



# TCIS WEEKLY NEWS

February 8, 2026

HS Newsletter Issue #24



**Congratulations to the Boys JV Basketball Team for becoming League Champs!**



## Important Dates and Upcoming Events

- Feb. 5-9: Vex Robotics Vietnam
- Feb. 13: Lunar New Year Celebration ([Program](#))
- Feb. 13: High School Chinese Karaoke Contest
- Feb. 14-22: Lunar New Year holidays
- Mar. 3: Makha Bucha Holiday
- Mar. 5: U.S. University Fair
- Mar. 6: Taiwan Performing Arts University Visit
- Mar. 9: UK University Fair
- Mar. 10: High School Thai Knowledge bowl
- Mar.13: Strings Concert

## Admin Team Section

<a href="#">Dr. Michael</a>	<a href="#">High School: Mr. Kevin</a>	<a href="#">ECE &amp; Elementary: Dr. James</a>
<a href="#">Athletics Department: Mr. Sean</a>	<a href="#">Curriculum Coordinator: Ms. Jasmine</a>	

## High School

[HS Counselor's Corner](#)  
[English & Humanities](#)  
[Math](#)  
[Science](#)

[Chinese](#)  
[Thai](#)  
[Fine Arts](#)  
[PE](#)

## Directory and Important Links

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[Personal Data Protection Act \(PDPA\)](#)  
[Important Links for Parents](#)

[Nurse Information](#)  
[2025/2026 Calendar](#)  
[Staff Contact List](#)

## February 2026 Calendar

Feb '26	2	3	4	5	6		
	9	10	11	12	13	13	Chinese New Year Celebration (Full Day)
	16	17	18	19	20	16-20	Chinese New Year Break
	23	24	25	26	27		

Mar '26	2	3	4	5	6	3	Makha Bucha Day
	9	10	11	12	13	13	End of Quarter 3
	16	17	18	19	20	16	Begin Quarter 4
	23	24	25	26	27	18-20	PD Days (No students)
	30	31					





Dear TCIS Family,

Thank you, as always, for being so attentive to the needs of our school and for the continued support you show our community. We were especially grateful for the wonderful turnout at our recent Parent Coffee focused on college admissions. We hope the session answered many of your questions, and we would like to remind you that TCIS has an open-door policy—parents are always welcome to come in, visit, and speak with us about their child at any time.

This week, we are excited to share that TCIS has purchased new BenQ Interactive Boards for every classroom from Grade 1 through Grade 12. Installation will begin in the Middle School, with Elementary School and High School classrooms receiving their boards over the summer as part of our renovation plans. We extend our sincere thanks to the Board for their tremendous support in bringing this cutting-edge technology to our classrooms. These interactive boards will enhance student engagement, support collaborative learning, allow for dynamic multimedia instruction, and provide teachers with powerful tools to differentiate instruction and deepen understanding.

We are also proud of our Robotics Team, who are currently in Vietnam representing TCIS. We wish them great success and look forward to sharing more about their experience when they return.

Congratulations as well to our JV Basketball Team, who are officially league champions—a fantastic achievement that reflects their hard work, teamwork, and dedication.

Looking ahead, we are excited to celebrate Chinese New Year this coming Friday. Students can look forward to a festive atmosphere with bouncy castles, food stands, and joyful celebrations across campus.

Thank you for being such an engaged and supportive parent community. We look forward to another wonderful week at TCIS.

Regards,

Dr. Michael





Dear High School Parents,

It has been another exciting month at TCIS with a Parent Coffee Morning, ROTC training, international robotics competitions, parent conferences, sports events and more. Now that we are into the month of February, we have a lot more to look forward to with the upcoming Lunar New Year Celebration and holidays.

**JV Boys Basketball**

Congratulations to the Boys Junior Varsity Basketball Team as they are league champions for the second year in a row. Not only did they win the league but they accomplished it in dominating fashion by going undefeated throughout the season. We are very proud of their achievement. Well done and go wolves!

**University Planning**

I would like to thank all the parents who were able to attend the Parent Coffee Morning that was focused on “University Planning”. We had close to a hundred parents who attended but if you missed it, the slides are included in this newsletter or you can click on this [University Parent Presentation link](#). In addition to the Parent Coffee Morning, the high school counseling team also finished meeting the Grade 11 families in which they discussed their university plans. We are now beginning to meet grade 8 parents and students to map out their four year plans for high school.

**ROTC**

Our grade 11 and grade 12 Thai boys were recently in Kanchanaburi, where they received military training from Thai soldiers. During this time, some of the skills they learned included survival techniques and how to maneuver drones. They also had the opportunity to sleep in tents. As this type of training can be very challenging, members of the TCIS Administration Team made a special visit to our students to boost their morale by bringing them apples and Krispy Kreme Donuts.

**Battle of the Bands**

Many of our high school and middle school students demonstrated their musical talent recently, when they performed at the High School Assembly. These bands are trying to be selected to participate in the Asia International Schools Athletics Association (AISAA) Battle of the Bands Competition to compete against other international school performers.

Regards,

Kevin Curran  
Head of High School





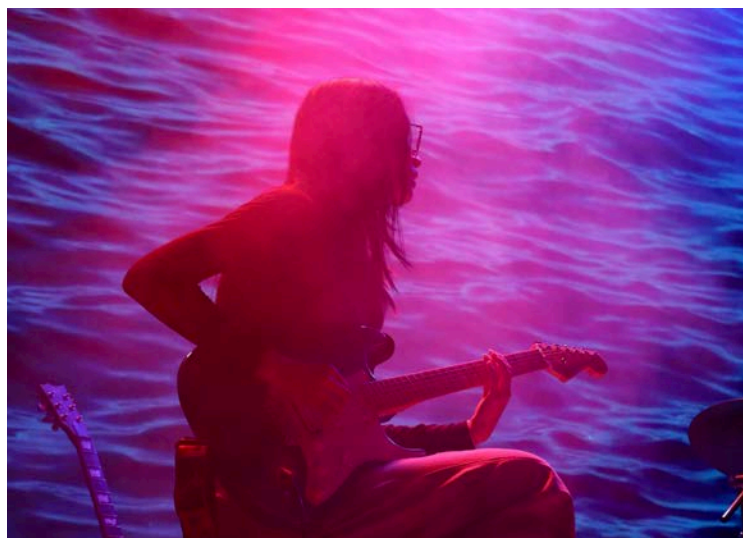
## Battle of the Bands Assembly

Our Middle and High School Students demonstrated their musical talents in the hopes of being selected for the AISAA Battle of the Bands Competition during Friday's assembly.



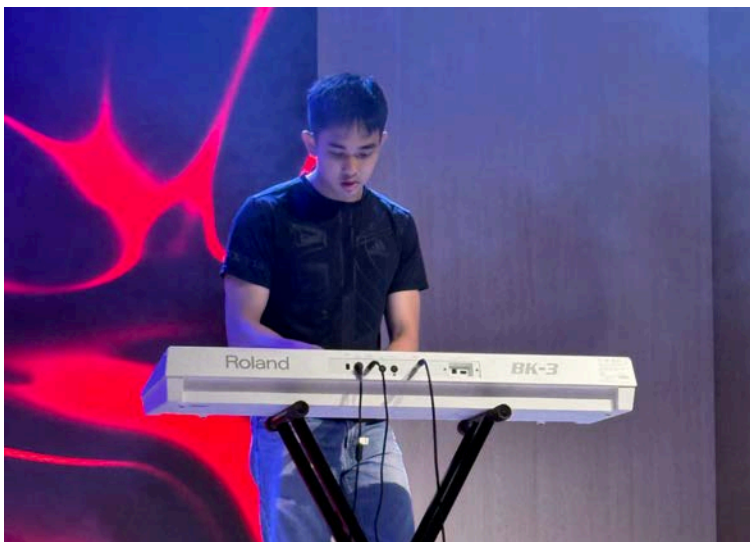


## Battle of the Bands Concert





## Battle of the Bands





# JV Girls Basketball

Our JV girls basketball team recently defeated KMIDS in dominating fashion.





