

Lanna International Sc

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LANNA Lower Secondary School Curriculum

General Introduction

The Lower Secondary years form a bridge between the largely homeroom-based, integrated-day approach of the Elementary School and the highly structured and internationally accredited and examined IGCSE courses (mostly ages 14 to 16), and AS/A level courses (ages 16 to 18) of the Upper Secondary School. In the Lower Secondary School we aim to provide a balanced and broad based curriculum for all students, developing skills and knowledge that form a solid foundation for further studies in the Upper Secondary School.

Key Elements of our Lower Secondary Programme:

- based upon the British National Curriculum, Key Stage 3;
- the teaching of individual subjects by well qualified specialist teachers;
- provides opportunities for all students to learn and achieve;
- promotes pupils' moral, cultural, mental and physical development;
- the development of skills that prepare students for the IGCSE courses which are followed in Years 10 and 11;
- increasing introduction of relatively abstract concepts and areas requiring a growing maturity of analysis;
- increasing independence of work by each student, with more use of investigation and research, though still with teacher guidance and assistance;
- an adjustment of the grading process to include more precise grading of students' work, using a pattern of grades which leads naturally into the grading system of the externally assessed IGCSE courses;
- a growing awareness, particularly during Year 9, of subject choices available in Upper Secondary years, and increasing discussion of career choices;
- assistance by teachers and others, in homeroom and at other times, to enable students to achieve as smooth a transition as possible from Primary, through Secondary and beyond.

Lower Secon

Programme 1 - English

Areas of Study:

1. Speaking and Listening
2. Reading
3. Writing

Statement of Purpose:

The course aims to develop the skills of 'reading', 'writing', and 'speaking and listening' in an integrated way.

During Years 7 to 9 pupils read a wide range of texts independently. We aim for them to become enthusiastic, discriminating and responsive readers, understanding layers of meaning and appreciating what they read on a critical level. They develop their ability to evaluate the way language is used. They read a varied range of texts and explore social and moral issues.

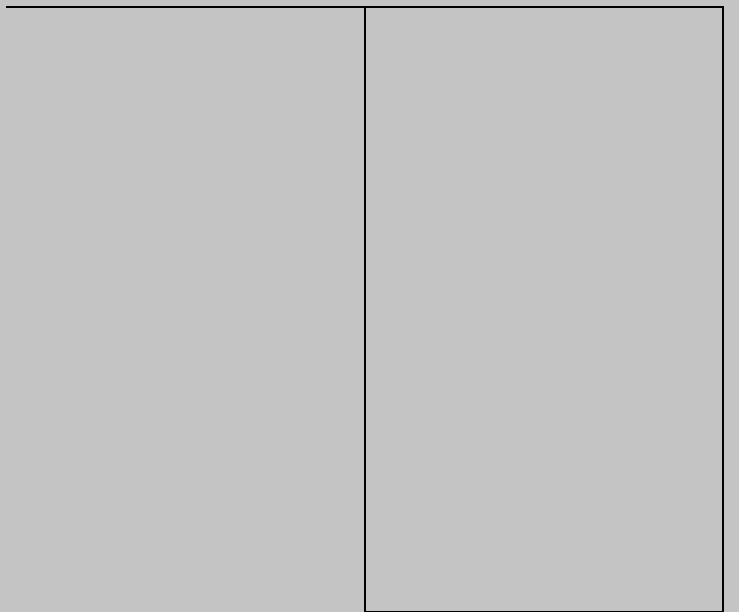
Throughout the course pupils develop confidence in writing for a range of purposes. They develop their own distinctive styles and recognise the importance of writing with commitment

During Year 8 students study:

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Programme 2 - Mathema

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Programme 3 - Science

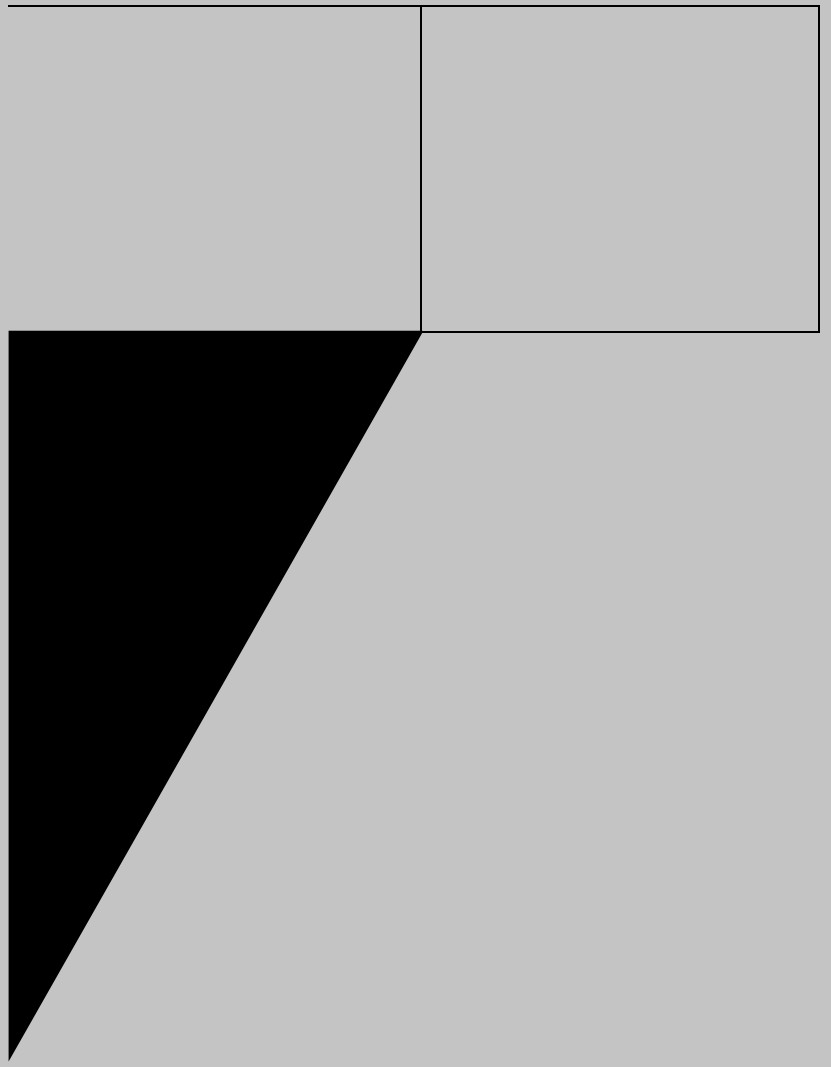
Areas of Study:

1. Scientific enquiry;
2. Life processes and living things;
3. Materials and their properties;
4. Physical processes.

Statement of Purpose:

Through the four areas of study Science offers opportunities for students to:

- build on their scientific knowledge and understanding from Years 3 to 6 and make connections between different areas of science;
- use scientific ideas and models to explain phenomena and events;
- understand a range of familiar applications of science;
- think about the advantages and drawbacks of scientific aM entifidge anm â backs ohe



Programme 4 - Geography

“We must no longer consider ourselves as citizens of the towns or cities in which we live, but we must consider ourselves as citizens of the globe” –Nelson Mandela

Overview:

Geography is the study of the relationship between the physical and the human environment. Students will be equipped with knowledge about a diverse range of people and places, as well as develop a deeper understanding of the Earth's physical and human processes. They will be taught about the formation of different landscapes and environments, as well as to understand that the Earth's features and people are interconnected on a range of different scales. Geographical skills are also an important element of the course: students will become competent in analysing and interpreting geographical sources, including maps, diagrams and aerial photographs,

To start to develop geographical skills such as map skills, annotating photographs, using geographical information systems, and so forth

Into Africa

Unit aims:

To understand the issues many people face in Africa

To understand what poverty means and how it affects people's lives

To look at how vulnerable people in Sub-Saharan Africa are to actions of other countries

To understand how a disease can affect the development of a country and to relate this to Thailand

Wild Weather

Unit aims:

To understand the difference between weather and climate

To understand different methods of recording weather

To understand the different types of weather conditions and how they affect human activities

Precious Earth

Unit aims:

- To understand what sustainability is and to be able to apply it in practical ways
- To understand the complexity of rainforest ecosystems and how vital biodiversity is to our planet
- To understand how humans use the rainforest and the potential damage we are causing

Geography - Year 9

Development

Unit aims:

- To know what development is as well as its key drivers
- To understand the institution of money as a means of exchange and store of value

Skills Development:

Resource interpretation skills: analysing and interpreting geographical resources, including

Programme 6 - Thai Language and Culture - Advanced

Areas of Study:

An important aim of Thai studies is to develop in students a positive attitude towards the Thai language and Thai culture. This program integrates the study of both language and culture. All students will participate in the celebration of Loy Krathong and Song Kran, and learn about

Thai Advanced – Years 7 to 9

1st Semester	2nd Semester
<p>During Year 7 students will study:</p>	

Culture

- Study Thai Social Studies
- Learn Thai songs and dances
- Thai holidays
- Thai games

Programme 7 - Thai Language and Culture - Early Advanced

Areas of Study:

An important aim of Thai Early Advanced studies is to develop in students a positive attitude towards the Thai language and Thai culture. This program integrates the study of both language and culture. All students will participate in the celebration of Loy Krathong and Song Kran, and learn about these important Thai festivals.

