



Tesla
 EDUCATION GROUP
 EARLY YEARS | PRIMARY | SECONDARY

PYP CURRICULUM GUIDE

THE PRIMARY YEARS PROGRAMME
 AT TESLA

This booklet aims to give you the detailed knowledge and understanding of our International Baccalaureate (IB) Primary Years Programme that we use from Kindergarten through to Grade 5 here at Tesla. There is much information here and we hope you find it useful as it is what we use in our teaching and learning for every student at Tesla. Lessons are multi-dimensional - this means we are not concentrating just on giving children knowledge, but we are helping each learner to become independent by going deeper into learning. That is the excellence the International Baccalaureate Primary Years Programme and the reason we wanted Tesla to work to become an IB world school.

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Tesla Education is a Candidate School* for the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP). This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Tesla Education believes is important for our students.

**Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit www.ibo.org*

VISION AND MISSION STATEMENTS

TESLA VISION:

To be an innovative education group that fosters a passion for learning in each student while developing responsible individuals who strive to achieve their full potential; through strong design, technology, science, business and language skills; enabling each student to meet the challenges, shape the future and succeed in a rapidly changing world.

TESLA MISSION:

To provide a supportive and engaging learning environment that emphasises the sciences, design and technology by delivering an education that meets the highest international standards with a focus on well-being while ensuring students are grounded in their home languages and cultures.



IB LEARNER PROFILE

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

THE WRITTEN CURRICULUM

At Tesla we seek to strike a balance between the acquisition of essential knowledge and skills, development of conceptual understanding, demonstration of positive attitudes and taking responsible action. The five essential elements of the written curriculum for PYP students at Tesla are:

KNOWLEDGE	Significant, relevant content that we wish the students to explore and know about, considering their prior experience and understanding.
CONCEPTS	Powerful ideas that have relevance within the subject areas but also transcend them, which students must explore and re-explore in order to develop a coherent, in- depth understanding.
SKILLS	Those capabilities that the students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or transdisciplinary in nature.
ATTITUDES	Dispositions that are expressions of fundamental values, beliefs and feelings about learning, the environment and people.
ACTION	Demonstrations of deeper learning in responsible behavior through responsible action; a manifestation in practice of the other essential elements.

KNOWLEDGE

What do we want students to know about?

Each year, all PYP students (with the exception of Early Years) will conduct in-depth inquiries based on six transdisciplinary themes considered essential in the context of a program of international education. These themes:

- Have global significance—for all students in all cultures.
- Offer students the opportunity to explore the commonalities of human experience.
- Are supported by knowledge, concepts and skills from the traditional subject areas but utilize them in ways that transcend the confines of these subjects, thereby contributing to a transdisciplinary model of teaching and learning.
- Will be revisited throughout the students' years of schooling, so that the end result is immersion in broad-ranging, in-depth, articulated curriculum content.
- Contribute to the common ground that unifies the curriculums in all PYP schools.

PYP TRANSDISCIPLINARY THEMES

Who we are	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships, including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
Where we are in space and time	An inquiry into orientation in place and time; personal histories; homes place and time and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspective
How we express ourselves	An inquiry into the ways in which we discover and express ideas, feelings, ourselves, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
How the world works	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
How we organize ourselves	An inquiry into the interconnectedness of human-made systems and ourselves communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
Sharing the planet	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Students inquire into, and learn about, globally significant issues in the context of units of inquiry, each of which addresses a central idea relevant to a particular transdisciplinary theme. Lines of inquiry are identified in order to explore the scope of the central idea for each unit.