JV Boys Basketball  
Congratulations to the JV Boys Basketball Team for going undefeated and becoming AISAA League Champs.



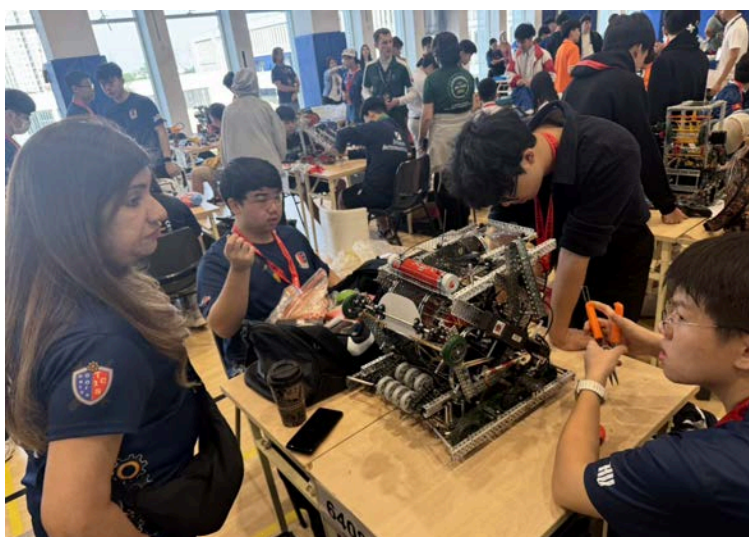
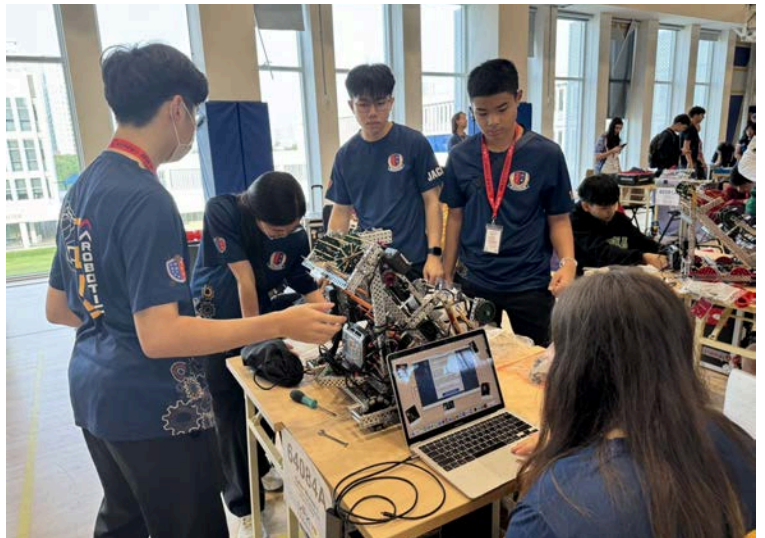


## JV Boys Basketball





VEX Robotics Signature Competition at South Saigon International School on February 6-8, 2026





VEX Robotics Signature Competition at South Saigon International School on February 6-8, 2026





## Grade 8 Student-led Meetings

Our High School Counseling Team has begun meeting with Grade 8 families to discuss their 4 year high school plan and future university and career goals.





## Grade 8 Student-led Meetings



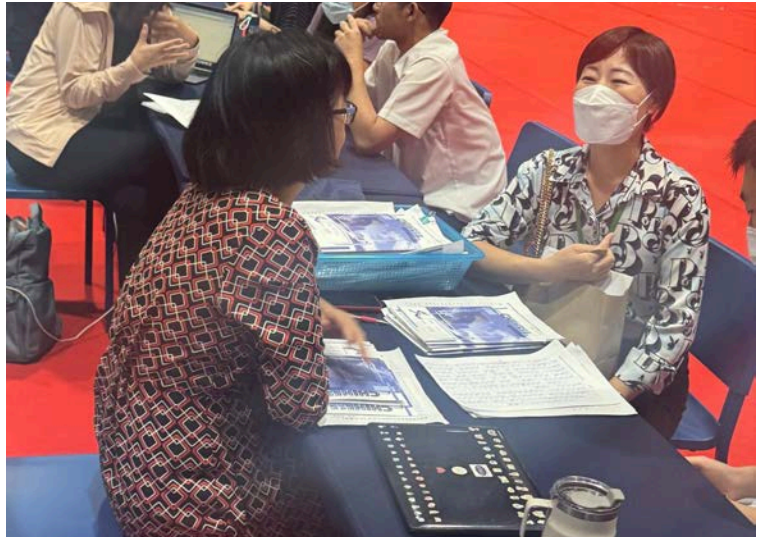


Parent Teacher Conference on the 30th of January, 2026  
It was great to see parents and teachers meeting to discuss the progress of our students.





Parent Teacher Conference on 30 January, 2026





ROTC Grade 12 Boot Camp 2025-2026  
Some of our TCIS students recently went to Kanchanaburi for military training.





