

International School of Paris

MYP 2020-2021



International School of Paris
Educating *for* complexity



The Middle Years Programme at ISP

The goal of the IB 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 builds upon the skills and learning developed in the IB Primary Years Programme (PYP). It is a purpose-built five-year program (Grades 6-10, ages 11-16) that prepares students for the IB Diploma Programme (DP), which provides students with a balanced education, facilitates geographic and cultural mobility and promotes international understanding.

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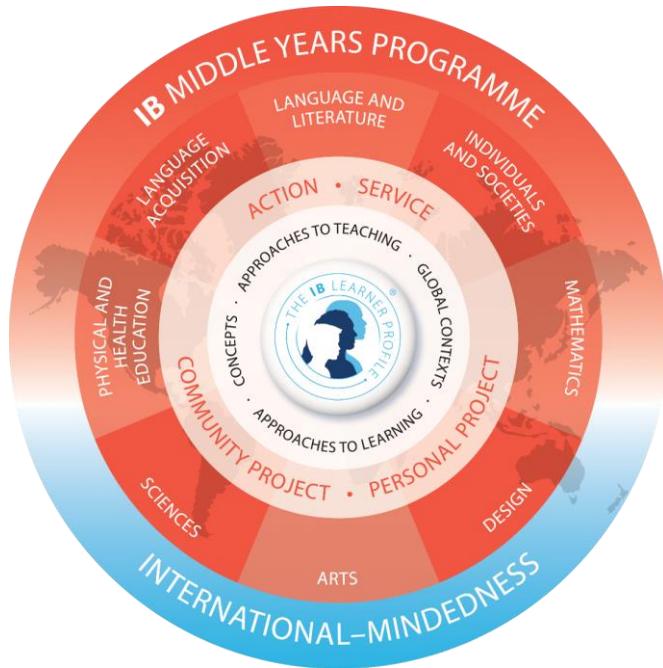
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The MYP Framework

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 has been taught at ISP since September 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 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 external evaluation and curriculum development

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



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
- 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 learning
- achieve higher levels of critical, creative and conceptual thinking as students analyze complex global challenges

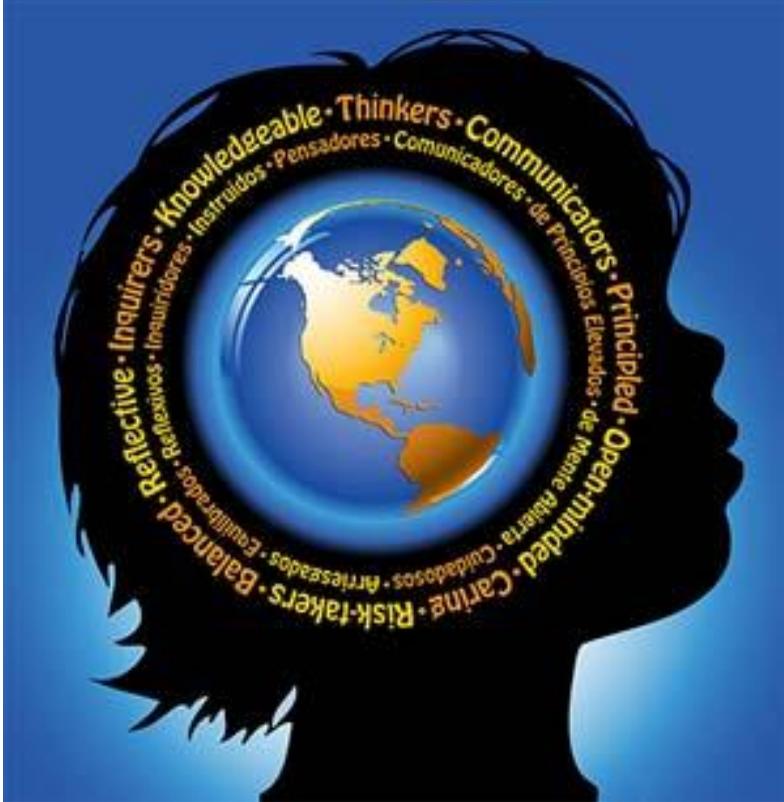
Global Contexts

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. All of these things can be broken down into 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.

The 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. 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 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 (ATLs). There are five broad categories of skills, which can be broken down into ten more specific categories of ATL skills. Throughout the MYP, students will learn and practice different strategies for developing these skills.



SELF MANAGEMENT

Works independently and plans effectively to meet task deadlines. Is organised and prepared for class.



THINKING

Builds and evaluates knowledge, clarifies concepts and ideas, and considers alternatives when solving problems. Reflects thoughtfully on their learning.



SOCIAL

Contributes positively and works collaboratively. Handles challenging situations constructively and shows leadership skills when appropriate.



RESEARCH

Can access, interpret and evaluate information and ideas gathered from a range of sources. Acknowledges intellectual property.



COMMUNICATION

Communicates ideas and opinions effectively. Modifies language to suit the context.