The study of Thai language is essential for effective communication in Thai, and also the appreciation of oral, written and visual genres. The study of Thai at Early Advanced level aims to promote expressive language skills in both academic and creative formats.

Statement of Purpose:

The course is aimed primarily at Thai Early Advanced students who are able to speak, read and write fluently and effectively. Students will develop:

Reading skills:

- Be able to comprehend reading exercises and read aloud accurately, according to the Thai Ministry of Education's reading guidelines.
- Be able to use Thai according to the rules of grammar.
- Read Thai literature and explain the content to others.
- Read with upper intermediate level of comprehension.
- Share their opinions with classmates about articles read.

Writing skills:

- Develop handwriting.
- Be able to write in the form of the short essays and letters.
- Be able to summarise.
- Be able to write new words and make short sentences.

Listening and speaking skills

- Be able to recognise the importance of communication skills, which are the basis of language learning, such as listening and speaking.
- Listen and repeat accurately.
- Listen to words and write them down accurately.
- Listen to stories and respond.

Grammar Usage:

- Apply Thai grammar rules appropriately.
- Be able to use language in the right situations.
- Use correct grammar to write sentences.

Literature:

- Understand Thai Literature and classics, including proverbs.

During Years 7 students will study:

1st Semester	2nd Semester
<p>Grammar (speaking / listening / reading / writing)</p> <ul style="list-style-type: none">- Parts of speech- Phrases and sentences- Short stories- News and current events <p>Literature</p> <ul style="list-style-type: none">- Thai folktales / fables /praying- Fiction stories <p>Culture</p> <ul style="list-style-type: none">- Royal projects of King Rama V / King Rama IX- Thai national holidays and celebrations- Thai games	<p>Grammar (speaking / listening / reading / writing)</p> <ul style="list-style-type: none">- Parts of speech- Phrases and sentences- Short stories- News and current events <p>Culture</p> <ul style="list-style-type: none">- Amazing places in Chiang Mai- Places of attraction in the North of Thailand- Thai holidays and celebrations <p>History</p> <ul style="list-style-type: none">- Kingdom of Lanna

During Years 8-9 students will study:

1st Semester	2nd Semester
<p>Grammar (speaking / listening / reading / writing)</p> <ul style="list-style-type: none">- Parts of speech- Phrases and sentences- Short stories / Articles- News and current events <p>Literature</p> <ul style="list-style-type: none">- Thai folktales / fables	

Programme 8 - Thai Language and Culture - Intermediate

Areas of Study:

This course is designed to study basic Thai language skills; listening, speaking, reading, writing. Of principal concern to reading and writing skills which is improve all skills in the Thai language. Students will start to learn from basic Thai consonants through to complex sentences including the contents of Thai history and culture. Such a focus on the capability of students via learning in class and also analyse any problems that they face on learning to assist and strengthen their skills immediately.

There are several methods to accomplish the goals of this course. First, via participation in

- Learn new grammar rules and use those rules to construct grammatically correct sentences.
- Be able to use the language in the right situation.

Literature:

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- Thai ghosts and Thai beliefs
- Sukhothai Kingdom

Celebration and Holidays

- Teacher's day
- King Bhumibol Adulyadej Memorial Day
- Loy Kra thong day
- King Rama IX's birthday / World Soil Day

Celebration and Holidays

- Songkran Day

Programme 9 - Thai Language and Culture - B

During Years 7 to 9 students will study:

1st Semester	2nd Semester

Unit 4: LES ANIMAUX

Talk about animals, especially pets. Describe animals and other things (colour and size). Talk about your likes, dislikes, preferences.

Talk about food and drink. Talk about meals. Accept or refuse food and drink. Talk about which food and drink you like or dislike.

Grammar: Use the partitive article (some). Use the verb "to take". Use the negative form.

Unit 10: AMUSE –TOI BIEN!

Programme 11 - Mandarin Chinese

Areas of Study:

1. Acquiring knowledge and understanding of Mandarin Chinese
2. Developing language skills
3. Developing language-learning skills
4. Developing Ak III g

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	inquiring about and explaining one's holiday plan,	
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Unit Four: Different Cultures	Discussing customs, dissuading, guessing and estimating, approximating numbers	1. + 2. 3. 4.