These units collectively constitute the school's program of inquiry. The full program of inquiry at Tesla is dynamic and subject to minor changes as teachers adapt and plan collaboratively to meet the needs of their students and the changing context of the world around them. Each unit of inquiry is based on a knowledge base of one or more of six subject disciplines:

1. LANGUAGE
2. MATHEMATICS
3. SCIENCE
4. SOCIAL STUDIES
5. PERSONAL, SOCIAL AND PHYSICAL EDUCATION
6. ARTS

PYP TRANSDISCIPLINARY THEMES

LANGUAGE

All learning at TESLA involves language. Learners listen, talk, read and write their way to negotiating new meanings and understanding new concepts. Language is the most significant connecting element across the school's curriculum, both within and outside its program of inquiry. Language is delivered to students across several different strands—oral, visual and written.



PYP TRANSDISCIPLINARY THEMES

LANGUAGE STRANDS

Oral language-listening and speaking

Oral language encompasses all aspects of listening and speaking—skills that are essential for ongoing language development, for learning and for relating to others.

Listening (the receptive mode) and speaking (the expressive mode) work together in a transactional process between listeners and speakers. The balanced program delivered to TESLA PYP students provides meaningful and well-planned opportunities for learners to participate as listeners as well as speakers. Listening involves more than just hearing sounds. It requires active and conscious attention in order to make sense of what is heard. Purposeful talk enables learners to articulate thoughts as they construct and reconstruct meaning to understand the world around them. Oral language involves recognizing and using certain types of language according to the audience and purposes.

Visual language-viewing and presenting

Viewing and presenting are fundamental processes that are historically and universally powerful and significant. The receptive processes (viewing) and expressive processes (presenting) are connected and allow for reciprocal growth in understanding; neither process has meaning except in relation to the other. TESLA PYP students are provided with a balanced program with opportunities for students to experience both viewing and presenting. These processes involve interpreting, using and constructing visuals and multimedia in a variety of situations and for a range of purposes and audiences. They allow students to understand the ways in which images and language interact to convey ideas, values and beliefs. Visual texts may be paper, electronic or live, and are observable forms of communication consciously constructed to convey meaning and immediately engage viewers, allowing them instant access to data.

Written language-reading

Reading is a developmental process that involves constructing meaning from text. The process is interactive and involves the reader's purpose for reading, the reader's prior knowledge and experience, and the text itself. It begins to happen when the young learner realizes that print conveys meaning and becomes concerned with trying to make sense of the marks on the page. The most significant contribution parents and teachers can make to success in reading for our young PYP students is to provide a captivating range of picture books and other illustrated materials to share with beginning readers.

Enthusiasm and curiosity are essential ingredients in promoting the desire to read. Children of all ages need to experience and enjoy a wide variety of interesting, informative, intriguing and creative reading materials.

Reading helps us to clarify our ideas, feelings, thoughts and opinions. Literature offers us a means of understanding ourselves and others, and has the power to influence and structure thinking. Well-written fiction provides opportunities for learners to imagine themselves in another's situation, reflect on feelings and actions, and develop empathy. The ability to read and comprehend non-fiction is essential for the process of inquiry. As inquirers, learners need to be able to identify, synthesize and apply useful and relevant information from text.

PYP TRANSDISCIPLINARY THEMES

Written language-reading

Writing is a way of expressing ourselves. It is a personal act that grows and develops with the individual. From the earliest lines and marks of young learners to the expression of mature writers, it allows us to organize and communicate thoughts, ideas and information in a visible and tangible way. Writing is primarily concerned with communicating meaning and intention. When children are encouraged to express themselves and reveal their own “voice”, writing is a genuine expression of the individual. The quality of expression lies in the authenticity of the message and the desire to communicate. If the writer has shared their message in such a way that others can appreciate it, the writer’s intention has been achieved.

Over time, writing involves developing a variety of structures, strategies and literary techniques (spelling, grammar, plot, character, punctuation, voice) and applying them with increasing skill and effectiveness. However, the writer’s ability to communicate their intention and share meaning takes precedence over accuracy and the application of skills.