## ROTC Grade 12 Boot Camp 2025-2026





ROTC Grade 12 Boot Camp 2025-2026





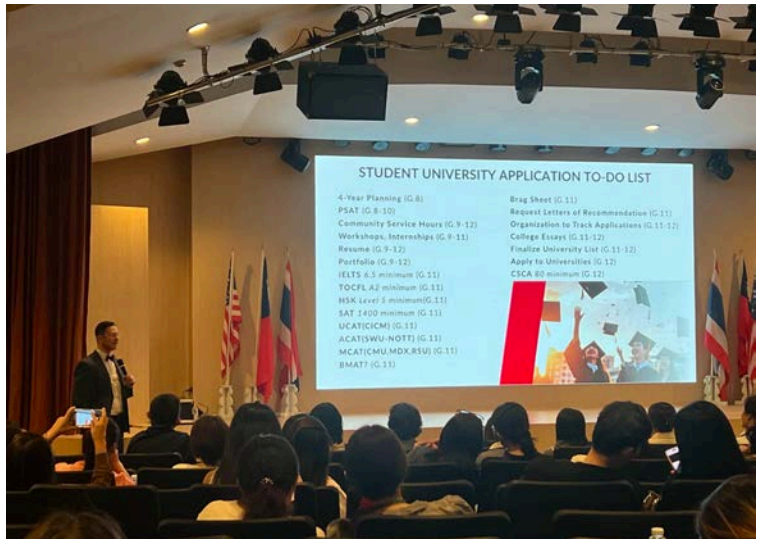






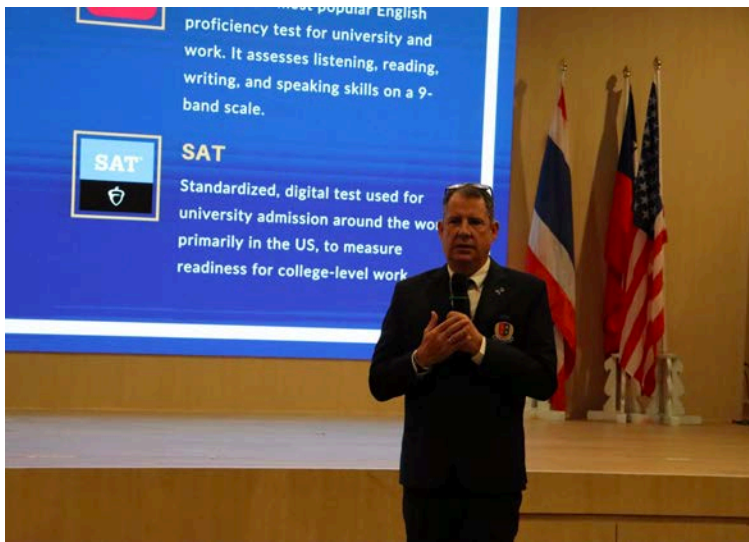


Parents Coffee Morning on February 3, 2026  
We had a large number of Middle and High School Parents come to the Coffee Morning focused on University Planning





## Parents Coffee Morning on February 3, 2026





## Parents Coffee Morning on February 3, 2026







THAI-CHINESE INTERNATIONAL SCHOOL

# UNIVERSITY PLANNING

Prepared by the  
College Counseling Team



DIGITAL COPY



## Today's Agenda

1. ACHIEVEMENTS & SUCCESS
2. STARTING POINT
3. SUPPORTING THE PROCESS
4. ROLES & RESPONSIBILITIES
5. Q&A



## UNIVERSITY PLANNING

**WE HAVE BEEN DOING THIS FOR  
MORE THAN 7 YEARS!**

## 2026 UNIVERSITY ACCEPTANCES...SO FAR



MONASH University






Thai-Chinese International School  
American Curriculum Since 1995

**UNIVERSITY OFFER  
CLASS OF 2026**

Biochemistry and Molecular Biology  
**GOUCHER COLLEGE**  
with \$140,000 in renewable Scholarships

**GOUCHER**  
—college—



**Eamon O'Neill  
(Eamon)**

Thai-Chinese International School  
American Curriculum Since 1995

**UNIVERSITY OFFER  
CLASS OF 2026**

Electrical Engineering Co-op  
**UNIVERSITY OF TORONTO**  
with \$102,000 in Scholarship



**Rasit Nasongkhla  
(Jett)**

Thai-Chinese International School  
American Curriculum Since 1995

**UNIVERSITY OFFER  
CLASS OF 2026**

Film and Television  
**SAVANNAH COLLEGE OF  
ART & DESIGN**  
with \$100,000 in Scholarships

**SCAD**  
The University for Creative Careers



**Jayden Chua  
(Jayden)**

Thai-Chinese International School  
American Curriculum Since 1995

**UNIVERSITY OFFER  
CLASS OF 2026**

Music Business  
**AUSTRALIAN INSTITUTE OF MUSIC**



**Onjira Hemuppatham  
(Prapang)**

Thai-Chinese International School  
American Curriculum Since 1995

**UNIVERSITY OFFER  
CLASS OF 2026**

Psychology  
**NATIONAL TAIWAN UNIVERSITY**



**Yu-Chun Wang  
(Amanda)**

Thai-Chinese International School  
American Curriculum Since 1995

**UNIVERSITY OFFER  
CLASS OF 2026**

International Bachelor Degree Program  
**NATIONAL TSING HUA UNIVERSITY**



**Chih-Huan Wang  
(Kai)**

Thai-Chinese International School  
American Curriculum Since 1995

**UNIVERSITY OFFER  
CLASS OF 2026**

Economics  
**NATIONAL TAIWAN UNIVERSITY**



**Alisa Janechokpinyo  
(Alisa)**

Thai-Chinese International School  
American Curriculum Since 1995

**UNIVERSITY OFFER  
CLASS OF 2026**

Engineering  
**SHANGHAI JIAO TONG UNIVERSITY**



**Aeya Zhang  
(Aeya)**



Thai-Chinese International School  
American Curriculum Since 1995

**UNIVERSITY OFFER  
CLASS OF 2026**

Law  
CHULALONGKORN UNIVERSITY



Pawat Varakulvanich  
(Pawat)

Thai-Chinese International School  
American Curriculum Since 1995

**UNIVERSITY OFFER  
CLASS OF 2026**

Automation Engineering  
KING MONGKUT'S UNIVERSITY  
OF TECHNOLOGY THONBURI



Zepei Zhang  
(Pei-Pei)

Thai-Chinese International School  
American Curriculum Since 1995

**UNIVERSITY OFFER  
CLASS OF 2026**

Traditional Chinese Medicine  
THAMMASAT UNIVERSITY +  
CHENGDU UNIVERSITY OF TRADITIONAL  
CHINESE MEDICINE



Nashond Hsieh  
(Fa-Tian)

Thai-Chinese International School  
American Curriculum Since 1995

**UNIVERSITY OFFER  
CLASS OF 2026**

Biotechnology  
CHULALONGKORN UNIVERSITY



David Chang  
(David)





## TOP 50 - PROGRAMS/DISCIPLINES



**Milwaukee School of Engineering** - Engineering (11 students, \$112-136k)

**Syracuse University** - Communication, Journalism (10 students, \$60k)

**University of Buffalo** - Various fields of Engineering, Pharmacy (6 students, \$50k)

**Stevens Institute of Tech.** - Engineering, Computer Science (3 students, \$82-88k)

**Florida International University** - Intl. Business, Hospitality & Tourism (29 students, \$4k)

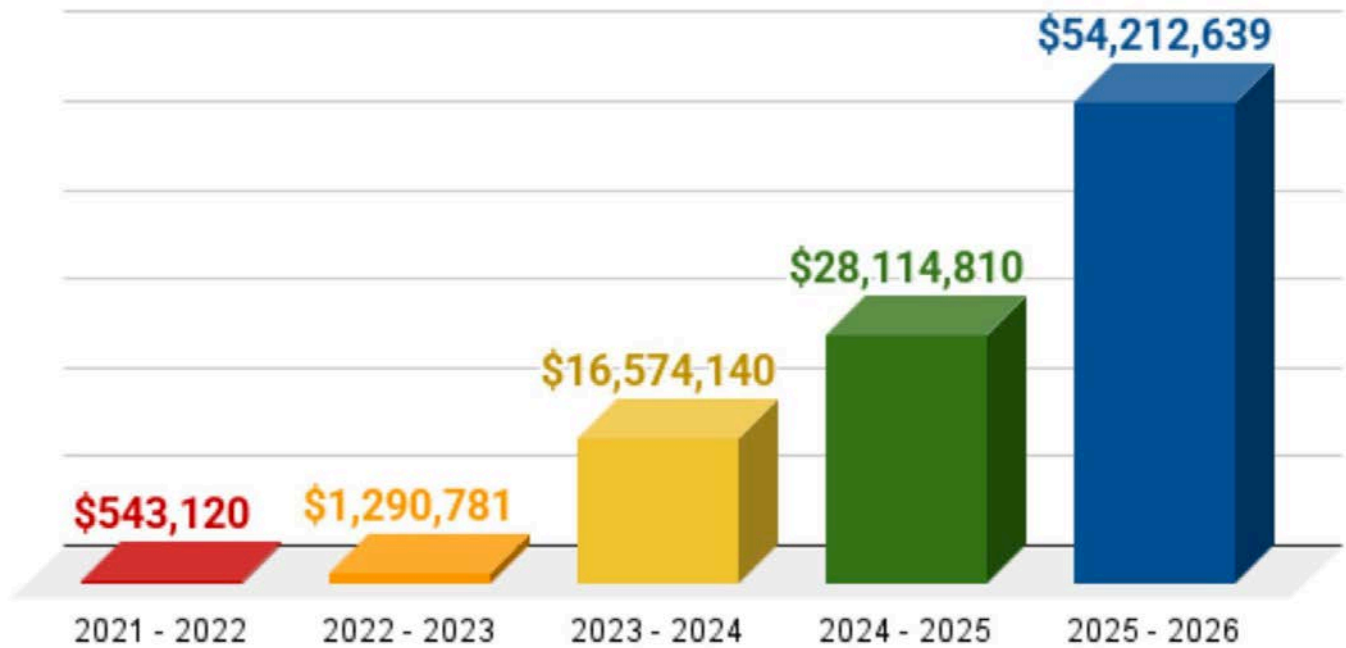
**Binghamton University** - Accounting, Ind. & Systems Engineering (22 students, \$20-22k)