Programme 12 - Extra English

Areas of Study:

1. Development of Speaking and Listening Skills
2. Basic Reading and Reading Comprehension Skills
3. Basic Grammar and Writing Skills

Statement of Purpose:

Extra English is intended to assist students, whose native or first language is not English, to develop their basic competency in English language usage for academic and social applications. Course content is geared to the ability of the individual student and their grade level. Extra English is designed to be studied in the place of foreign language study until the student is deemed to have the English capability to take other languages.

The broad objectives of Extra English are to increase the students' key essential skills in English speaking, comprehension, reading and writing to their appropriate age and grade level. Upon attaining the abilities to be competent to do regular class work, the students are mainstreamed into standard classes of foreign language study.

Students are continuously assessed using a variety of methods appropriate to their needs across the curriculum. Online diagnostic tools (Quill etc.), extended writing and speaking assessments will be utilized to highlight areas of weakness - with focus on spelling, punctuation, grammar, and comprehension. Using this data, lessons will be planned to serve as intervention, closing the gap with their peers, and enabling them to more easily access the English-based curriculum.

A range of teaching materials are used according to the student's abilities and include

Programme 14 - Music

Areas of Study:

During Years 7 to 9 students begin to fully develop their own musical interests and skills. They perform and compose music in different styles with increasing development of musical literacy, aural skills and analytical processes. They work individually and in groups of different sizes and become increasingly aware of the different roles and contributions of each member of the group. They develop I.T. skills, and use these to facilitate and accelerate their understanding and learning. They actively explore specific genres, styles and mediums with increasing ability to discriminate, think critically and make connections between different areas of knowledge.

Statement of Purpose:

The course aims to:

Develop performing skills - playing proficiently and confidently in a variety of ensemble and

Ukulele skills: learning the basics of chord shapes and single melodic line playing through note reading.

Developing ukulele ensemble skills through multi-part playing in small groups.

- improvise around stories, working on characterization: voice, language, mannerisms, movement, posture, personality, opinions, and relationships to other characters.
- create group works on the topics of; Darkwood Manor, Mime, Matilda and her lies, using written texts and pictures as stimuli.
- tell the stories of ancient Greek myths and legends, historical events such as the Titanic and World War 2 and the evacuation of children.
- learn how vocal tone, sound, rhythm and pace can convey meaning.

Drama - Year 8

During Year 8 students will:

- learn more about using movement, space, expression and posture to convey meaning.
- explore and develop ideas, issues and relationships through work in-role.
- develop the dramatic techniques that enable them to create and sustain a variety of roles.
- develop character through observation, physicalisation, and by adopting an emotional and empathetic approach.
- sustain solo work in the whole group for sustained periods.
- learn to appreciate and make Forum theatre, as a dramatic convention for exploring social, personal, moral and educational issues.
- collaborate in, and evaluate, the presentation of dramatic performances, scripted and unscripted, which explore characters, relationships and issues.
- learn appropriate form & layout for writing scripts.
create group works on the topics of; Greenhaven, TV& Media, Lights Camera Murder! And Introduction to Shakespeare, using adapted language.
- reflect on their own and each other's participation in drama and identify areas for further development of drama techniques.

Drama - Year 9

During Year 9 students will:

- lead co-operative drama games, to develop confidence, concentration, control & creativity.
- initiate group improvisations, in mime.
- learn more about using movement, space, expression and posture to convey meaning.
- further explore and develop ideas, issues and relationships through work in role.
- learn to appreciate and make Forum theatre, as a dramatic convention for exploring social, personal, moral and educational issues.
- collaborate in, and evaluate, the presentation of a dramatic performance, preferably unscripted, which explore characters, relationships and issues.
- develop the dramatic techniques that enable them to create and sustain varied roles
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Programme 16 - Informatio

Year 7

During Year 7 students will study the units listed below:

1. **Introductory lesson**, incorporating a discussion of the year's course, a survey of basic IT skills, an introduction to what touch typing is, hands-on use of a typing tutor (revisited during the year)
2. **Data Representation and Image Modification**, incorporating BBC curriculum Topic 4 "Data Representation"
3. **Introduction to HTML**

Year 9

During Year 9 students will study the units listed below:

Design Technology - Energy of Motion. In this unit project students will investigate kinetic and potential energy, collisions and momentum and drag. Students will complete a range of design based experiments including swinging pendulums, waterwheels and rolling ramps.

Design Technology - Simple Machines. In this unit project students will investigate levers, machines, tools and equipment through the designing and making of a magician's catapult and a Rube Goldberg machine.

Food Technology - Special Occasion Dinner Party. In this unit project students will investigate effective research techniques, products and packaging, prototypes and costing. Students will design and make their own food based on the design brief 'A Quick Two Course Meal for Two People'.