MYP Subjects

Our MYP class structure is designed to offer the nurture and care from primary school whilst gently supporting our learner 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: First Language	Language & Literature or Language Acquisition		
Group 2: Second Language	Language & Literature or Language Acquisition		
Group 3: Individuals & Societies	Integrated Humanities		
Group 4: Sciences	Integrated Sciences		
Group 5: Mathematics	Mathematics	Standard or Extended Mathematics	
Group 6: The Arts	Integrated Arts		Drama, Media, Music, or Visual Arts
Group 7: Physical Health Education	Physical and Health Education		
Group 8: Design	Integrated Design		
Language Options	Option 1: One Language & Literature course offered by the school (Hindi, Japanese, Korean, Spanish, Malay) Option 2: One Language Acquisition course offered by the school (Spanish or Chinese) Option 3: One Language & Literature course in the School-Supported Mother Tongue Programme Option 4: One French language enrichment (Additional French or Cultures et Sociétés Françaises)		
MYP Core	Personal & Social Education, Advisory, Service as Action, and Personal Project		

Group 1: Language & Literature

English, French, Spanish, Japanese, Korean, Hindi, Malay, or SSMT

Students must study at least one language at Language and Literature level. 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 analyzing 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 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.

Main objectives

The subject's 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
- 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

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 encourages 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 explore 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

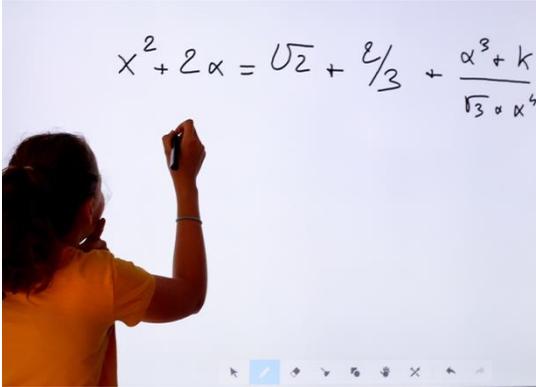
The study of MYP Science is to encourage and enable students to:

- 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 organized into the following five branches of mathematics: number; algebra; geometry and trigonometry; statistics and probability; discrete mathematics. Starting in MYP Year 4 (Grade 9), 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, 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

Visual Art, Theatre, Music, Media

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 four core 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 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
- 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 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.

Main objectives

The PHE curriculum aims to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of context
- 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

Integrated 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 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 for life, global society and environments
- develop respect for others' viewpoints and appreciate alternative solutions to problems



Language Options



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

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 categorised 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 enroll in an IB DP Language A class.

School-supported Mother Tongue (SSMT) Programme

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 programme. 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 programme, while parents are financially responsible for the tutor's fees. The curricular programme 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 programmes without a real person are not sufficient for SSMT and will not lead to a transcript or successful MYP Certification.

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”-Programme at Diploma level, where students can continue studying their mother tongue 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 the SSMT option, covering more than ten languages in addition to the officially taught options.

SSMT Structure

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. 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.

Additional French

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.

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; however, it 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 analyze French lifestyles from different time periods, and field trips will illustrate and build upon classroom learning.



Service as Action (SA)

In the MYP, 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 three different SA projects, at least one of which must be self-initiated 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 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.

Personal Project

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.

The personal project has a principled action, which means the students make choices that extend beyond their MYP learning. While the principled action in the personal project may not result in a specific form of service with the community, the inquiry process remains the same. Students' learning process in the MYP personal project involves action in a wide range of forms, including:

- developing an area of personal interest beyond the subject-specific curriculum
- sharing their new understandings with their peers, teachers and family
- changing their behavior in response to their learning and recognizing that they are able to make a difference through the decisions they make and the things they do.

While principled action may not always be clearly or immediately visible or measurable, students are prompted to record and reflect on how what they have learned has impacted their attitudes and behavior. The process of reflection should be carried out throughout the project, not just at the end. Students are encouraged to reflect regularly on their inquiry process and on the actions they have taken at various stages of their project.

Visualizing the project objectives



MYP 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 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 final activity which measures a student's level of skill in detail.
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 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 available on ISP's website.

MYP Reports

Students also enhance their Approaches to Learning (ATL) skills by recording their own learning about learning through self-evaluation and participation in 3-Way Conferences. Students are actively encouraged to discuss their strengths and weaknesses at these conferences. Reports posted on Managebac, ISP's electronic reporting system, include:

- An evaluation of the ATL skills shown during that semester
- A level and descriptor for the different criteria of that subject
- An overall level of achievement for the subject from 1 to 7
- A comment by the homeroom teacher, including information on Service as Action
- A summary of the subject-specific assessment criteria.

Awarding Grades

Each subject has a precise scale suited to its particular objectives and requirements. All criteria in all subjects are assessed against eight levels of criterion descriptors. For each assessment criterion within each subject, a number of band descriptors are defined. These describe a range of achievement levels. The descriptors concentrate on positive achievement, although difficulty to achieve may be included in the description for the lower levels.

The criteria for each subject represent the level MYP students should achieve by the end of the IB MYP year (grade level). The skills required to achieve in each criterion become, developmentally appropriately, 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.

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.

MYP Grade Descriptors

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

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.

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.

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.

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.

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.

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.

MYP Certificate



To be awarded the ISP MYP Certificate, a student must have studied the MYP for a minimum of one complete school year. The final year 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
- a completion of ISP's expectations for Service as Action
- at least one language at Language and Literature level
- minimum 90% attendance

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 first semester score of 5 or above for each higher level subject
- a Grade 10 first semester score of 4 or above for each standard level subject

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:

- an average grade of at least 3.5 in the MYP subjects
- that the student has met ISP's expectations for Service as Action
- attendance of at least 90% in each course



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