PYP TRANSDISCIPLINARY THEMES

MATHEMATICS

In the PYP, mathematics is viewed primarily as a vehicle to support inquiry, providing a global language through which students make sense of the world around them. It is intended that TESLA PYP students become competent users of the language of mathematics, and that they begin to use it as a way of thinking, as opposed to seeing it as a series of facts and equations to be memorized. The power of mathematics for describing and analyzing the world around us is such that it has become a highly effective tool for solving problems. The teaching of mathematics at TESLA is a blend of inquiry and direct instruction, depending on students' individual needs and context. The subject is delivered across several different strands, described further below.

MATHEMATICS STRANDS

Numbers	Our number system is a language for describing quantities and the relationships between quantities.
Data handling	Data handling allows us to make a summary of what we know about the world and to make inferences about what we do not know.
Measurement	To measure is to attach a number to a quantity using a chosen unit.
Shape and space	The regions, paths and boundaries of natural space can be described by shape. An understanding of the interrelationships of shape allows us to interpret, understand and appreciate our two-dimensional (2D) and three-dimensional (3D) worlds.
Pattern and function	To identify patterns is to begin to understand how mathematics applies to the world in which we live. The repetitive features of patterns can be identified and described as generalized rules called "functions". This builds a foundation within our PYP students for the later study of algebra.

SCIENCE

In the PYP, science is viewed as the exploration of the biological, chemical and physical aspects of the natural world, and the relationships between them. Our understanding of science is constantly changing and evolving. It encourages curiosity and ingenuity and enables Tesla PYP students to develop an understanding of the world. Reflection on scientific knowledge also helps our students to develop a sense of responsibility regarding the impact of their actions on themselves, others and their world. Inquiry is central to scientific investigation and understanding. Students actively construct and challenge their understanding of the world around them by combining scientific knowledge with reasoning and thinking skills.

Scientific knowledge is made relevant through its innumerable applications in the real world. The scientific process, by encouraging hands-on experience and inquiry, enables students to make informed and responsible decisions, not only in science but also in other areas of life.

PYP TRANSDISCIPLINARY THEMES

SCIENCE STRANDS

Living things	The study of the characteristics, systems and behaviors of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment.
Earth and space	The study of planet Earth and its position in the universe, particularly its relationship with the sun; the natural phenomena and systems that shape the planet and the distinctive features that identify it; and the infinite and finite resources of the planet.
Materials and matter	The study of the properties, behaviors and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.
Forces and energy	The study of energy, its origins, storage and transfer, and the work it can do; the study of forces; and the application of scientific understanding through inventions and machines.

SOCIAL STUDIES

In the PYP, social studies is viewed as the study of people in relation to their past, their present and their future, as well as their environment and their society. Social studies encourages curiosity and develops an understanding of a rapidly changing world. Through social studies, Tesla PYP students develop an understanding of their personal and cultural identities.

SOCIAL STUDIES STRANDS

Human systems and economic activities	The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority.
Social organization and culture	The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.
Continuity and change through time	The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.
Human and natural environments	The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.
Resources and the environment	The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.

PERSONAL SOCIAL AND PHYSICAL EDUCATION(PSPE)

Personal, social and physical education (PSPE) provides the models, processes and vocabulary for handling social and personal issues, and ensuring health and well-being.

Tesla PYP students are prepared to address moral issues in their lives and act upon a set of positive values such as appreciation, empathy and respect.

PERSONAL, SOCIAL, PHYSICAL EDUCATION STRANDS

Identity

An understanding of our own beliefs, values, attitudes, experiences and feelings and how they shape us; the impact of cultural influences; the recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of change and adversity; how the learner's concept of self and feelings of self-worth affect his or her approach to learning and how he or she interacts with others.

Active living

An understanding of the factors that contribute to developing and maintaining a balanced, healthy lifestyle; the importance of regular physical activity; the body's response to exercise; the importance of developing basic motor skills; understanding and developing the body's potential for movement and expression; the importance of nutrition; understanding the causes and possible prevention of ill health; the promotion of safety; the rights and responsibilities we have to ourselves and others to promote well-being; making informed choices and evaluating consequences, and taking action for healthy living now and in the future.

