IB MIDDLE YEARS PROGRAMME

MYP CURRICULUM GUIDE

CONTENTS

PREFACE

At **Tesla Education - IB World School**, we believe in fostering a learning environment where students are encouraged to be inquisitive, creative, and independent thinkers. Our mission is to provide a holistic education that nurtures not only academic excellence but also personal growth, intercultural understanding, and a deep commitment to global citizenship.

This Curriculum Guide reflects our dedication to upholding the highest international standards, aligning with the rigorous expectations set by the **International Baccalaureate (IB)**. By implementing the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP), as well as our Early Years framework, we aim to develop well-rounded individuals who are equipped with the skills, knowledge, and values necessary to thrive in an interconnected and rapidly changing world.

Each of our educational programs is carefully designed to nurture students' intellectual, emotional, social, and physical growth, providing them with the tools to succeed not only in their academic pursuits but in life beyond school. With a focus on inquiry-based learning, interdisciplinary connections, and a deep respect for diverse perspectives, our programs encourage students to think critically, collaborate, and take ownership of their learning journey.

As we continue to evolve in an era where the future of education is increasingly global, we remain committed to providing a transformative experience that prepares students to engage meaningfully with the world around them. This guide provides a comprehensive overview of the policies, curriculum structure, and pedagogical approach that define our school's educational ethos.

"The IB Learner Profile is at the heart of everything we do."

IB learners strive to become:

communicators

risk-takers

reflective

balanced

thinkers

knowledgeable

open-minded

principled

inquirers

caring

MISSION

At Tesla Education, we seek to ignite curiosity, break barriers, and empower students to think boldly, take risks, and lead the future with purpose and passion. We cultivate fearless learners who dream big, challenge conventions, and innovate to advance Vietnam's development while addressing global opportunities and challenges. We nurture future pioneers who hold fast to local traditions yet are ready to collaborate and lead in an interconnected world. Together, we create a community where creativity, collaboration, and a commitment to progress drive every learning opportunity, ensuring our students shape the future of Vietnam and the global stage

VISION

We envision a future where every student becomes a bold innovator, strengthening Vietnam through their contributions and leading globally with empathy and insight. Our school will be a hub of ideas that drive Vietnam's growth and inspire solutions for the world's challenges. We redefine education by blending local cultural pride with a global mindset, preparing students to shape a sustainable, inclusive future. In our environment, students explore the world beyond.

CORE VALUES

At Tesla Education IB World School, we foster innovation and leadership, anchored by our core values:

- **Integrity**   Upholding honesty, commitment, and accountability.
- **Growth**   Striving for excellence through active engagement.
- **Caring**   Valuing compassion and empathy, promoting wellbeing.
- **Community**   Embracing collaboration, open-mindedness, and global awareness.

BELIEFS AND PRINCIPLES

We nurture a community of learners, recognizing each individual's potential. Lifelong learning begins with curiosity, inquiry, and personal growth through knowledge and skills acquisition. Our principles are:

- **Engagement**   Active involvement and self-awareness.
- **Risk-Taking**   Exploring new ideas, different perspectives, and learning from mistakes.
- **Collaboration**   Thriving in safe, positive, and caring relationships.
- **Inclusivity**   Engaging in meaningful, relevant, and challenging opportunities.

INTERCULTURAL UNDERSTANDING

We promote intercultural learning and global citizenship that is inclusive, ethical, interconnected, and respectful of individual backgrounds and Vietnamese culture. We define intercultural understanding as:

"International Mindedness starts at 'home' with a profound appreciation of Vietnamese and other cultures, our diversity, and recognition of our local and global responsibility as embodied in the International Baccalaureate (IB) Learner Profile."

SAFEGUARDING OUR COMMUNITY

The welfare of our community is paramount. We provide a caring, safe, and stimulating environment that promotes social and physical wellbeing.

FOREWORD
for MYP (Middle Years Programme)

The **Middle Years Programme (MYP) at Tesla Education IB World School** builds upon the solid foundation set in the Primary Years Programme and prepares students for the more rigorous academic challenges of the Diploma Programme. The MYP is designed for students in Grades 6-10, and it emphasizes the development of critical thinking, creativity, and intercultural understanding.