**Lancaster University (UK)** - Business (22 students, \$1.5-5.5k)





## TOTAL SCHOLARSHIPS OVER 5 YEARS



## THE PROCESS STARTS IN MIDDLE SCHOOL



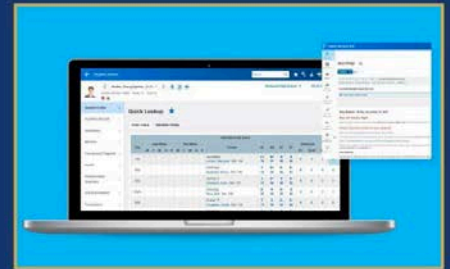
### STUDENT MEETINGS

Regular meetings with high school team to learn about the process, courses, and support with planning.



### STUDENT-LED PRESENTATIONS

Students share their 4-year planning with parents and counseling team.



### COURSE SELECTION

Students officially select their courses for Grade 9.











## UNIVERSITY FAIRS


- Many international university fairs are scheduled throughout the year.
- Hosted at TCIS and other venues.



## COFFEE MORNINGS

Regular parent coffee mornings to review the application process and to announce important upcoming events.





### PARENT COFFEE MORNING

Connect, Learn, and Support Student Success

#### Meet the Division Leaders

Learn more about High, Middle, and ECE/Elementary School divisions.

**Discover Key Information for Your Child's Success:**

Policies, curriculum highlights, and upcoming initiatives. Build Connections by meeting other parents and asking questions.

HS	MS	ECE/ES
<b>MON SEPT 15</b> 7:45-8:45 AM @360 Auditorium	<b>TUE SEPT 16</b> 7:45-8:45 AM @360 Auditorium	<b>WED SEPT 17</b> 7:45-8:45 AM @360 Auditorium
<ul style="list-style-type: none"><li>• University Preparation</li><li>• Community Service</li><li>• Week Without Walls</li><li>• IB Curriculum</li></ul>	<ul style="list-style-type: none"><li>• Middle School Life</li><li>• Technology</li><li>• Student Supports</li><li>• Week Without Walls</li></ul>	<ul style="list-style-type: none"><li>• Schedules</li><li>• Standards Based Grading</li><li>• NWEA MAP</li><li>• Week Without Walls</li></ul>

Join us for our parent coffee, conversation, and community! Your involvement makes a difference in your child's success.

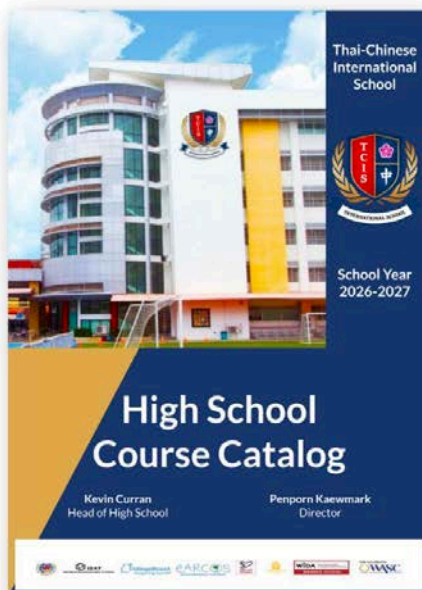
**02 751-1201**

101/177 Moo 7 Soi Mooban Bangpleenives, Prasertsin Rd.  
Bangplee Yai, Samutprakarn Thailand 10540

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## HIGH SCHOOL COURSE CATALOG & PLANNING TEMPLATES

Subject	Grade 9-12 Class of 2027-2030 Minimum Credits Required
English	3
Social Studies	2
Mathematics	3
Science	3
Chinese Language (One National)	2
Chinese Language (One National)	4
Thai Language (One National)	4
Thai Language (One National)	2
Fine Arts	1
PE/Health	1*
Electives	9
<b>Total Credits</b>	<b>30</b>

\*Students who participate in track or water full competition qualify for credit. Students who receive an exemption from the PE credit. Students must submit the signed PE Credit for Extracurricular Sports Form and documentation of track or water sports to the school by the end of the school year.

<b>British Literature and Composition<sup>†</sup></b>  <b>Grade: 11-12</b> <b>Credit: 1</b> <b>Prerequisites:</b> Foundations/Advanced Foundations of Literature and Comp.	<b>College Preparatory English and Composition<sup>†</sup></b>  <b>Grade: 11 ONLY</b> <b>Credit: 1</b> <b>Prerequisites:</b> Foundations/Advanced Foundations of Literature and Comp.
<b>Description:</b> This course is an integrated reading and writing course. In this class, students read a wide variety of texts from British literature across genres and time periods - fiction, non-fiction, short stories, poems, speeches, drama, and more. Students use these texts to explore the places and time periods in which they are written, as well as to help them further understand and analyze each genre. Students complete multi-paragraph writing assignments in each of the three CCSS focus areas - informational, argumentative, and narrative - conduct a short research project, and complete several project- and performance-based assessments related to literary analysis.	<b>Description:</b> This course is offered exclusively to students in grade eleven and covers the CCSS while focusing on preparing students for the university application process. Students engage in reading and writing assignments that mirror those found on exams like the SAT and IELTS. They also participate in purposeful vocabulary study tailored to the specific exams they plan to take. In the second semester, students dedicate significant time to preparing university application essays in multiple styles, including US Common Core, University of California, UCAS, Personal Statement/Study Plan (Taiwan), and Portfolio (Thailand).