Interactions

An understanding of how an individual interacts with other people, other living things and the wider world; behaviors, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them; the awareness and understanding of similarities and differences; an appreciation of the environment and an understanding of and commitment to humankind's responsibility as custodians of the Earth for future generations.



PERSONAL SOCIAL AND PHYSICAL EDUCATION(PSPE)

THE ARTS

Arts are integral to the PYP. They are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. Tesla students are stimulated to think and to articulate their thoughts in new ways, and through a variety of media and technologies.

The PYP recognizes that not all learning can be supported solely through language, and that arts as a medium of inquiry also provide opportunities for learning, communication and expression. Learning about and through arts is fundamental to the development of the whole child; fostering creativity, critical thinking, problem-solving skills and social interactions.

DANCE

Dance is an integral part of many cultures. Dance plays an important role in society as it brings people and communities together. As an art form, dance explores how we express ourselves through movement. To understand and respond to dance, students need to understand how dance is used in cultural, ritual and social contexts. Students are given opportunities to view a wide variety of dance from various sources, such as live performance, peer choreography, guest dance artists, and recordings. Dance as an art form has evolved considerably over the past century. Exploring dance in a historical and cultural context, and in a variety of genres, enriches the student's experience in creating and responding to dance.

DRAMA

Drama explores how we express ourselves physically and vocally. In creating, students explore the use of facial expressions, gestures, movement, posture and vocal techniques to convey emotional or cultural meaning to both characters and stories. Students are exposed to a variety of dramatic forms including creative movement, impersonation, improvisation, mask work, mime, musical, role play, pantomime, puppetry, re-enactment, scripted drama, and skit. In responding, Tesla PYP students will experience a wide variety of scripts and stories from different times, cultures and places and, where possible, access live theatre performances and presentations. Students have opportunities to present their creative work to an audience, to witness their peers in performance and through this become critically aware audience members.

MUSIC

Music enables students to communicate in ways that go beyond their oral language abilities. Music delights and stimulates, soothes and comforts us; music allows students to communicate in a unique way. Musical experiences and learning begin with the voice. Students are given opportunities to discover a broad range of music experiences including classifying and analyzing sounds, composing, exploring body music, harmonizing, listening, playing instruments, singing, notation, reading music, song-writing and recording. In creating, students use their imagination and musical experiences to organize sounds-natural and technological-into various forms that communicate specific ideas or moods. In responding, students are given the opportunity to respond to different styles of music, as well as to music from different times and cultures. By exposing students to a wide and varied repertoire of musical styles, they can begin to construct an understanding of their environment, their surroundings and structures, and begin to develop personal connections with them.

PERSONAL SOCIAL AND PHYSICAL EDUCATION (PSPE)

VISUAL ARTS

The term “visual arts” is used to describe practices that have been more traditionally described in education as “art, craft and design”. Students are exposed to a broad range of experiences which illustrate the field of visual arts, including architecture, bookmaking, ceramics, collage, costume design, drawing, graphic design, film, illustration, industrial design, installation, jewelry, land art, mask making, metalwork, painting, papermaking, performance art, photography, printmaking, sculpture, set design, textiles and woodwork.

ARTS STRANDS

Creating

The process of creating provides students with opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualize consequences. Tesla PYP students are encouraged to draw on their imagination, experiences and knowledge of materials and processes as starting points for creative exploration. They can make connections between their work and that of other artists to inform their thinking and to provide inspiration. Both independently and collaboratively, students participate in creative processes through which they can communicate ideas and express feelings. The creating strand provides opportunities for students to explore their personal interests, beliefs and values and to engage in a personal artistic journey.

