



**MIDDLE YEARS PROGRAMME
CURRICULUM GUIDE
2021 -2022**

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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.

TESLA CORE VALUES:

PIONEERING

- Leading and Guiding
- Being Proactive
- Enjoying Cultural Exchanges and Connections
- Exploring through questioning
- Passion for Discovering

PERSEVERANT

- Mastering goals and tasks
- Restraining and being self-disciplined
- Being confident and self-sufficient
- Thinking critically

EXCELLENT

- Striving for excellence and quality
- Having integrity and passion
- Being commitment driven
- Moving our vision forward
- Contributing and exemplifying

CREATIVE

- Being self-orientated, innovative and creative
- Having a passion for lifetime learning and scientific research
- Solving problems independently and proactively



THE IB LEARNER PROFILE

The IB provides the framework to develop “caring young people who help to create a better and more peaceful world through intercultural understanding and respect.” The IB Learner Profile describes the attributes fostered in students at TESLA in support of these aims:

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.

INTRODUCTION

The Middle Years Programme (MYP) is a curriculum designed for students aged 11–16, a period that is a particularly critical phase of personal and intellectual development. The program builds upon the inquiry-based approach to learning developed in the IB Primary Years Programme (PYP) and prepares students for the academic rigor of the IB Diploma Programme.

The MYP framework encourages TESLA students to engage in creative, critical and reflective thinking and empowers them for a lifetime of learning, both independently and in collaboration with others.

Learning in the MYP focuses on:

- Approaches to Learning – the essential skills needed for successful learning
- Concepts – big ideas that have relevance within and across subject areas
- Global Contexts – lenses through which students make connections with the real world
- Service learning – meaningful action arising from the curriculum
- Authentic assessments – real-life challenges and problems that students are presented with, often with a genuine audience in mind
- Connecting subjects – interdisciplinary teaching and learning enables students to transfer knowledge, concepts and skills across different subject areas

The MYP fosters the development of intercultural understanding and global engagement to participate actively and responsibly in a complex and changing world. These international perspectives are further promoted through the sustained learning of more than one language.

SUBJECT AREAS

The MYP organizes teaching and learning through eight subject areas:

- Language & Literature
- Language Acquisition
- Individuals & Societies
- Sciences
- Mathematics
- Design
- The Arts
- Physical & Health Education

A SKILL SET FOR LIFELONG LEARNING: ATL SKILLS

Integral to all learning in the MYP are the ten clusters of 'approaches to learning' (ATL) skills, the vehicle by which students can develop their IB Learner Profile characteristics. Students are encouraged to learn, practice and develop these ATL skills through the five years of the program in order to thrive as independent learners in the IB Diploma and beyond.

