given. Additional information is available on the website or from heads of department.

How do teachers standardize their expectations?

Teachers of the different sections of the same course do this by talking to each other, and looking at the samples of students not in their own sections; this is called internal standardization and moderation, and is good professional practice in many schools.

How difficult is it to score a 7?

Any student who meets the criteria for a 7 will score a 7, and the teacher will interpret the criteria at the Grade level of the course concerned. The criteria are achievable at all Grade levels. The global average grade of MYP students in each subject is around a level 4.8 -5.0 (varies depending on year.

What is a passing score for a course?

There are no passing grades for any course, although to earn the MYP certificate you should aim to score a 4 or better.

Information Directory

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