# HIGH SCHOOL COURSE PLANNER

2026-2027 TCIS High School Course Planner				
This document provides an overview of the tentative course offerings for the 2026-2027 school year. These offerings are subject to change based on student interest and teacher availability. For a full list of all TCIS courses and course descriptions, please see the High School Course Catalog.				
	9	10	11	12
English (5 Credits)	Foundations of Literature and Composition Advanced Foundations of Literature and Composition Journalism AP Seminar (only as co-requisite if taking Advanced Foundations) ELL 9-11	Global Literature and Composition British Literature and Composition Creative Writing Journalism Speech Communication AP Seminar AP Research ELL 9-11	Global Literature and Composition British Literature and Composition Creative Writing College Preparatory English and Composition Journalism Speech Communication AP English Literature & Composition AP Seminar AP Research IB English A Y1 IB English B Y1 ELL 9-11	Global Literature and Composition British Literature and Composition Creative Writing Journalism Speech Communication AP English Literature & Composition AP Seminar AP Research
Math (3 Credits)	Algebra 1 Geometry Geometry / Algebra 2 Foundations of Mathematics	Geometry Algebra 2 Geometry / Algebra 2 Pre-Calculus AP Pre-Calculus Foundations of Mathematics	Algebra 2 Pre-Calculus Calculus AP Pre-Calculus Calculus AP Statistics AP Calculus AB IB Math AA Y1 IB Math AI Y1 Foundations of Mathematics	Pre-Calculus AP Pre-Calculus Calculus AP Calculus AB AP Calculus BC IB Math AA Y1 IB Math AI Y1 Foundations of Mathematics
Science (3 Credits)	Biology Environmental Science Health Science ELL Science	Biology Chemistry Physics Health Science Anatomy Environmental Science Astronomy AP Biology ELL Science	Biology Chemistry Physics Health Science Anatomy Environmental Science Astronomy AP Biology AP Chemistry AP Physics I IB Biology Y1 IB Chemistry Y1 IB Physics Y1 ELL Science	Biology Chemistry Physics Health Science Anatomy Environmental Science Astronomy AP Biology AP Chemistry AP Physics I
Social Studies (2 Credits)	Business Economics Modern World History Psychology World Geography and Cultures AP Human Geography	Business Economics Advanced Business Modern World History Psychology Environmental Science World Geography and Cultures AP Human Geography AP Psychology	Business Economics Advanced Business Modern World History Psychology World Geography and Cultures Philosophy, Politics, and Economics AP Human Geography AP Macroeconomics AP Psychology IB Economics Y1 (G11 Only)	Business Economics Advanced Business Modern World History Psychology World Geography and Cultures Philosophy, Politics, and Economics AP Human Geography AP Macroeconomics AP Psychology IB Economics Y1 (G11 Only)
Thai (MT - 4 Credits) (FT - 2 Credits)	Mother Tongue Thai 9 Foreign Tongue Thai I Foreign Tongue Thai II Foreign Tongue Thai III Foreign Tongue Thai IV Thai FT Language and Culture	Mother Tongue Thai 10 Foreign Tongue Thai I Foreign Tongue Thai II Foreign Tongue Thai III Foreign Tongue Thai IV Thai FT Language and Culture	Mother Tongue Thai 11 Foreign Tongue Thai I Foreign Tongue Thai II Foreign Tongue Thai III Foreign Tongue Thai IV Thai FT Language and Culture IB Thai A Y1	Mother Tongue Thai 12 Foreign Tongue Thai I Foreign Tongue Thai II Foreign Tongue Thai III Foreign Tongue Thai IV Thai FT Language and Culture

2026-2027 TCIS High School Course Planner				
Chinese (MT - 4 Credits) (FT - 2 Credits)	AP Chinese Mother Tongue G10 Chinese Mother Tongue G11 Chinese Foreign Tongue HS Beginner Chinese	AP Chinese Mother Tongue G10 Chinese Mother Tongue G11 Chinese Foreign Tongue HS Beginner Chinese	AP Chinese Mother Tongue G11 Chinese Literature AP Chinese Foreign Tongue Chinese Modern Literature I Practical Chinese Communication and Writing Traveling Chinese 1 Traveling Chinese 2 HS Beginner Chinese IB Chinese A Y1 IB Chinese B Y1	AP Chinese Mother Tongue G12 Chinese Literature AP Chinese Foreign Tongue Chinese Modern Literature I Chinese Modern Literature II Practical Chinese Communication and Writing Traveling Chinese 1 Traveling Chinese 2 HS Beginner Chinese
PE (1 Credit)	Physical Education	Personal Fitness	Dance	
Fine Arts (1 Credit)	Art I Intro to Painting Digital Arts AP Art Pop Ensemble Strings Ensemble Digital Music Production Foundations of Music Theory Performance Chorus Drama Dance Film Lab Digital Content Production	Art I Intro to Painting Digital Arts AP Art Pop Ensemble Strings Ensemble Digital Music Production Foundations of Music Theory Performance Chorus Drama Dance Film Lab Digital Content Production	Art I Intro to Painting Digital Arts AP Art Pop Ensemble Strings Ensemble Digital Music Production Foundations of Music Theory Performance Chorus Drama Dance Film Lab Advanced Film Digital Content Production	Art I Intro to Painting Digital Arts AP Art Pop Ensemble Strings Ensemble Digital Music Production Foundations of Music Theory Performance Chorus Drama Dance Film Lab Advanced Film Digital Content Production
Foreign Language Electives**	Japanese I Spanish I	Korean I Spanish II		
Career and Technical Education Electives**	Design Technology Interactive Design and Game Development Intro to Robotics	Design Technology Interactive Design and Game Development Intro to Robotics Advanced Robotics Computer Coding	Design Technology Interactive Design and Game Development Intro to Robotics Advanced Robotics Computer Coding AP Computer Science A IB Computer Science I IBDP Core I	Design Technology Interactive Design and Game Development Intro to Robotics Advanced Robotics Computer Coding AP Computer Science A Senior Seminar

\*\*10 Elective Credits - Foreign Language, Career and Technical Education, or additional courses from core departments listed above.

## STUDENT UNIVERSITY APPLICATION TO-DO LIST

4-Year Planning (G.8)  
 PSAT (G.8-10)  
 Community Service Hours (G.9-12)  
 Workshops, Internships (G.9-11)  
 Resume (G.9-12)  
 Portfolio (G.9-12)  
 IELTS 6.5 minimum (G.11)  
 TOCFL A2 minimum (G.11)  
 HSK Level 5 minimum (G.11)  
 SAT 1400 minimum (G.11)  
 UCAT(CICM) (G.11)  
 ACAT(SWU-NOTT) (G.11)  
 MCAT(CMU,MDX,RSU) (G.11)  
 BMAT? (G.11)

Brag Sheet (G.11)  
 Request Letters of Recommendation (G.11)  
 Organization to Track Applications (G.11-12)  
 College Essays (G.11-12)  
 Finalize University List (G.11-12)  
 Apply to Universities (G.12)  
 CSCA 80 minimum (G.12)