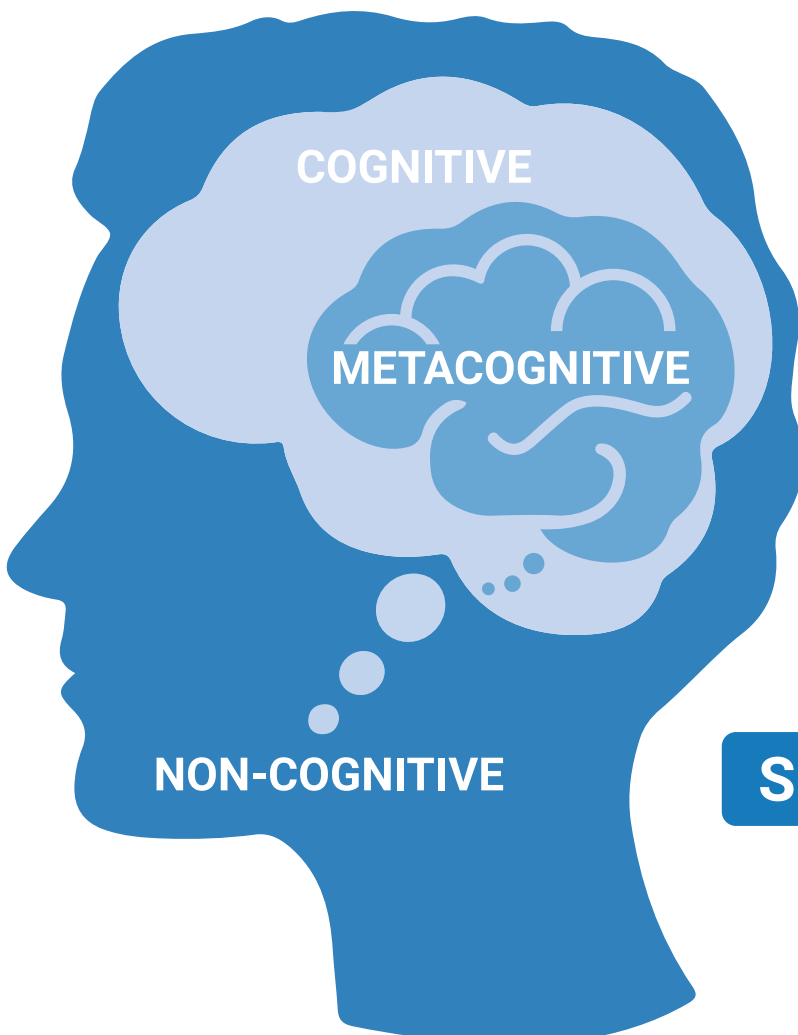
At TESLA, these skills are taught both through MYP subject areas as well as through the Advisory program and IB Core, a class that takes place once each 10 day cycle.

SOCIAL

Collaboration skills

COMMUNICATION

Communication skills



THINKING

Critical thinking skills
Creative thinking
Transfer

RESEARCH

Media literacy
Information literacy

SELF-MANAGEMENT

Affective skills
Organizational skills
Reflective skills

OVERVIEW

Communication

Exchanging ideas through interaction, and in reading, writing and using language.

Collaboration

Working cooperatively with others.

Organization

Effectively managing time and tasks.

Affective skills

Learning how to remain focused, to demonstrate persistence and perseverance, and to 'bounce back' from disappointments.

Reflection

Learning how to learn, re-considering what has been taught and learned.

Information literacy

Finding, interpreting, judging and creating information.

Media literacy

Using information from a variety of media sources, and demonstrating awareness of media interpretations of events and ideas, and its impact.

Critical thinking

Interpreting and evaluating evidence to develop opposing arguments, and to draw reasonable conclusions.

Creative thinking

The skills of invention – developing things and ideas that never existed before.

Transfer

Using skills and knowledge in multiple contexts.

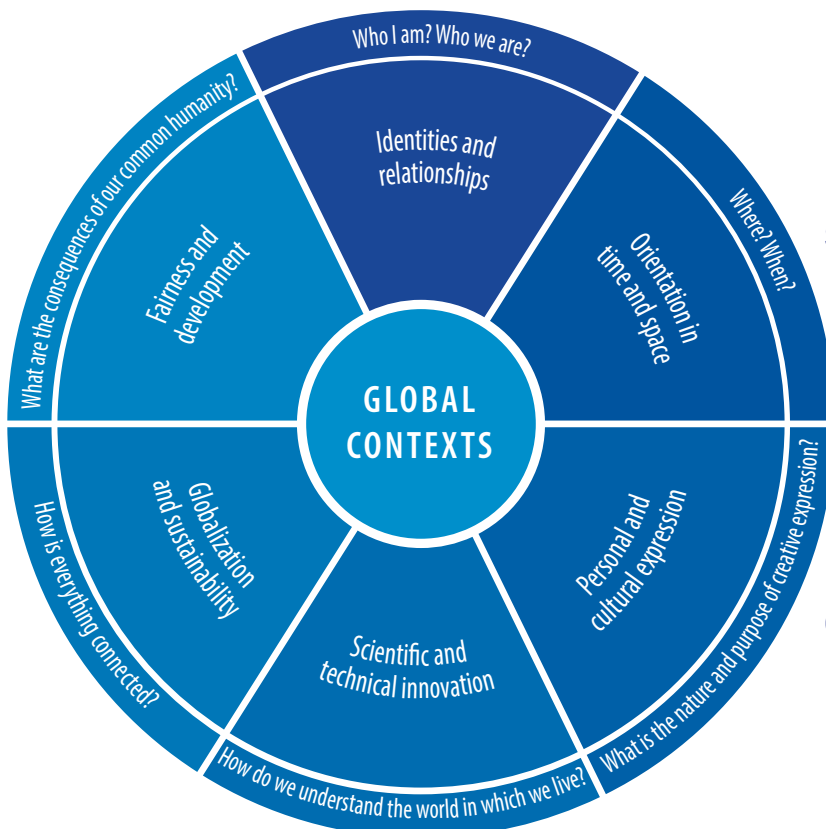
Surveys of university admissions officers and employers firmly make the case for learning ATL skills. Consistently, it is qualities such as the ability to be an effective communicator, a team player and a critical thinker that rank highest on what they're seeking in a university student or prospective employee.