Through the MYP, students explore a wide range of subjects and are encouraged to make connections between disciplines, developing both their intellectual and personal growth. The interdisciplinary approach allows students to view issues from multiple perspectives, fostering a sense of global citizenship and responsibility. The MYP also emphasizes the importance of social responsibility, encouraging students to take action and make a positive impact in their communities.

The curriculum provides students with the tools they need to succeed in higher education and beyond, while also helping them to develop the skills, confidence, and resilience necessary to navigate an increasingly complex world.

INTRODUCTION

OVERVIEW OF THE MYP CURRICULUM GUIDE

The MYP Curriculum Guide is a comprehensive framework that supports students at Tesla Education IB World School. It outlines the principles, objectives, and methodologies of the Middle Years Programme (MYP) to ensure alignment with the standards set by the International Baccalaureate (IB), the Council of International Schools (CIS), and Cambridge. This guide serves as a roadmap for educators, students, and parents, enhancing the educational experience.

ALIGNMENT WITH IB, CIS, CAMBRIDGE, AND VIETNAMESE STANDARDS

Our curriculum is aligned with the high standards of the IB, emphasizing the development of inquiring, knowledgeable, and caring young individuals. The MYP framework encourages practical connections between studies and the real world, fostering critical thinking, intercultural understanding, and respect. Our policies and practices adhere to CIS accreditation criteria and Cambridge benchmarks, ensuring educational quality and continuous improvement. This foundation in key subject areas prepares students for future academic challenges.

We understand the importance of contextualizing our policies to reflect Vietnam's unique cultural and regulatory environment. Our curriculum not only meets international standards but also integrates local educational regulations and cultural nuances. This approach ensures that students receive a globally relevant and locally meaningful education. By incorporating Vietnamese cultural elements and adhering to national educational guidelines, we create a learning environment that respects and celebrates the rich heritage of our host country while preparing students for global citizenship.

RATIONALE

PURPOSE AND IMPORTANCE OF THE MYP CURRICULUM

The Middle Years Programme (MYP) at Tesla Education IB World School is designed to provide students with a holistic and rigorous educational experience that prepares them for the challenges of the 21st century. The MYP curriculum emphasizes the development of critical thinking, intercultural understanding, and global awareness, which are essential skills for success in an increasingly interconnected world. By fostering a love for learning and encouraging students to make connections between their studies and real-world issues, the MYP aims to cultivate well-rounded individuals who can contribute positively to society.

ALIGNMENT WITH EDUCATIONAL STANDARDS

The MYP curriculum is aligned with the standards set by the International Baccalaureate (IB), the Council of International Schools (CIS), and Cambridge to ensure high-quality education. The IB emphasizes inquiry-based learning and holistic development, CIS focuses on continuous improvement and global citizenship, and Cambridge provides subject-specific knowledge.

In Vietnam, we consider national regulations and incorporate Vietnamese culture into our curriculum to offer a globally relevant and locally meaningful education. This approach enhances learning and fosters appreciation for Vietnam's cultural heritage.

PRACTICAL STRATEGIES FOR IMPLEMENTATION

To effectively implement the MYP curriculum, we employ a variety of practical strategies and frameworks. These include:

- **Inquiry-Based Learning:** Encouraging students to ask questions, explore concepts, and engage in hands-on activities that promote deep understanding.

- **Interdisciplinary Approaches:** Integrating knowledge and skills from different subject areas to provide a more comprehensive understanding of complex issues.

- **Collaborative Learning:** Promoting teamwork and communication skills through group projects and discussions.

- **Reflective Practices:** Encouraging students to reflect on their learning experiences and identify areas for improvement.

- **Cultural Integration:** Incorporating Vietnamese cultural elements into the curriculum to enhance student's understanding of their heritage and its relevance in a global context.

CURRICULUM FRAMEWORK

THE MYP FRAMEWORK

The Middle Years Programme (MYP) framework at Tesla Education IB World School is designed to provide a comprehensive and balanced education that fosters intellectual, personal, emotional, and social growth. The framework is structured around key components that ensure a comprehensive approach to education, preparing students for the challenges of the 21st century.

A CONCEPT-DRIVEN CURRICULUM

The MYP curriculum is concept-driven, emphasizing overarching ideas that go beyond individual subjects and promote critical and creative thinking. Concepts are broad, influential ideas that are applicable across different subjects, enabling students to link their learning to real-world contexts and develop a deeper comprehension of complex topics.