Responding

The process of responding provides students with opportunities to react to their own and other artists’ works and processes, and in so doing develop the skills of critical analysis, interpretation, evaluation, reflection and communication. Students will demonstrate knowledge and understanding of the concepts, methods and elements of dance, drama, music and visual arts, including the use of specialized language. Students consider their own and other artists’ works in context and from different perspectives in order to construct meaning and inform their own future works and processes. The responding strand is not simply about reflecting; responding may include creative acts and encompasses presenting, sharing and communicating one’s own understanding.



What do we want students to understand?

Central to the philosophy of the PYP is the principle that purposeful, structured inquiry is a powerful vehicle for learning that promotes meaning and understanding, challenging students to engage with significant ideas. At TESLA, we have a commitment to a concept-driven curriculum as a means of supporting that inquiry.

The PYP curriculum is structured around important concepts driven by the following beliefs:

- Education for the understanding of significant ideas has often been sacrificed for the memorization of isolated facts and the mastery of skills out of context. By starting with the students' prior knowledge, and by confronting and developing their earlier conceptions and constructs, teachers can begin to promote real understanding.
- The exploration and re-exploration of concepts lead students towards an appreciation of ideas that transcend disciplinary boundaries, as well as toward a sense of the essence of each subject area.
- Transdisciplinary units, where concepts are used to support and structure the inquiries, provide context in which students can understand and, at the same time, acquire essential knowledge, skills and attitudes.
- A concept-driven curriculum helps the learner to construct meaning through improved critical thinking and the transfer of knowledge.
- Transdisciplinary concepts increase coherence across the curriculum.

	Key Question	Definition
Form	What is it like?	The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.
Function	How does it work?	The understanding that everything has a purpose, a role or a way of behaving that can be investigated.
Causation	Why is it like it is?	The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.
Responsibility	What is our responsibility?	The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.
Reflection	What is our reflection?	The understanding that there are different ways of knowing and that it is important to reflect on our conclusions, to consider our methods of reasoning, and the quality and the reliability of the evidence we have considered.
Change	How is it changing?	The understanding that change is the process of movement from one state to another. It is universal and inevitable.
Connection	How is it connected to other things?	The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.
Perspective	What are the points of view?	The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.

CONCEPTS

PYP transdisciplinary skills

THINKING SKILLS

Acquisition of knowledge	Gaining specific facts, ideas, vocabulary; remembering in a similar form.
Comprehension	Grasping meaning from material learned; communicating and interpreting learning.
Application	Making use of previously acquired knowledge in practical or new ways.
Analysis	Taking knowledge or ideas apart; separating into component parts; seeing relationships; finding unique characteristics.
Synthesis	Combining parts to create wholes; creating, designing, developing and innovating.
Evaluation	Making judgments or decisions based on chosen criteria, standards and conditions.
Dialectical thought	Thinking about two or more different points of view at the same time; understanding those points of view; being able to construct an argument for each point of view based on knowledge of the other(s); realizing that other people can also take one's own point of view.
Metacognition	Analysing one's own and others' thought processes; thinking about how one thinks and how one learns.

SOCIAL SKILLS

Accepting responsibility	Taking on and completing tasks in an appropriate manner; being willing to assume a share of the responsibility.
Respecting others	Listening sensitively to others; making decisions based on fairness and equality; recognizing that others' beliefs, viewpoints, religions and ideas may differ from one's own; stating one's opinion without hurting others.
Cooperating	Working cooperatively in a group; being courteous to others; sharing materials; taking turns.
Resolving conflict	Listening carefully to others; compromising; reacting reasonably to the situation; accepting responsibility appropriately; being fair.
Group Decision making	Listening to others; discussing ideas; asking questions; working towards and obtaining consensus.
Adopting a variety of group roles	Understanding what behavior is appropriate in a given situation and acting accordingly; being a leader in some circumstances, a follower in others.