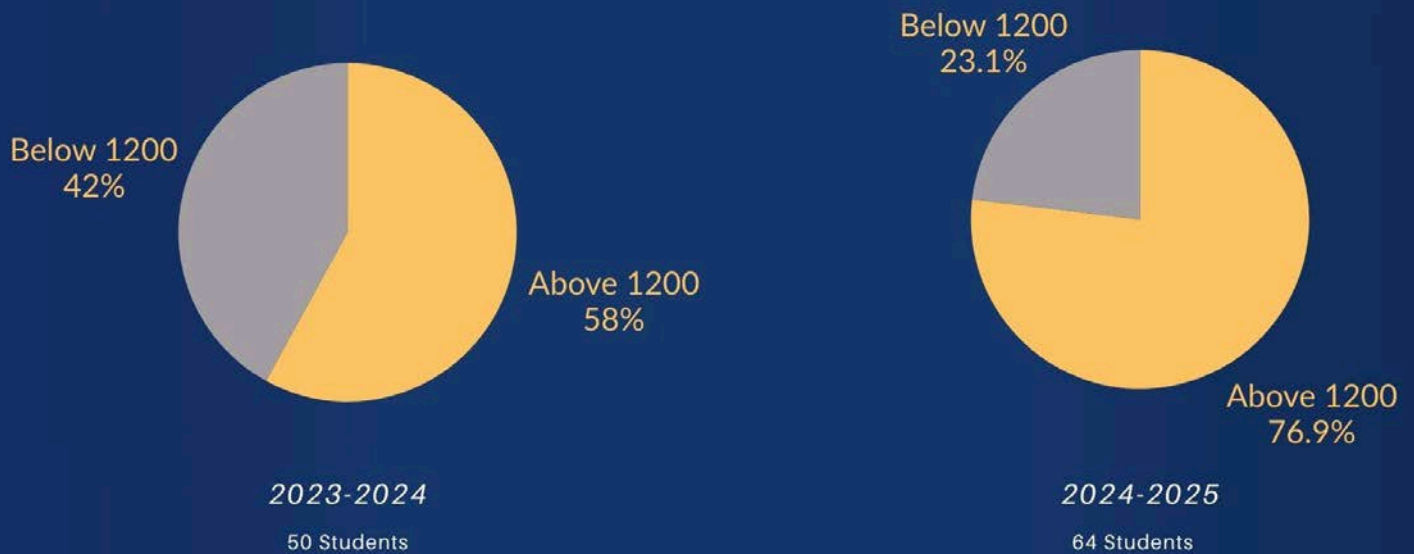


SAT Average Scores





## PERCENTAGE OF STUDENTS 1200 OR ABOVE

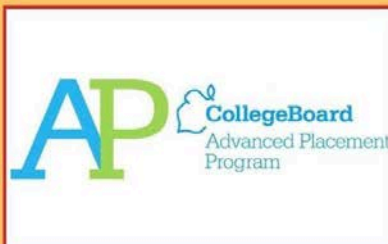


## COURSE OFFERINGS



### TCIS Diploma

- Minimum requirement
- Strong foundations in core subjects
- Flexibility to explore multiple areas
- Least rigorous option



### TCIS + AP Courses

- Study more rigorous courses in individual disciplines
- Flexible course plan
- Can be taken in grades 9-12
- Impressive to university admissions



### TCIS + IB Diploma\*

- Rigorous courses in all disciplines while specializing in 3-4 subjects
- Courses last two years and are taken during grades 11 and 12
- Considered by many universities in Canada, UK, Europe, Singapore, Australia to be the strongest, most impressive option

\*Students may also enroll for IB Certificates in one or more individual subjects.



## CAPSTONE PROJECTS THAT UNIVERSITIES RECOGNIZE

Many schools offer "capstone projects" that are **not** part of the academic program and are **not** recognized by universities.

TCIS offers two recognized capstone pathways:

### 🔑 AP Capstone Diploma

Students earn the diploma by scoring 3+ in:

- AP Seminar
- AP Research
- 4 additional AP exams (any subjects)

*AP Seminar & Research Certificate available if not completing the full diploma.*

### 🌐 IB Core

**Extended Essay (EE)**

- 4,000-word independent research paper

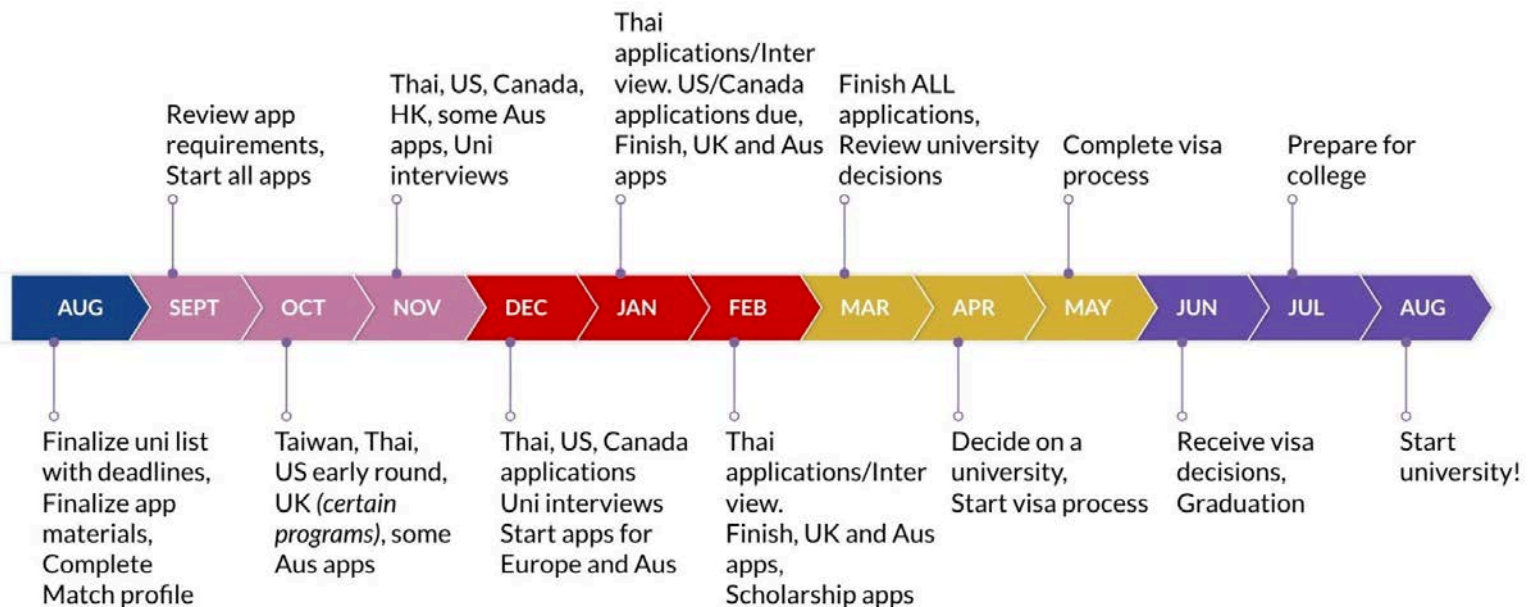
**Theory of Knowledge (TOK)**

- Critical thinking across disciplines
- Exhibition + Essay

**Creativity, Activity, Service (CAS)**

- Long-term growth, initiative, & impact

## GRADE 12 TIMELINE







# TAIWAN UNIVERSITY TIMELINE

## AUG-SEPT

### Who This Is For

- Overseas Chinese applicants

### Key Academic Requirement

- GPA from Grade 10-11

### Required Documents

- Portfolio
- Autobiography
- Study Plan

### Required Tests

- SAT
- IELTS (International Program)
- TOCFL (Chinese Program)

## OCT-DEC

### Who This Is For

- International First Round applicants
- Overseas Chinese applicants

### Key Academic Requirement

- GPA from Grade 10-11

### Required Documents

- Portfolio
- Autobiography
- Study Plan

### Required Tests

- SAT
- IELTS (International Program)
- TOCFL (Chinese Program)



# TAIWAN UNIVERSITY TIMELINE

## JAN-FEB

### Who This Is For

- International Second Round applicants
- Overseas Chinese applicants

### Key Academic Requirement

- GPA from Grade 10-11

### Required Documents

- Portfolio
- Autobiography
- Study Plan

### Required Tests

- SAT
- IELTS (International Program)
- TOCFL (Chinese Program)