Key concepts in the MYP include:

- **Change** — Understanding the dynamic nature of the world and the impact of change on individuals and societies.

- **Communication** — Exploring how we express ideas and information.

- **Communities** — Investigating the relationships and responsibilities within and between communities.

- **Connections** — Recognizing the interdependence of systems and the relationships between different areas of knowledge.

- **Creativity** — Encouraging innovation and original thinking.

- **Culture** — Understanding the diverse ways in which people live and interact.

- **Development** — Examining the processes of growth and change.

- **Form** — Identifying the characteristics and structures of different entities.

- **Global Interactions** — Exploring the interconnectedness of the world and the impact of globalization.

- **Identity** — Investigating the nature of the self and the factors that shape identity.

- **Logic** — Applying reasoning and critical thinking to solve problems.

- **Perspective** — Understanding different viewpoints and the factors that influence them.

- **Relationships** — Exploring the connections between individuals, groups, and environments.

- **Systems** — Understanding the complex networks and structures that make up the world.

GLOBAL CONTEXTS

Global contexts offer a structured approach to learning that enables students to see how their studies relate to the world around them. By promoting connections between their education and global challenges, students develop a broader perspective and a deeper appreciation for different cultures.

The six global contexts in the MYP are:

- **Identities and Relationships**
  Exploring the nature of the self and human relationships.

- **Orientation in Space and Time**
  Investigating personal histories, journeys, and the interconnectedness of individuals and civilizations.

- **Personal and Cultural Expression**
  Understanding how we express ideas, beliefs, and values.

- **Scientific and Technical Innovation**
  Examining the impact of scientific and technological advances on society and the environment.

- **Globalization and Sustainability**
  Exploring the interconnectedness of the world and the challenges of sustainable development.

- **Fairness and Development**
 Investigating issues of justice, equity, and human rights.

THE INTERNATIONAL BACCALAUREATE LEARNER PROFILE

The IB learner profile consists of ten attributes that define the ideal learner the IB program strives to cultivate. These attributes are woven into the MYP curriculum and play a crucial role in shaping students into global citizens.

The IB learner profile attributes are:

- **Inquirers** — Developing natural curiosity and the skills necessary for inquiry and research.

- **Knowledgeable** — Exploring concepts, ideas, and issues that have local and global significance.

- **Thinkers** — Applying critical and creative thinking skills to complex problems.

- **Communicators** — Expressing ideas confidently and creatively in multiple languages and modes of communication.

- **Principled** — Acting with integrity, honesty, and a strong sense of fairness and justice.

- **Open-minded** — Appreciating and respecting different perspectives and cultures.

- **Caring** — Showing empathy, compassion, and respect for others.

- **Risk-takers** — Approaching uncertainty with courage and forethought.

- **Balanced** — Understanding the importance of intellectual, physical, and emotional balance.

- **Reflective** — Thoughtfully considering their learning and experiences.
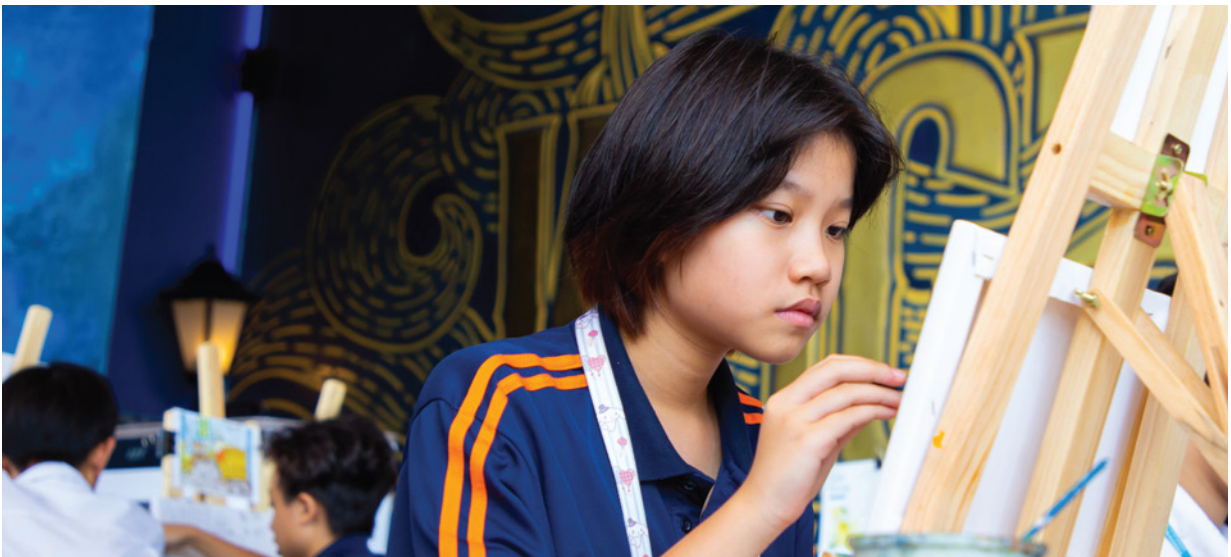
APPROACHES TO LEARNING (ATLS)