COMMUNICATION SKILLS

Listening	Listening to directions; listening to others; listening to information.
Speaking	Speaking clearly; giving oral reports to small and large groups; expressing ideas clearly and logically; stating opinions.
Reading	Reading a variety of sources for information and pleasure; comprehending what has been read; making inferences and drawing conclusions.
Writing	Recording information and observations; taking notes and paraphrasing; writing summaries; writing reports; keeping a journal or record.
Viewing	Interpreting and analysing visuals and multimedia; understanding the ways in which images and language interact to convey ideas, values and beliefs; making informed choices about personal viewing experiences.
Presenting	Constructing visuals and multimedia for a range of purposes and audiences; communicating information and ideas through a variety of visual media; using appropriate technology for effective presentation and representation.
Non-verbal communication	Recognizing the meaning of visual and kinesthetic communication; recognizing and creating signs; interpreting and utilizing symbols.



CONCEPTS

SELF-MANAGEMENT SKILLS

Gross motor skills	Exhibiting skills in which groups of large muscles are used and the factor of strength is primary.
Fine motor skills	Exhibiting skills in which precision in delicate muscle systems is required.
Spatial awareness	Displaying a sensitivity to the position of objects in relation to oneself or each other.
Organization	Planning and carrying out activities effectively.
Time management	Using time effectively and appropriately.
Safety	Engaging in personal behavior that avoids placing oneself or others in danger or at risk.
Healthy lifestyle	Making informed choices to achieve a balance in nutrition, rest, relaxation and exercise; practising appropriate hygiene and self-care.
Codes of behavior	Knowing and applying appropriate rules or operating procedures of groups of people.
Informed choices	Selecting an appropriate course of action or behavior based on fact or opinion.



RESEARCH SKILLS

Formulating questions	Identifying something one wants or needs to know and asking compelling and relevant questions that can be researched.
Observing	Using all the senses to notice relevant details.
Planning	Developing a course of action; writing an outline; devising ways of finding out necessary information.
Collecting data	Gathering information from a variety of first and secondhand sources such as maps, surveys, direct observation, books, films, people, museums and ICT.
Recording data	Describing and recording observations by drawing, note taking, making charts, tallying, writing statements.
Organizing data	Sorting and categorizing information; arranging into understandable forms such as narrative descriptions, tables, timelines, graphs and diagrams.
Interpreting data	Knowing and applying appropriate rules or operating procedures of groups of people.
Presenting research findings	Effectively communicating what has been learned; choosing appropriate media.



ATTITUDES

What do we want students to feel, value and demonstrate?

While recognizing the importance of knowledge, concepts and skills, we believe that these alone do not make an internationally-minded person. It is vital that there is also a focus on the development of personal attitudes toward people, toward the environment and toward learning.

Appreciation	Appreciating the wonder and beauty of the world and its people.
Commitment	Being committed to their own learning, persevering and showing self-discipline and responsibility.
Confidence	Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.
Cooperation	Cooperating, collaborating, and leading or following as the situation demands.
Creativity	Being creative and imaginative in their thinking and in their approach to problems and dilemmas.
Curiosity	Being curious about the nature of learning, about the world, its people and cultures.
Empathy	Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.
Enthusiasm	Enjoying learning and willingly putting effort into the process.
Independence	Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments.
Integrity	Being honest and demonstrating a considered sense of fairness.
Respect	Respecting themselves, others and the world around them.
Tolerance	Being sensitive about differences and diversity in the world and being responsive to the needs of others.

How do we want students to act?

At Tesla, we believe that education must extend beyond the intellectual to include not only socially responsible attitudes but also thoughtful and appropriate action. An explicit expectation of the PYP is that successful inquiry will lead to responsible action initiated by the student as a result of the learning process.

This action will extend the student's learning, or it may have a wider social impact, and will clearly look different within each age range. TESLA offers all PYP learners the opportunity and the power to choose to act, to decide on their actions, and to reflect on these actions in order to make a difference in and to the world.