A CONCEPTUAL FRAMEWORK

Each subject area is framed by 'key concepts', big ideas that add depth to a student's learning and as a way to make connections between subject areas. More subject-specific 'related concepts' are used to add breadth to their learning. Each unit uses inquiry approaches to teaching and learning to develop this conceptual understanding.

The MYP identifies 16 key concepts that are explored across the curriculum:

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



GLOBAL CONTEXTS

Students learn best when their learning has a context and is connected to their lives and to the world that they experience.

Using six interdisciplinary 'Global Contexts' the MYP emphasizes the importance of learning in and about real life experiences and situations. The Global Contexts act as lenses to foster connections between subject areas to foster a holistic approach to learning.

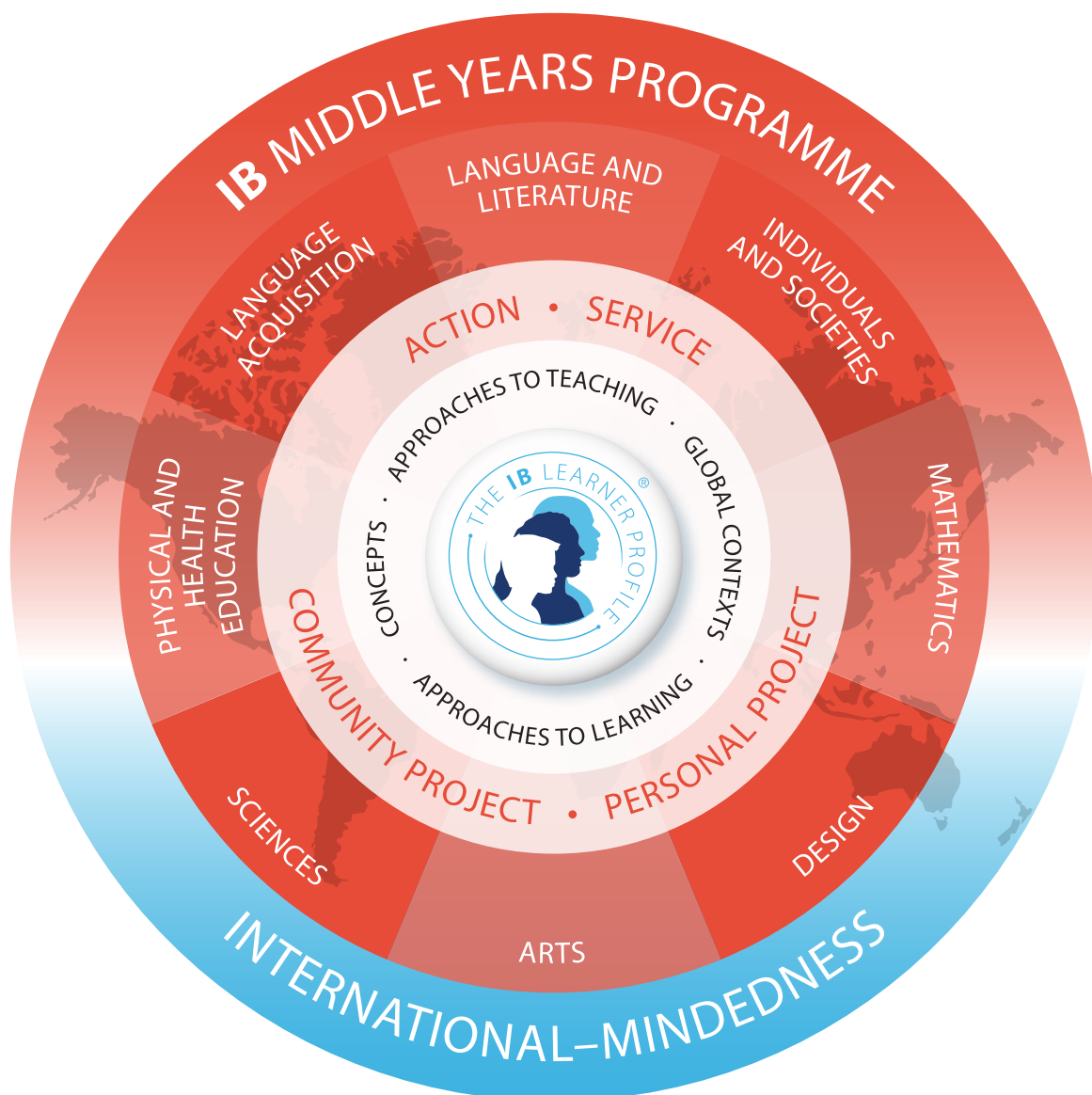
Each MYP unit is framed by one of these Global Contexts.