## MAR-APR

### Who This Is For

- International Second Round applicants

### Key Academic Requirement

- GPA from Grade 10-11

### Required Documents

- Portfolio
- Autobiography
- Study Plan

### Required Tests

- SAT
- IELTS (International Program)
- TOCFL (Chinese Program)

Final major round for many universities



# THAILAND UNIVERSITY TIMELINE

## OCT-NOV

### Who This Is For

- TCAS & Early Applications
- All Thai nationality students (TCAS registration)
- Early / First Round applicants

### Key Academic Requirement

- GPA from Grade 10-11

### Required Documents

- Portfolio

### Required Tests

- SAT
- IELTS
- MCAT / UCAT (Medical programs)

## DEC

### Who This Is For

- All senior students

### Key Academic Requirement

- GPA from Grade 10-11

### Required Documents

- Portfolio

### Required Tests

- SAT
- IELTS
- MCAT / UCAT (Medical programs)

# THAILAND UNIVERSITY TIMELINE

## JAN-FEB

### Who This Is For

- All senior students

### Key Academic Requirement

- GPA from Grade 10-12 (First Semester)

### Required Documents

- Portfolio

### Required Tests

- SAT
- IELTS

## MAR-APR

### Who This Is For

- All senior students

### Key Academic Requirement

- GPA from Grade 10-12 (First Semester)

### Required Documents

- Portfolio

### Required Tests

- SAT
- IELTS





# G12 PLANNER & UNIVERSITY PREPARATION AGREEMENT

Thai-Chinese International School  
12th Grade Planner  
CLASS OF 2027

Nickname: XXXXXX PIN# XXXX Full Name: XXXXX XXXXXX Career Goal: XXXXXXXX

Graduation Requirements		
Subject	Req	Comp*
English	5	
Mathematics	3	
Science	3	
Mother Tongue Language	4	
Foreign Tongue Language	2	
Social Studies	2	
Fine Arts	1	
Physical Education	1	
Electives	9	

\*Completed credit notes assume that the student passed all of their classes in 11th Grade.

Community Service Hours: 60

Based on your colleges of interest, we recommend that you take the following tests:

<input checked="" type="checkbox"/> SAT	August - December to March - May of 11th grade
<input checked="" type="checkbox"/> IELTS	January - April of 11th grade
<input type="checkbox"/> BMAT/ MCAT/ UCAT	Summer of 11th grade July-August Registration September - Nov
<input type="checkbox"/> TOCFL	April of 11th grade

STUDENT SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_  
PARENT SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_  
COUNSELOR SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

## University Preparation Agreement

As a TCIS junior, you are beginning the most important stage of your university preparation. This agreement is designed to help you stay organized, meet key deadlines, and take responsibility for your own success. By signing this document, you agree to complete and meet the following expectations during your junior and senior years.

### Student Commitments

I agree to:

- University Entrance Exams**
  - Take the SAT at least once during Grade 11.
  - Take the IELTS at least once during Grade 11.
- University Planning**
  - Begin and maintain my University Application Tracker (Google Classroom).
  - Shortlist at least 3 universities that match my goals, interests, and majors.
  - Agree to apply to at least one university in each of the following regions:
    - Thailand
    - Taiwan / Asia
    - United States / other Western countries
  - Complete TCAS registration (Thai and dual passport holders) when it opens at the end of October during Grade 12.
  - Keep the following updated throughout Grade 11 and Grade 12.
    - Resume
    - Portfolio
    - University Application Tracker
- Community Service (60 hours)**
  - Complete at least 75% of my required hours by the end of Grade 11.
- Counselor Meetings**
  - Complete all Junior Seminar meeting assignments on time.
  - Attend all scheduled meetings and respond promptly to emails from the College Counseling team.

STUDENT SIGNATURE: \_\_\_\_\_  
PARENT SIGNATURE: \_\_\_\_\_  
COUNSELOR SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_  
DATE: \_\_\_\_\_  
DATE: \_\_\_\_\_

- G11 students
- Student-led Parent meetings (JAN)
- Finalize G12 courses
- Suggested university list
- (Reach, Target, Safety)



# UNIVERSITY APPLICATION TRACKER

TARGET													
Uni App Details						Eligibility		Documents Needed					
App Submitted?	Country	Name of College	Name of Major/Program	Deadline to Apply	App Fee	Minimum GPA	SAT or ACT Minimum	# of Rec Letters Needed?	Rec Letters Requested? (Min of 2)	Portfolio Required?	Portfolio Complete?	Required Essays/Personal Statements (List)	Essays/PS Complete?
<input type="checkbox"/>									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
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<input type="checkbox"/>									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

REACH													
Uni App Details						Eligibility		Documents Needed					
App Submitted?	Country	Name of College	Name of Major/Program	Deadline to Apply	App Fee	Minimum GPA	SAT or ACT Minimum	# of Rec Letters Needed?	Rec Letters Requested? (Min of 2)	Portfolio Required?	Portfolio Complete?	Required Essays/Personal Statements (List)	Essays/PS Complete?
<input type="checkbox"/>									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
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<input type="checkbox"/>									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

SAFETY													
Uni App Details						Eligibility		Documents Needed					
App Submitted?	Country	Name of College	Name of Major/Program	Deadline to Apply	App Fee	Minimum GPA	SAT or ACT Minimum	# of Rec Letters Needed?	Rec Letters Requested? (Min of 2)	Portfolio Required?	Portfolio Complete?	Required Essays/Personal Statements (List)	Essays/PS Complete?
<input type="checkbox"/>									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

## STUDENT RESPONSIBILITIES

### Explore & Plan

- Research and shortlist universities
- Attend university fairs and events
- Learn application requirements, deadlines, and processes
- Meet regularly with the counseling team
- Talk with your parents about your plans

### Prepare Your Profile

- Keep your resume (CV) and portfolio updated
- Create a Brag Sheet for recommendation letters
- Write essays and personal statements (seek feedback)
- Prepare digital copies of required documents (ID, passport, house registration)
- Schedule and take required exams (SAT, IELTS, TOCFL, UCAT, etc.)

### Apply

- Apply to Reach, Target, and Safety universities
- Ask for letters of recommendation early
- Follow instructions carefully and meet all deadlines
- Check application portals and email regularly
- Submit supplemental documents as requested

### After You Apply

- Prepare for and complete interviews
- Share test results and application updates with the counseling team
- Review university offers and express your interest

### FINAL STEPS

- Choose your university and pay the deposit
- Apply for visas (if needed)



College applications are a student's responsibility.



## PARENT RESPONSIBILITIES

### Be Involved Early

- Talk with your child about their goals and plans
- Support their interests and direction
- Focus on best fit, not prestige
- Discuss and set a realistic education budget
- Make sure their child maintains strong academic performance and attendance.