OVERVIEW OF APPROACHES TO LEARNING

The IB learner profile consists of ten attributes that define the ideal learner the IB program strives to cultivate. These attributes are woven into the MYP curriculum and play a crucial role in shaping students into global citizens.

CATEGORIES OF ATL SKILLS

The MYP categorizes ATL skills into five broad categories, which are then subdivided into ten more specific skills. These skills are woven into the curriculum and are taught and practised throughout the MYP years.

1 COMMUNICATION SKILLS

- **Exchanging Thoughts, Messages, and Information:** Developing the ability to communicate effectively in various modes and contexts.
- **Literacy:** Enhancing reading, writing, and comprehension skills across different subjects.

2 SOCIAL SKILLS

- **Collaboration:** Working effectively with others, understanding group dynamics, and contributing to collective goals.
- **Interpersonal Relationships:** Building and maintaining positive relationships, demonstrating empathy, and resolving conflicts.

3 SELF-MANAGEMENT SKILLS

- **Organization:** Managing time and tasks efficiently, setting goals, and planning effectively.
- **Affective Skills:** Managing emotions, developing resilience, and maintaining well-being.
- **Reflection:** Evaluating personal learning and experiences, identifying strengths and areas for improvement.

4 RESEARCH SKILLS

- **Information Literacy:** Finding, evaluating, and using information effectively and ethically.
- **Media Literacy:** Understanding and critically analyzing media content and using media tools responsibly.

5 THINKING SKILLS

- **Critical Thinking:** Analyzing and evaluating information, arguments, and ideas.
- **Creative Thinking:** Generating new ideas, exploring possibilities, and applying innovative solutions.
- **Transfer:** Applying knowledge and skills across different contexts and disciplines.

IMPLEMENTATION OF ATL SKILLS

At Tesla Education IB World School, we integrate ATL skills into our curriculum and teach them through different subjects and activities. Our teachers employ various strategies to help students develop these skills, such as:

- **Inquiry-Based Learning** — Encouraging students to ask questions, conduct research, and explore topics in depth.

- **Collaborative Projects** — Providing opportunities for students to work together on group tasks and projects.

- **Reflective Practices** — Incorporating regular reflection activities that help students evaluate their learning and set goals for improvement.

- **Skill-Building Workshops** — Offering targeted workshops and sessions focused on specific ATL skills, such as time management or critical thinking.

- **Reflective Practices** — Ensuring that ATL skills are reinforced across different subjects and learning experiences.

EXAMPLES OF ATL SKILLS IN ACTION

To illustrate the practical application of ATL skills, here are some examples of how these skills are integrated into the MYP curriculum:

- **Communication Skills** — In a language and literature class, students might engage in debates or presentations to practice their speaking and listening skills.

- **Social Skills** — In a group science project, students collaborate to design and conduct an experiment, learning to share responsibilities and work as a team.

- **Self-Management Skills** — During a personal project, students set goals, create timelines, and manage their progress, developing their organizational and reflective skills.

- **Research Skills** — In a history class, students might conduct research on a historical event, evaluating sources and synthesizing information to create a report.

- **Thinking Skills** — In a mathematics class, students solve complex problems that require critical and creative thinking, applying their knowledge to new situations.