MYP COURSE OVERVIEW

The MYP consists of eight subject groups: language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education, and design. Student study is supported by a minimum of 50 hours of instruction per subject group in each academic year. In years 4 and 5, students have the option to take courses from six of the eight subject groups, which provides greater flexibility.

The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community.

Our Secondary Subjects at Tesla Education are outlined below and we have included the marking criteria for each subject so you and the students know which criteria they are working on and the marks they can achieve.



MYP COURSE OVERVIEW

1. LANGUAGE AND LITERATURE (VIETNAMESE)

Tesla offers the Language & Literature course in Vietnamese. All Vietnamese nationals take Vietnamese Language & Literature to meet the requirements of the Vietnamese government. The second language course is English and most of the other courses above in the table are taught In English.

Aims - The aims of MYP Language & Literature are to encourage and enable students to:

- Use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- Develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- The programme can include poetry, prose (short stories and novels), mythology, drama, autobiography, biography, graphic novels, travelogues, satires, essays, letters, literary, non-fiction, speeches, screenplays, film and episodic television
- Develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- Engage with texts from different historical periods and a variety of cultures
- Explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- Explore language through a variety of media and modes
- Develop a lifelong interest in reading
- Apply linguistic and literary concepts and skills in a variety of authentic contexts.

Criterion A	Analysing	Maximum 8
Criterion B	Organising	Maximum 8
Criterion C	Producing text	Maximum 8
Criterion D	Using language	Maximum 8

2. LANGUAGE ACQUISITION (LANGUAGE B)

All students at Tesla study languages beyond the ones they speak at home, and the Language Acquisition programme is used for students who are still developing a mastery of new languages. Language B standards are used for students who are not yet fully proficient in English.

There are six phases (phase 1-6) in any Language Acquisition subject. Teachers decide the most suitable phase in which to place individual students based on the students' skills and knowledge of the language.

