

Concordian International School is Thailand's premier Trilingual IB World School. We offer the Early Years Programme (Nursery to K3), Primary Years Programme (Grades 1-5), Middle Years Programme (Grades 6-10), and Diploma Programme (Grades 11-12).

What is the Middle Years Program?

The International Baccalaureate Middle Years Program (IB-MYP) provides a framework of academic challenge and life skills for students. The MYP spans the three years of middle school, grades 6, 7, and 8, and the first two years of high school, grades 9 and 10. The MYP prepares students for the rigorous IB Diploma in grades 11 and 12.

What is taught?

The educational approach embraces traditional school subject groups (Academic Areas) but promoting meaningful subject interrelationships. Units are integrated around themes called Areas of Interaction. The MYP provides discipline, challenging standards, and broad-based skills that encourage each student's individual growth towards self-reliance and responsible participation in society.

CIS's program centers on teaching eight subjects or **Academic Areas**. They are:

LANGUAGE A / ENGLISH: Literature and Language

The course examines language as a tool where listening, viewing, speaking, reading and writing skills are emphasized and literature, including a variety of periods and genres. Language A students study literature originally written in English as well as works in translation. Critical theory focuses on deconstruction of texts and attention to stylistic features, literary devices, and the importance and influence of context.

LANGUAGE B/ CHINESE and THAI: Literature and Language

The primary aim of language B is to encourage students to gain competence in a modern language other than their mother tongue, with the long-term goal of balanced multilingualism. In addition, the study of language B encourages the students to respect and understand other languages and cultures and provide a skills base for further language learning.

SCIENCES: The study of science aims to provide students with both a body of knowledge and an understanding of the scientific approach to problem solving. The ability to formulate hypotheses, design and carry out experiments to test them, and evaluate results constitutes the framework within which specific content is presented. Among other skills, students are expected to: use basic laboratory equipment safely and efficiently, make sensible estimates and take accurate measurements, and make scientifically supported arguments. Students are also encouraged to relate the content of the classroom and laboratory to the realities of life as they develop critical-thinking and problem-solving skills.

Science courses promote an awareness of the increasingly international context of scientific activity—its impact and limitations—as well as the constant evolution of scientific knowledge and understanding. Students are encouraged to consider science as a constantly evolving cooperative venture between individuals and among members of the international community, influenced by social, economic, technological, political, ethical and cultural surroundings.

MATHEMATICS: Mathematics in the Middle Years Programme aims to provide students with an appreciation of the usefulness, power and beauty of the subject. One aspect of this is the awareness that mathematics is a universal language with diverse applications. The Middle Years Programme promotes an understanding of how cultural, societal and historical influences from a variety of cultures have shaped mathematical thought. CIS has developed schemes of work according to a framework that includes five branches of mathematics: number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics. The course aims to promote: understanding mathematical reasoning and processes, the ability to apply mathematics and to evaluate the significance of results, the ability to develop strategies for problems in which solutions are not obvious, and the acquisition of mathematical intuition.

ARTS: Art/Design, Music, and Drama

Students are brought into contact with the art forms and aesthetic values of other cultures as well as their own, and are helped to develop perceptions between ideas and art. They are also encouraged to identify particular creative abilities and to master techniques appropriate to that form of expression. In addition, the course: organizes learning around the creative cycle—a dynamic, ongoing process of sensing, planning, creating and evaluating art, and one in which all the senses are involved, encourages creative energy, communication, interaction and reflection. The courses also aim to help the student become a developing artist—one who is able to assess the level of skill and target the areas that need development, and seek to acquaint young people with the creations of men and women whose works have proved to be of enduring worth.

PHYSICAL EDUCATION: Health & Hygiene, Individual & Team Sports

The aim of physical education in the Middle Years Programme is to facilitate physical, intellectual, emotional, and social development. The aim of this course is to cultivate a healthy and active lifestyle for students. It therefore advocates activities that are not only enjoyable but also contribute to healthy living. Students are helped to develop the motor skills necessary to enable them to participate successfully in a variety of physical activities, and to learn about the nature of physical fitness. This subject area also serves to promote intercultural awareness, since physical education is a reflection of elements of history, culture and values. It also enables students to establish links between different areas of experience and provides opportunities for different forms of self-reflection, communication and team work.

TECHNOLOGY: Nature, Processes, Impact of Technology, and Design

The ICT course provides a balance between three key areas: systems, information, and materials. In particular, students are encouraged to display ingenuity and creativity in devising practical solutions to given tasks. Students use the design cycle to: investigate, design, plan, create, and evaluate. This subject area is valuable for reinforcing and integrating skills learned in other disciplines, especially in the presentation and handling of data and the processes involved in the design and manufacture of a product. At the same time, it fosters awareness of the social and ethical implications of technological development.

HUMANITIES: Social Studies, History, and Geography

Humanities has the potential to consist of a broad range of traditionally separate subjects, such as geography, history, economics, politics, civics, sociology, anthropology and psychology. CIS teaches these subjects as one integrated course, and may vary the structure for different year groups. Within the aims and objectives of this subject group, there are concepts that students must address and skills that must be developed over the five years of the programme. These include: the concepts of time, place and space, change, systems and global awareness, and technical, analytical, problem-solving and investigative skills. The primary aim of the humanities course is to develop the understanding and application of concepts and skills rather than prescribe and assess content.

Subject descriptions adapted from www.ibo.org

Areas of Interaction

Every academic area includes five core themes or **Areas of Interaction**. They are educational concepts and values that are incorporated into each academic area. The Areas of Interaction are:

APPROACHES TO LEARNING involves the acquisition of study skills and fosters development of the learning process. Students learn how to become responsible for their own learning, increase self discipline and develop their problem-solving and decisionmaking skills.

COMMUNITY SERVICE plays an integral role in the development of caring and responsible young adults. Students focus beyond the classroom setting onto their local, national and international communities to provide assistance.

THE ENVIRONMENT is an important theme that explores the interconnectedness of humans and nature. Students gain awareness of and eventually act on their environmental concerns in their immediate surroundings and in the world community.

HEALTH & SOCIAL EDUCATION prepares students for a physically and mentally healthy life. Students also learn how their own health affects their lives and those around them.

HUMAN INGENUITY involves products of mankind and how they impact society and the human mind. Students learn to appreciate the human capacity and drive to transform, enjoy, and improve quality of life.

How are students assessed?

Assessment is integral to all teaching and learning. It is central to the International Baccalaureate Programs' goals of thoughtfully and effectively guiding students through the five essential elements of learning. The five essential elements of learning are the:

- understanding of concepts
- mastering of skills
- development of attitudes
- decision to take action
- acquisition of knowledge

Each subject group in the MYP assesses student achievement through subject specific criteria.

Both students and teachers actively engage in assessing the student's progress as part of the development of their wider critical thinking and self-evaluation skills.

The purpose of assessment is to promote student learning, to provide information about student learning and to contribute to the evaluation of the effectiveness of the program. Effective assessments:

- Identify what is worth knowing and assess it.
- Have criteria that are known and understood in advance.
- Allow students to demonstrate the range of their conceptual understandings, their knowledge and their skills.
- Focus on big ideas and transdisciplinary skills rather than facts of specialized skills.
- Focus on producing a quality product or performance.
- Highlight a student's strengths and expertise rather than what a student does not know.
- Take into account different ways of learning and knowing and are sensitive to personal circumstances.
- Use scoring that focuses on the essence of the task and not on what is easiest to score.
- Produce evidence that can be reported and understood by students, parents, teachers, administrators and board members.
- Are continuous, collaborative, and cumulative.
- Are subject to continuous review and improvement.