ASSESSMENT AND REPORTING

OVERVIEW OF ASSESSMENT IN THE MYP

Assessment in the Middle Years Programme (MYP) at Tesla Education IB World School is aimed at supporting student learning. It allows students to highlight their understanding and skills, receive feedback, and reflect on their progress. The assessment process is a key part of the teaching and learning cycle, empowering students to take ownership of their learning journey.

TYPES OF ASSESSMENT

The MYP employs a variety of assessment methods to cater to different learning styles and provide a comprehensive evaluation of student performance. These include:

- **Formative Assessment** — Ongoing assessments that provide feedback to students and teachers about student progress. These assessments help identify strengths and areas for improvement, guiding future learning activities.

- **Summative Assessment** — Evaluations conducted at the end of a unit or course to measure student achievement against specific criteria. These assessments provide a final judgment on student performance and contribute to overall grades.

- **Criterion-Referenced Assessment** — Assessments based on predetermined criteria that describe what students should know and be able to do. This approach ensures that assessments are fair, transparent, and aligned with learning objectives.

MYP ASSESSMENT CRITERIA

Each subject in the MYP has specific assessment criteria that are used to evaluate student performance. These criteria are designed to assess a range of skills and knowledge, ensuring a holistic evaluation of student learning. The criteria are divided into four key areas, known as Criteria A, B, C, and D, which vary by subject but include:

Criterion A	Knowledge and Understanding
Criterion B	Investigating and Inquiring
Criterion C	Communicating and Presenting
Criterion D	Reflecting and Evaluating

REPORTING STUDENT PROGRESS

At Tesla Education IB World School, we have a thorough reporting system in place to keep parents and students informed about student progress. Reports are issued twice a year and provide detailed information on student performance in each subject, as well as their development of Approaches to Learning (ATL) skills.

Reports typically include:

- **Achievement Levels**   Scores for each of the assessment criteria in each subject, based on an eight-point scale.

- **Final Grades**   Overall grades for each subject, derived from the achievement levels in the assessment criteria.

- **Teacher Comments**   Qualitative feedback from teachers, highlighting student strengths, areas for improvement, and recommendations for future learning.

- **ATL Skills Development**   An evaluation of the student's progress in developing key ATL skills, such as communication, collaboration, and self-management

CONFERENCES AND FEEDBACK

Tesla Education IB World School conducts regular conferences to discuss student progress in addition to written reports. These conferences offer a platform for students, parents, and teachers to have meaningful discussions about learning, establish goals, and create strategies for improvement.

- **Student-Led Conferences**   Students take the lead in presenting their learning and progress to their parents and teachers, fostering a sense of ownership and responsibility for their education.

- **Parent-Teacher Conferences**   Teachers and parents discuss student performance, address any concerns, and collaborate on strategies to support student learning.

- **Three-Way Conferences**   Involving students, parents, and teachers, these conferences provide a holistic view of student progress and facilitate collaborative goal setting.

ACADEMIC INTEGRITY

Academic integrity is a core value at Tesla Education IB World School. We prioritize honesty, trust, and responsibility among our students. Students need to create original work and give proper credit to others. Our academic integrity policy sets clear guidelines for ethical conduct and outlines the repercussions of academic dishonesty.

At Tesla Education IB World School, we uphold rigorous standards in assessment and reporting to ensure that students receive the necessary feedback and assistance for their academic and personal growth.

MYP SUBJECTS

OVERVIEW OF SUBJECT GROUPS

The Middle Years Programme (MYP) at Tesla Education IB World School provides a well-rounded curriculum with eight subject groups. Each group aims to develop students' understanding of key concepts and skills, promoting intellectual growth and readiness for future academic endeavours.

GROUP 1: LANGUAGE AND LITERATURE
Language and Literature courses are designed to develop students' linguistic and analytical skills. Students study a range of literary and non-literary texts, enhancing their ability to communicate effectively and think critically.

Main Objectives:

- 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.
- Cultivate a lifelong interest in reading widely and applying language skills in various real-life contexts.

GROUP 2: LANGUAGE ACQUISITION
Language Acquisition courses aim to develop students' proficiency in additional languages, fostering intercultural understanding and communication skills. The courses are organized into six phases, representing a developmental continuum of language learning.