MYP COURSE OVERVIEW

Aims - The aims of teaching and learning of MYP Language Acquisition are to:

- Gain proficiency in an additional language while supporting maintenance of their Mother Tongue and cultural heritage
- Develop a respect for, and understanding of, diverse linguistic and cultural heritages
- Develop a student's communication skills necessary for further language learning
- Offer insight into the cultural characteristics of the communities where the language is spoken
- Foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

PHASES 1 - 3: In the first phases of language learning, the heaviest emphasis is on speaking and communicating. Students in these early phases are required to identify, understand, and express a growing range of ideas, messages and information regarding familiar and some unfamiliar topics. They are introduced to aspects of culture in places the target language is used, and begin to use and interpret language and cultural conventions. They read and write texts concerning their immediate surroundings, and over the course of their learning they are expected to show a growing command of grammar, style, and connections between unfamiliar texts and their own experiences.

PHASE 4 - 6: In the upper phases, students' language skills grow strong enough to be used as a language of instruction for a growing range of topics; upper-phase classes are taught entirely in the language being studied. Indeed, many Phase 4 - 5 students are placed in classes alongside native speakers, but are assessed using different criteria. These criteria require more sophisticated verbal and written communication, as students continue to interpret and respond to visual, spoken, and written texts. Students use their increased vocabulary and command of grammar to: construct meaning; share and interpret information and ideas; draw conclusions; interpret a writer's style and intention; express and justify opinions through supporting arguments; and organise their thoughts into coherent, well-structured writing.

Criterion A	Listening	Maximum 8
Criterion B	Reading	Maximum 8
Criterion C	Speaking	Maximum 8
Criterion D	Writing	Maximum 8

Novice – Beginner	Intermediate – Low	Intermediate – Mid	Inter – High	Advanced
Phase 1	Phase 1-2	Phase 2-3	Phase 3-4	Phase 4-6

MYP COURSE OVERVIEW

3. MATHEMATICS

The study of Mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Students have learned theory focusing on Algebra, Geometry, Number, Probability, Statistics, and Trigonometry through the maths courses. They have chances to take risks to apply their knowledge to solve real life problems through investigating some realistic matter and then reflecting their understanding and their learning progress through their evaluation. In Mathematics, students are encouraged to develop their curiosity to understand deeply the principles and nature of this subject.

Aims - The aims of MYP Mathematics are to encourage and enable students to:

- Enjoy Mathematics, develop curiosity and begin to appreciate its elegance and power
- Develop an understanding of the principles and nature of Mathematics
- Communicate clearly and confidently in a variety of contexts
- Develop logical, critical and creative thinking
- Develop confidence, perseverance, and independence in mathematical thinking and problem solving
- Develop powers of generalisation and abstraction
- Apply and transfer skills to a wide range of real-life situations
- Appreciate the contribution of Mathematics to other areas of knowledge.

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating patterns	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Applying mathematics in real-life contexts	Maximum 8

4. INDIVIDUALS & SOCIETIES

MYP Individuals & Societies integrates Business, Economics, Geography and History. Students learn via units that encourage inquiry from a number of perspectives, bring together knowledge and conceptual understandings from the different disciplines within the subject area. Business is about how individuals and groups of people organise, plan, and act to create and develop goods and services to satisfy customers. Business is influenced by and impacts on the cultural, ethical, environmental, political and economic conditions of the day.

MYP COURSE OVERVIEW

Aims - The aims of MYP Individuals & Societies are to encourage and enable students to:

- Appreciate human and environmental commonalities and diversity
- Understand the interactions and interdependence of individuals, societies and the environment
- Understand how both environment and human systems operate and evolve
- Identify and develop concern for the well-being of human communities and the natural environment
- Act as responsible citizens of local and global communities
- Develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Thinking Critically	Maximum 8



MYP COURSE OVERVIEW

5. SCIENCES

The MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum must explore the connections between science and everyday life. MYP Sciences in each grade level is a combination of Biology, Chemistry and Physics to ensure that students are well prepared for the Diploma programme courses.

Aims - The aims of MYP Sciences are to encourage and enable students to:

- Understand and apply scientific knowledge
- Cultivate analytical, inquiring and flexible minds that ask questions and solve problems
- Develop skills to design and perform investigations, evaluate evidence and reach conclusions
- Develop sensitivity towards the living and non-living environments.