Environmental Science - Environmental Engineering and Water Chemistry. In this unit project students will investigate Thinking Green!, chromatography, water remediation, density and miscibility. Students will complete a range of design based experiments including a chromatography lab, red cabbage chemistry and density column lab.

Programme 18 - Physical Education

Areas of Study:

At Key Stage 3 students (where facilities allow) will follow the programme of study laid out in the National Curriculum for Physical Education. This curriculum aims to ensure that all pupils:

1. develop competence to excel in a broad range of physical activities
2. are physically active for sustained periods of time
3. engage in competitive sports and activities
4. lead healthy, active lives.

At Key stage 3 students currently have the opportunity to participate in a variety of team and individual activities, including; invasion games, net games, and striking & fielding games; aquatics activities such as swimming, lifesaving and water-polo; and fitness and exercise based activities including circuit training, weight/ resistance training, exercise to develop cardiovascular endurance, and yoga.

Statement of Purpose:

The Lanna PE Department aims to provide students with regular, quality physical education lessons that promote health, develop confidence & self-esteem, encourage lifelong participation in physical activity and enable them to reach their full potential within a caring, secure environment where the individual is valued and their contribution recognised and rewarded by teachers and peers.

Lanna PE Department is committed to:

helping individuals identify and achieve their goals related to participation, performance and fitness in PE, sport & physical activity.

encouraging creativity and critical thinking; to empower our students in problem-solving, communication and teamwork skills both on and off the sports field.

encouraging students to be life-long learners and to have the skills and knowledge required to be able to maintain healthy, active lifestyles.

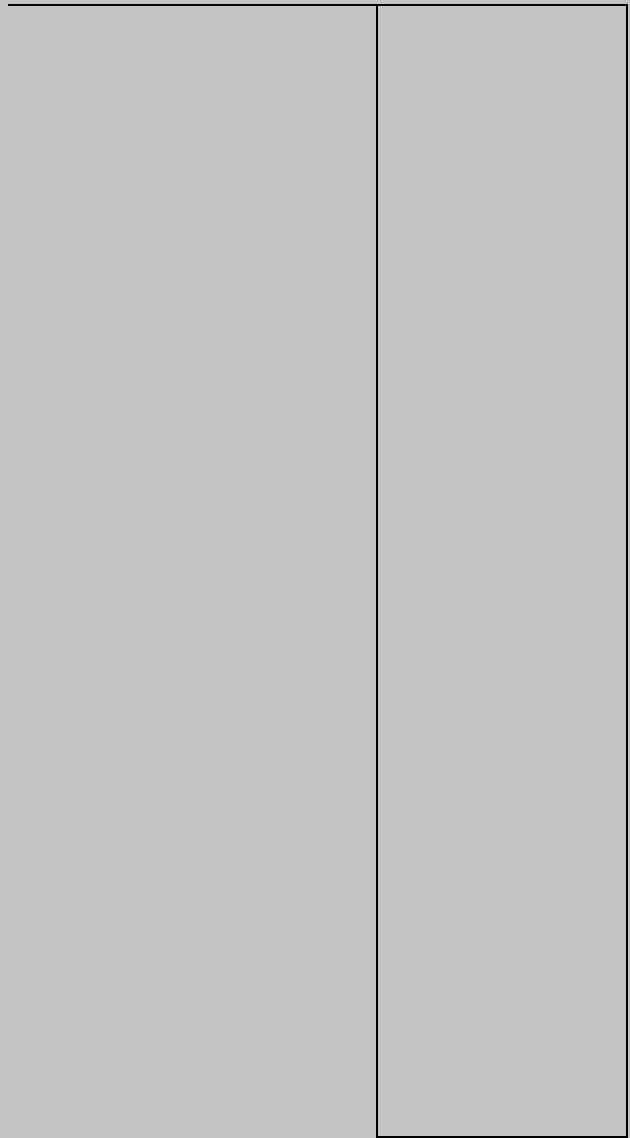
helping students respect the unique qualities of all individuals, and providing opportunities for all students to channel their own unique qualities into a wide range of activities.

helping students develop into global citizens, with a respect and understanding of the unique

toward other participants

Organise and work cooperatively within a group to achieve the goals of the group

Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals



Year	Personal	Social	Health/Safety	Education/ Economic
8	<p>Personal Responsibility:</p> <p>Managing homework, family, and extracurricular commitments.</p> <p>Using free time in appropriate ways – developing our own interests.</p> <p>Managing sleep times.</p> <p>Emotional Intelligence:</p> <p>Mindfulness techniques and developing empathy.</p> <p>Recognising other people's feelin</p>			

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