Main Objectives:

- Communicate information, ideas, and opinions effectively.
- Demonstrate comprehension of spoken and written texts.
- Engage in formal and informal exchanges related to global contexts and cultural issues.

GROUP 3: INDIVIDUALS AND SOCIETIES

Individuals and Societies courses encompass disciplines such as history, geography, economics, and political science. These courses encourage students to explore the complexities of human societies and their interactions with the environment.

Main Objectives:

- Gain knowledge and conceptual understanding of historical, geographical, political, social, economic, and cultural factors.

- Develop research, analytical, and interpretive skills.

- Respect and understand the diversity of human culture, attitudes, and beliefs.

GROUP 4: SCIENCES

Science courses in the MYP focus on developing students' understanding of scientific concepts and methods. Students explore the connections between science and everyday life, fostering critical thinking and problem-solving skills.

Main Objectives:

- Develop curiosity about science and the natural world.

- Acquire knowledge and skills to solve problems and make informed decisions.

- Communicate scientific ideas and arguments effectively.

GROUP 5: MATHEMATICS

Mathematics courses provide a framework for developing students' mathematical knowledge and skills. The curriculum is organized into five branches: number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics.

Main Objectives:

- Equip students with the knowledge and skills to address further mathematics courses.

- Develop logical, critical, and creative thinking.

- Reflect critically on their work and the work of others.

GROUP 6: ARTS

Arts courses in the MYP include disciplines such as theatre, media, music, and visual art. These courses encourage students to explore and express their creativity, developing an appreciation for the arts.

Main Objectives:

- Demonstrate knowledge and understanding of the art form studied.
- Develop and communicate artistic intentions.
- Reflect critically on artistic development and processes.

GROUP 7: PHYSICAL AND HEALTH EDUCATION

Physical and Health Education courses aim to develop students' physical fitness, health knowledge, and social skills. The curriculum includes a variety of physical activities and theoretical knowledge related to health and well-being.

Main Objectives:

- Participate effectively in physical activities.
- Understand the value of physical activity and maintain a healthy lifestyle.
- Build positive relationships and demonstrate social responsibility.

GROUP 8: DESIGN

Design courses cover digital design and product design, encouraging students to develop creative solutions to problems. Students learn about materials, processes, and the impact of design innovations on society and the environment.

Main Objectives:

- Enjoy the design process and appreciate its power.
- Develop knowledge and skills to create solutions using the design cycle.
- Apply technology effectively to model and create solutions.

By offering a diverse and balanced curriculum, Tesla Education IB World School ensures that students develop a wide range of skills and knowledge, preparing them for future academic and personal success.

SERVICE AS ACTION (SA)

OVERVIEW OF SERVICE AS ACTION

Service as Action (SA) is a core element of the Middle Years Programme (MYP) at Tesla Education IB World School. It highlights the significance of community service and motivates students to engage in purposeful actions to tackle local and global challenges. Through SA, students gain a profound insight into their responsibilities as global citizens and the positive influence they can exert on their communities.

OBJECTIVES OF SERVICE AS ACTION

The primary objectives of SA are to:

- **Develop Awareness** — Help students become aware of the needs and challenges within their communities and the wider world.

- **Encourage Empathy** — Foster empathy and compassion by engaging students in activities that benefit others.

- **Promote Responsibility** — Encourage students to take responsibility for their actions and understand the ethical implications of their decisions.

- **Enhance Skills** — Develop a range of skills, including collaboration, problem-solving, and critical thinking, through practical service activities.

- **Foster International-Mindedness** — Promote intercultural understanding and respect by engaging students in projects that address global issues.

IMPLEMENTATION OF SERVICE AS ACTION

At Tesla Education IB World School, SA is integrated into the curriculum and is a requirement for all MYP students. The program is designed to be flexible, allowing students to choose activities that align with their interests and passions. SA activities can be undertaken individually or in groups and can take place within the school, local community, or even internationally.

TYPES OF SERVICE ACTIVITIES

SA activities are diverse and can include:

- **Direct Service** Engaging directly with individuals or communities in need, such as volunteering at a local shelter or tutoring younger students.

- **Indirect Service** Working on projects that benefit the community indirectly, such as organizing a fundraising event or creating awareness campaigns.

- **Advocacy** Raising awareness about important issues and advocating for change, such as participating in environmental campaigns or human rights initiatives.