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Inquiring and designing	Maximum 8
Criterion C	Processing and evaluating	Maximum 8
Criterion D	Reflecting on the impacts of science	Maximum 8



MYP COURSE OVERVIEW

6. THE ARTS (VISUAL, DRAMA, MUSIC)

The Arts are a universal form of human expression and a unique way of knowing that engage us in effective, imaginative and productive activities. Learning through the Arts helps us to explore, shape and communicate our sense of identity and individuality.

Aims - The aims of MYP Arts are to encourage and enable students to:

- Create and present art
- Develop skills specific to the discipline
- Engage in a process of creative exploration and self-discovery
- Make purposeful connections between investigation and practice
- Understand the relationship between the Arts and their contexts
- Respond to and reflect on the Arts.

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Developing skills	Maximum 8
Criterion C	Thinking creatively	Maximum 8
Criterion D	Responding	Maximum 8



MYP COURSE OVERVIEW

7. DESIGN

MYP Design provides investigative opportunities for students to think both critically and creatively to design and create both digital and physical solutions. A solution can be defined as a model, prototype, product or system that students have developed and created independently and/or collaboratively.

MYP design requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, the creation of solutions, and the testing and evaluation of the solution.

Aims - The aims of MYP Design are to encourage and enable students to:

- Enjoy the design process and 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
- Appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- Develop respect for others viewpoints and appreciate alternative solutions to problems
- Act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

Criterion A	Inquiring and analysing	Maximum 8
Criterion B	Developing ideas	Maximum 8
Criterion C	Creating the solution	Maximum 8
Criterion D	Evaluating	Maximum 8

MYP COURSE OVERVIEW

8. PHYSICAL AND HEALTH EDUCATION

The MYP Physical & Health Education (PHE) course aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices.

PHE focuses on both learning about and learning through physical activity. Through opportunities for active learning, courses in this subject area embody and promote the holistic nature of well-being. The course provides a balance of physical and health-related knowledge, aesthetic movement, team sports and individual sports.

Aims - The aims of MYP Physical & Health Education are to encourage and enable students to:

- Understand the value of physical activity
- Achieve and maintain a healthy lifestyle
- Build positive relationships and demonstrate social responsibility.

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Planning for performance	Maximum 8
Criterion C	Applying and performing	Maximum 8
Criterion D	Reflecting and improving performance	Maximum 8



MYP PERSONAL PROJECT

MYP students in their final year explore an area of personal interest over an extended period. It provides them the opportunity to consolidate their learning and develop important skills they'll need in both further education and life beyond the classroom. It also helps them develop confidence to become principled, lifelong learners.

The aims of the Personal Project are to enable the students to:

- Participate in a sustained, self-directed inquiry within a global context
- Generate creative new insights and develop deeper understandings through in-depth investigation
- Demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- Communicate effectively in a variety of situations
- Demonstrate responsible action through, or as a result of, learning
- Appreciate the process of learning and take pride in their accomplishments.

Students complete three elements:

- Product or outcome—evidence of tangible or intangible results: what the student was aiming to achieve or create
- Process journal—ideas, criteria, developments, challenges, plans, research, possible solutions and progress reports
- Report—an account of the project and its impact, to a structure that follows the assessment criteria.
- The report includes a bibliography and evidence from the process journal that documents students' development and achievements.

SERVICE LEARNING AT TESLA

At TESLA we value Service Learning) as a means of educating young people beyond the classroom. CAS experiences are not about counting hours. CAS energizes young people towards achieving goals and demonstrating attributes of the IB Learner Profile.

A CAS experience can be a single event or may be an extended series of events leading to a CAS project. Engaging in CAS promotes international mindedness and harnesses a spirit of discovery. Ultimately, CAS empowers young people towards finding their place in the world through establishing links with local, national and international communities.