Effective Action

- Should be modeled by the adults in the school community
- Should be voluntary and involve students' exercising their own initiative
- Is best grounded in the students' experiences
- Is most beneficial to students when they are able to witness the outcomes
- Usually begins in a small way and arises from genuine concern and commitment
- Should include anticipation of consequences and acceptance of responsibility
- May require appropriate adult support in order to facilitate students' efforts and provide them with alternatives and choices



THE TAUGHT CURRICULUM

At Tesla, we are committed to teaching through structured, purposeful inquiry that engages students actively in their own learning.

What does inquiry look like?

Inquiry is the process initiated by students or teachers that moves students from their current level of understanding to a new and deeper level of understanding. This can entail any or all of the following:

- Exploring, wondering and questioning
- Experimenting and playing with possibilities
- Making connections between previous learning and current learning
- Making predictions and acting purposefully to see what happens
- Collecting data and reporting findings
- Clarifying existing ideas and reappraising perceptions of events
- Deepening understanding through the application of a concept
- Making and testing theories
- Researching and seeking information
- Taking and defending a position
- Solving problems in a variety of ways

Philosophy

Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastery of skills, the development of attitudes, and the decision to take action. The prime objective of assessment at Tesla is to provide feedback on the learning process.



Assessment

How do we discover what students have learned?

Student learning is promoted through planning and refining the teaching and learning processes to meet individual or group needs. Assessing the students' prior knowledge and experience, as well as monitoring their achievement during the teaching period, enables teachers to plan and refine their teaching accordingly. Teachers know that a well-designed learning experience will provide data on students' knowledge, skills and conceptual understanding, and that it is consequently a vehicle for summative or formative assessment.

Summative assessment aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and improves student learning and the teaching process; it measures understanding of the central idea; and it prompts students towards action.

Formative assessment provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together. Formative assessment aims to promote learning by giving regular and frequent feedback. This helps learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success.



THE TAUGHT CURRICULUM

What does Assessment look like

- Using representative examples of students' work or performance to provide information about student learning
- Collecting evidence of students' understanding and thinking
- Documenting learning processes of groups and individuals
- Engaging students in reflecting on their learning
- Students assessing work produced by themselves and by others
- Developing clear rubrics
- Identifying exemplar student work
- Keeping records of test/task results

Effective assessments allow students to:

- Share their learning and understanding with others
- Demonstrate a range of knowledge, conceptual understanding and skills
- Use a variety of learning styles, multiple intelligences and abilities to express their understanding
- Know and understand in advance the criteria for producing a quality product or performance
- Participate in reflection, self and peer-assessment
- Base their learning on real-life experiences that can lead to further inquiries
- Express different points of view and interpretations
- Analyze their learning and understand what needs to be improved

Effective assessments allow teachers to:

- Inform every stage of the teaching and learning process
- Plan in response to student and teacher inquiries
- Develop criteria for producing a quality product or performance
- Gather evidence from which sound conclusions can be drawn
- Provide evidence that can be effectively reported and understood by the whole school community
- Collaboratively review and reflect on student performance and progress
- Take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts
- Use scoring that is both analytical (separate scores for different aspects of the work) and holistic (single scores)

Effective assessments allow parents to:

- See evidence of student learning and development
- Develop an understanding of the student's progress
- Provide opportunities to support and celebrate student learning

Assessment Strategies And Tools						
Assessment strategies \ Assessment tools	Rubrics	Exemplars	Checklists	Anecdotal Records	Continuums	
Observations	✓		✓	✓	✓	
Performance assessments	✓	✓		✓	✓	
Process-focused assessments	✓		✓	✓	✓	
Selected responses		✓	✓		✓	
Open-ended tasks	✓	✓		✓	✓	

THE TAUGHT CURRICULUM

Assessment Strategies

The following strategies are central to the assessment process. They cover a broad range of approaches, from the more subjective and intuitive to the more objective and scientific. They have been selected in order to provide a balanced view of the student.