- **Research** Researching to understand community needs and develop solutions, such as studying the impact of pollution on local ecosystems.

REFLECTION AND DOCUMENTATION

Reflection is an essential component of the SA process. Students are prompted to think about their experiences, learning, growth, and the impact of their actions. Reflection helps students connect their service activities to the curriculum, enhancing their understanding of the issues they are tackling.

Students record their SA activities and reflections on ManageBac, the school's online learning platform. This documentation includes:

- **Description of Activities** A detailed account of the service activities undertaken.

- **Reflection Entries** Personal reflections on the experiences, challenges faced, and lessons learned.

- **Evidence of Participation** Photos, videos, or other artifacts that demonstrate involvement in the activities.

EXAMPLES OF SERVICE AS ACTION PROJECTS

To illustrate the variety of SA projects, here are some examples of activities that students at Tesla Education IB World School might choose to engage in:

- **Environmental Conservation**   Organizing a community clean-up event or creating a recycling program at school.

- **Social Justice**   Participating in campaigns to raise awareness about human rights issues or supporting local NGOs.

- **Health and Well-Being**   Volunteering at a local hospitalor organizing wellness workshops for peers.

- **Education and Literacy**   Tutoring younger students or creating educational resources for underprivileged communities.

Participating in the Service as Action (SA) program at Tesla Education IB World School helps students develop a sense of agency and responsibility, empowering them to make a positive impact on the world. This section offers a detailed look at the SA component of the MYP, focusing on its goals, execution, and the significance of reflection and documentation.

PERSONAL PROJECT

OVERVIEW OF THE PERSONAL PROJECT

The Personal Project is a key part of the Middle Years Programme (MYP) at Tesla Education IB World School. It is an independent research project that lets students explore a topic they are passionate about. The project highlights the skills and knowledge they have acquired during the MYP, allowing them to highlight their learning and personal development.

OBJECTIVES OF THE PERSONAL PROJECT

The main objectives of the Personal Project are to:

- **Encourage Independent Learning** — Foster students' ability to plan, research, and execute a project independently.

- **Develop Research Skills** — Enhance students' ability to gather, analyze, and synthesize information from various sources.

- **Promote Critical Thinking** — Encourage students to engage in reflective practices, question assumptions, and analyze different perspectives.

- **Foster Creativity** — Allow students to explore their passions and creative ideas in a real-world context.

- **Demonstrate Self-Management** — Help students develop organizational and time-management skills as they work towards achieving their project goals.

STRUCTURE OF THE PERSONAL PROJECT

The Personal Project is structured in a way that enables students to manage their learning while following a clearly defined process:

- **Topic Selection** — Students choose a topic that interests them, aligns with their skills, and has potential for personal exploration.

- **Planning** — Students develop a project plan that outlines their goals, timeline, resources, and methods.

- **Research and Development** — Students gather information, conduct research, and begin the process of creating or producing their project.

- **Reflection** — Throughout the project, students reflect on their progress, challenges faced, and learning experiences.

- **Final Presentation** — Students present their completed projects to an audience, highlighting their process and outcomes.

- **Assessment** — The Personal Project is assessed using the MYP assessment criteria, which evaluates the depth of research, the quality of the project, and the student's reflection on their learning journey.
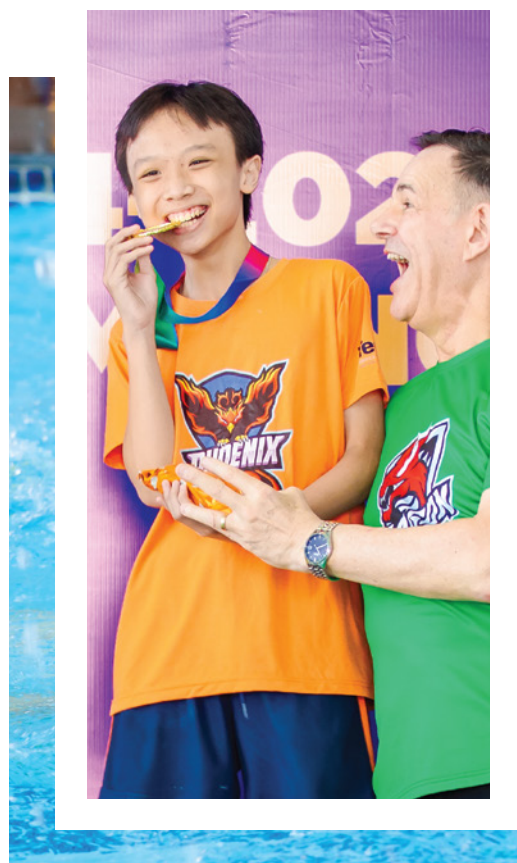
PERSONAL PROJECT PROCESS