The CAS strands of creativity, activity and service are defined as:

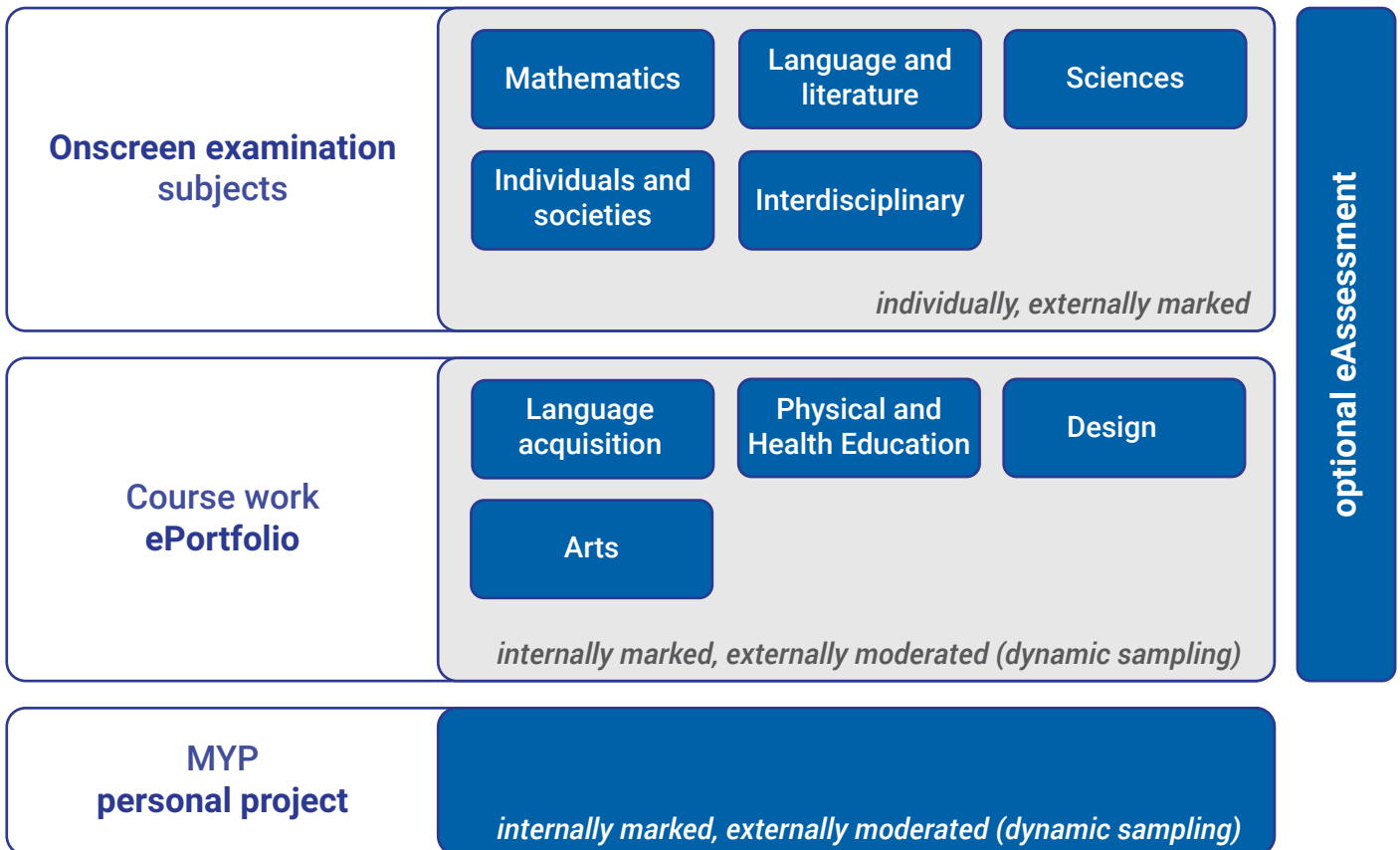
Creativity - exploring and extending ideas leading to an original or interpretive product or performance

Activity - physical exertion contributing to a healthy lifestyle

Service - collaborative and reciprocal engagement with the community in response to an authentic need.