Observations	All students are observed often and regularly, with the teacher taking a focus varying from wide angle (e.g. focusing on the whole class) to close up (e.g. focusing on one student or one activity), and from non-participant (observing from without) to participant (observing from within).
Performance assessments	The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.
Process-focused assessments	Students are observed often and regularly, and the observations are recorded by noting the typical as well as non-typical behaviors, collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase validity. A system of note taking and record keeping is created that minimizes writing and recording time. Checklists, inventories and narrative descriptions (such as learning logs) are common methods of collecting observations.
Selected responses	Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.
Open-ended tasks	Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution. The work, with the assessment criteria attached, could be included in a portfolio.

Portfolios

A portfolio is a record of students' involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection. A portfolio is a celebration of an active mind at work. It provides a picture of each student's progress and development over a period of time both as individual and group learners. It enables students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement, and then to set individual goals and establish teaching and learning plans.

At TESLA, portfolios focus on process over product. Regular time is dedicated for students, teachers, and occasionally parents to review and reflect on the student's learning journey. PYP portfolios are created on paper from Early Explorers to Grade 1 and as a Blog from Grade 2 onwards.

Parent-Teacher Conferences

These are designed to give parents information about the student's progress, development and needs, and about the school's program. Teachers take this opportunity to gather background information, to answer the parents' questions, to address their concerns, and to help define their role in the learning process. Parents take the opportunity to provide the teacher with the cultural context of the student's learning.

Three-Way Conferences

Three-way conferences involve the student, parents and teacher. Students discuss their learning and understanding with their parents and teacher, who are responsible for supporting the student through this process. Students are responsible for reflecting upon work samples that they have chosen to share, that have been previously selected with guidance and support from the teacher and could be from the student's portfolio. The student, the parents and the teacher collaborate to establish and identify the student's strengths and areas for improvement. This may lead to the setting of new goals, with all participants determining how they can support the achievement of the goals. The teacher is an integral part of the process and takes notes on the discussion. These notes may then be used in the written report. All of the participants must understand the format and their roles prior to the conference.

The Written Report

Written reports are a summative record for students, parents and the school itself of a student's progress. In addition, Tesla firmly believes in the formative potential of an effective reporting procedure. Our Evaluations of Learning clearly indicate areas of strength and areas for improvement in all subject areas. These Evaluations of Learning may contain data that come from teacher assessments, student self-assessments and even parent reflections, and are helpful aids to a student's development.

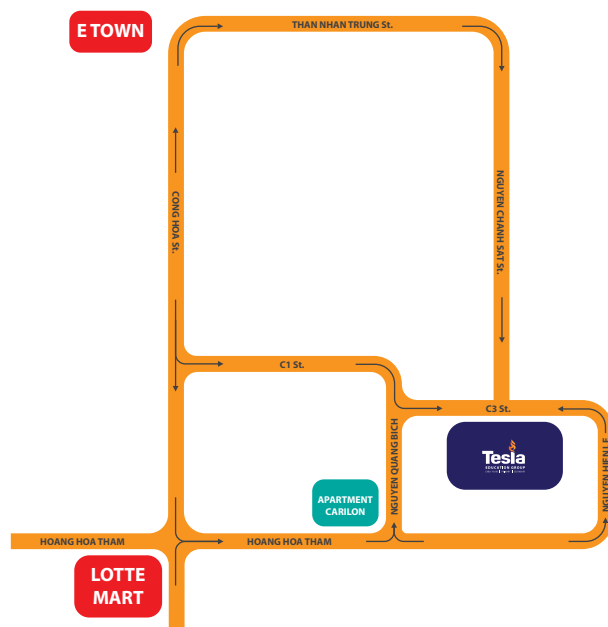
By reading and discussing Evaluations of Learning thoroughly as a family, parents' understanding of the expectations and terminology of the PYP will develop rapidly. Teachers are always very happy to go through them with families to explain anything that remains unclear.

Tesla

EDUCATION GROUP

EARLY YEARS | PRIMARY | SECONDARY

PIONEERING | PERSEVERANT | EXCELLENT | CREATIVE



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