Projects include choosing a topic, creating a plan, conducting research, and presenting their findings. Students are expected to reflect on their learning and the process of completing the project.

The project process includes:

- **Initial Proposal** — Students submit a proposal outlining their topic, objectives, and the steps they will take to complete the project.

- **Project Plan** — Students create a detailed project plan that includes specific milestones, resources, and a timeline.

- **Interim Check-Ins** — Regular check-ins with teachers to assess progress, discuss challenges, and refine the project as needed.

- **Final Report** — Students submit a final report that includes documentation of their research, development process, and reflections.

- **Presentation** — Students present their project to peers, teachers, and parents, demonstrating their work and reflecting on their learning journey.

ASSESSMENT OF THE PERSONAL PROJECT

The Personal Project is assessed using specific MYP criteria, which include:

Criterion A	Investigating – The student's ability to identify a clear goal, research the topic, and demonstrate inquiry skills.
Criterion B	IPlanning – The student's ability to organize and structure the project, setting realistic goals and timelines.
Criterion C	Taking Action – The student's ability to conduct the project and make meaningful progress.
Criterion D	Reflecting – The student's ability to reflect on their learning, the challenges faced, and the development of their project.

EXAMPLES OF PERSONAL PROJECTS

Here are some examples of Personal Projects that students at Tesla Education IB World School might pursue:

- **Environmental Impact Study**

  Researching the environmental effects of plastic waste and developing a local recycling program.

- **Technology Design**

  Designing and building a prototype of an energy-efficient device or app.

- **Community Outreach Program**

  Creating a program to support mental health awareness in local schools or communities.

- **Cultural Exploration**

  Investigating the impact of cultural traditions on modern society and documenting findings through a multimedia presentation.

The Personal Project offers students a valuable opportunity to explore their passions, develop critical research skills, and highlight their ability to manage a long-term project. It promotes independent learning, nurtures creativity, and enhances students' understanding of themselves and the world.
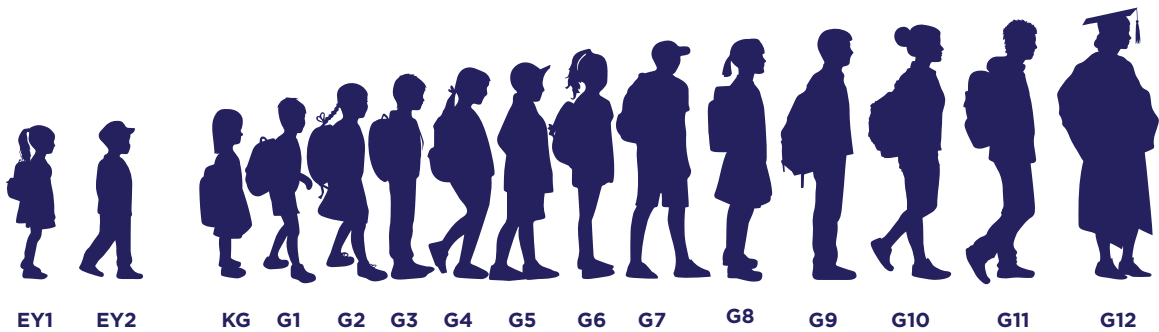
Completing the Personal Project equips students with the skills and mindset needed for future academic success, preparing them for the next stage of their educational journey.

Tesla
Learning
Pathways

| EY1 | EY2 | KG | G1 | G2 | G3 | G4 | G5 | G6 | G7 | G8 | G9 | G10 | G11 | G12 |

| Montessori & IB EY Curriculum | Primary Years Programme | Middle Years Programme | Cambridge IGCSE | Diploma Programme |

| EARLY YEARS | PRIMARY SCHOOL | SECONDARY SCHOOL |