ASSESSMENT AND REPORTING

The IB uses both internal and optional external assessment (e-Assessment) in the MYP.



- E-Portfolios of coursework, including a compulsory E-Portfolio for the personal project.
- On-screen examinations, with each exam lasting two hours.

Assessment in the IB MYP is criterion related. All subject groups and projects have four assessment criteria that are aligned with the objectives of the group. Criteria show how well a student is making progress towards achieving the objectives. The lowest achievement level in each criterion is 0 and the highest is 8.

Reports are issued in January and June of each academic year and provide a summary of student progress in each MYP subject. A subject report shows a summative achievement level for each criterion, as well as an overall grade. A subject grade is calculated by adding together the achievement levels for the four criteria and then applying the MYP grade boundaries to the level total. The grade boundaries are published and reviewed by the IB on an annual basis and are consistent worldwide.

ASSESSMENT AND REPORTING

EXAMPLE:

A: Knowing and understanding	0	1	2	3	4	5	6	7	8	9
B: Planning for performance	0	1	2	3	4	5	6	7	8	9
C: Applying and performing	0	1	2	3	4	5	6	7	8	9
D: Reflecting and improving performance	0	1	2	3	4	5	6	7	8	9

Boundaries	Grade
23 - 32	7
24 - 27	6
19 - 23	5
15 - 18	4
10 - 14	3
6 - 9	2
1 - 5	1

Level total: 18 Overall achievement grade: 4

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

ASSESSMENT AND REPORTING

REPORTING

Alongside ongoing written teacher feedback, parents receive two types of reports during an academic year:

1. Learning Updates - October and April each year

Learning Updates are designed to give an update on a student's ATL skill development, and also include an overall comment on progress in every aspect of learning from a student's Advisory teacher. The second Learning Update also includes an update on a student's assessment grades.

2. Evaluations of Learning - January and June each year

These reports are published at the end of each semester. They again include judgements on each student's ATL skill development as well as assessment criteria grades/overall grades for each subject area. The Evaluation of Learning report in June takes into account all the grades gathered during the academic year and an overview of judgements for all the relevant ATL skills per subject area.

MYP COMPLETION AT THE END OF GRADE 10

At the conclusion of Grade 10 all students receive a final grade in each subject area from 1 (unsatisfactory) to 7 (excellent). At the MYP Completion Ceremony at the end of May, TESLA students who successfully complete the MYP receive the following:

- The TESLA MYP certificate
- A record of achievement that documents final grades in all subjects at the end of the program

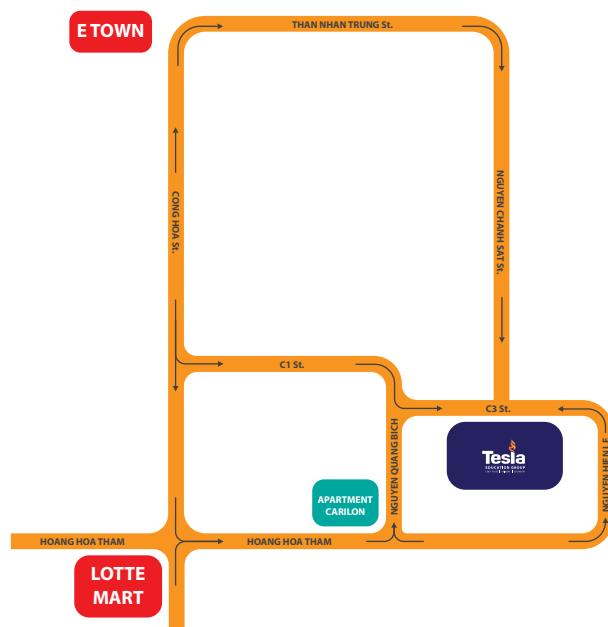


Tesla

EDUCATION GROUP

EARLY YEARS | PRIMARY | SECONDARY

PIONEERING | PERSEVERANT | EXCELLENT | CREATIVE



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