### Support the Application Process

- Encourage applications to universities globally
- Ensure your child includes a local safety school
- Check in on their progress regularly
- Read essays and offer feedback

### Stay Connected with the School

- Communicate with the counseling team when needed
- Share any changes in plans with counselors
- Attend High School conferences
- Stay informed by reading the HS Newsletter

### Plan Ahead

- Tour universities when possible
- Help prepare financial documents for the visa process



## COLLEGE COUNSELOR

### Guide & Communicate

- Meet with students and parents as needed
- Share application timelines and key international deadlines
- Provide information about IELTS, SAT, and other exams
- Communicate university events, visits, and career workshops

### Coordinate Opportunities

- Organize university fairs and campus visits
- Conduct Junior Seminar meetings
- Coordinate High School Peer Tutoring
- Monitor Community Service Hours

### Support Applications

- Support students with university search and application process
- Review materials upon request
- Obtain and upload *Letters of Recommendation*
- Write counselor *Letters of Recommendation*
- Distribute transcripts for applications
- Provide and maintain a university application tracker
- Track application status and results
- Keep Match profiles updated and review Match offers

### Celebrate & Prepare

- Create university acceptance slides
- Help plan and coordinate graduation







## TCIS **ABOVE AND BEYOND** University

- Individual student-led Grade 8 meetings to create 4-year plans
- Individual student-led Grade 11 meetings for university planning
- Personalized guidance for Reach, Target, and Safety school lists
- Guidance for application essays & portfolios for Thailand, Taiwan, and international universities
- Offer university preparation courses, such as College Prep (G.11) and Senior Seminar (G.12)
- Active tracking of recommendation letters and application materials
- Application fee reimbursement for the Top 5 students applying to the Top 50 universities



THAI-CHINESE  
INTERNATIONAL  
SCHOOL

## QUESTIONS & ANSWERS



SHARE



ASK



PRAISE



DIGITAL COPY





Dear TCIS Family,

### Temporary Change of Specials Class

As we frequently hold celebrations and special events on Fridays, students sometimes miss their Friday specials classes (art, music, and PE). To help ensure students receive all of their specials classes, we will make a temporary schedule adjustment for next week. Due to the Chinese New Year celebration on Friday, February 13th, 2026, there will be a slight change to the ECE and Elementary class schedules for that week as follows:

- **Monday** = Follows Normal Monday Schedule
- **Tuesday** = Follows Normal Tuesday Schedule
- **Wednesday** = Follows the Friday Schedule. The special class your child normally has on Friday will instead take place on Wednesday.

- **Thursday** = Follows Normal Thursday Schedule
- **Friday** = Follows Special Chinese New Year Schedule

#### For example:

- If your child normally had **art** on Friday, this week, they will have it on Wednesday this week
- If your child normally had **music** on Friday, this week, they will have it on Wednesday this week
- If your child normally had **PE** on Friday, this week, they will have it on Wednesday this week

While the change is currently only for this week, a similar adjustment may also be needed when we have other Friday events. This will help to ensure an even balance of specials classes for all students. Thank you for your understanding.

### Chinese New Year - Chinese New Year Dress Code = Color Red

Chinese New Year is almost here! On Thursday, February 12th, the exciting Dragon Dance will take place on the football field during the last period. On **Friday, February 13th**, we will host our Chinese New Year performances in Gym 5, while the booths will be set up in the basketball court area. **Parents are invited on Friday.** We look forward to your attendance and hope you will join us in celebrating this special occasion.

[Chinese New Year Poster](#)

[Chinese New Year Performance Schedule](#)

Dr. James [james.cooke@tcis.ac.th](mailto:james.cooke@tcis.ac.th)





# Change of Specials Class!

Temporary Schedule Adjustment for Next Week!

Due to the Chinese New Year Celebration on Friday, February 13th, 2026, we will adjust our specials schedule for ECE & Elementary!



**Monday:** Normal Monday Schedule



**Tuesday:** Normal Tuesday Schedule



**Wednesday:** Friday Specials on Wednesday!



**Thursday:** Normal Thursday Schedule



**Friday:** Chinese New Year Celebration!



**For Example:**

If you usually have **ART** on Friday...



You'll have it on **WEDNESDAY** this week!



**Wednesday ART Class!**



- This change is for **this week** only!
- We appreciate your understanding!







# 馬到成功迎新春

## TCIS春節慶祝活動

**TCIS Lunar New Year Celebration**

**February 13, 2026**

**09:20-15:10**

**5F GYM & basketball court**

**節目表  
schedule**

**9:20-10:40 春節表演活動  
performance**

**10:50-13:40 春節美食嘉年華  
carnival**

**13:50-15:10 華語卡拉OK比賽  
Chinese Karaoke Competition**

**dress code: red color**



# LUNAR NEW YEAR CELEBRATION

## Program Schedule

雷鼓齊鳴賀馬年 Drum Performance - FASCA (Mr. Tony)

祥獅獻瑞添興旺 Dancing Lion Show - FASCA (Mr. Tony)

貴賓致詞 Remarks by Honored Guests

大頭娃賀春報喜 Big Head Doll Dance - CFT 9 (Ms. Vicky)

恭喜恭喜慶佳節 New Year Blessing Dance - PK3 (Ms. Yin)

新疆鼓舞慶輝煌 Xinjiang Drum Dance - CMT 3 (Ms. Yiling)

瑞月迎賓賀新春 Silver Platter Dance - CMT 6 (Mr. Mateo)

恭喜發財精神好 Kung Fu Dance - PK4 (Ms. Winna)

鼓聲祥瑞迎新春 Rattle Drum Dance - CFT 2 (Mr. Juhung)

明月胡旋扇舞揚 Folding Fan Dance - Dance Club (Ms. Chang)

喜鼓齊鳴歡慶年 Tambourine Dance - KG (Ms. Lynn)

馬躍山春茶飄香 Tea Plucking Dance - CFT 4 (Mr. Morris)

團扇流轉映春色 Round Fan Dance - CFT 7 (Ms. Yicheng)

古扇翩翩共一瞬 A Timeless Flutter of Fans - FASCA

13 FEBRUARY 2026





Dear TCIS Family,

As we reach the midpoint of Quarter 3, I would like to thank our families for their continued engagement and support. We recently concluded Parent-Teacher Conferences, and it was wonderful to see so many parents in attendance. These conversations are an important part of supporting student growth, and we truly appreciate the time and collaboration of our community.

This week, we also hosted a Parent Coffee Morning focused on the College Planning and Application Process. Thank you to the families who joined us for thoughtful discussion and questions. At TCIS, we are proud to offer a comprehensive approach to college planning that begins as early as middle school, helping students explore interests, build strong academic foundations, and prepare gradually for post-secondary pathways. For families who were unable to attend or would like to review the information again, the full presentation is available on Mr. Kevin's pages above.

As we look ahead, course planning for the 2026–2027 academic year is an important focus. The full 2026-2027 Course Catalog is now available [here](#), and the condensed 2026–2027 Course Planner can be found [here](#). Students in grades 8 through 11 will complete their course selection forms in early March, following grade-level meetings and guidance sessions.

We strongly encourage families to begin these conversations now: review four-year plans, discuss interests and goals, and consider both primary choices and one or two strong backup options. Taking the time to plan thoughtfully will help students feel confident and prepared when they meet with the College Counseling Team to finalize their selections after the Chinese New Year break.

As we approach the Chinese New Year break, we encourage students and families to take this time to rest, reflect, and recharge. A meaningful break can support both academic focus and wellbeing, allowing students to return refreshed and ready to finish the quarter strong. Quarter 3 concludes on March 13, and the weeks following the break will be an important period for assessments, coursework, and continued growth. We look forward to welcoming students back energized and prepared for a successful end to the quarter.

Thank you for your continued partnership as we support students in making informed, forward-looking academic decisions.

Regards,

Mrs. Jasmine  
Curriculum Coordinator





Dear TCIS Family,

We have a lot to celebrate across TCIS Athletics as several of our teams wrap up seasons and push toward exciting finishes.

Our G5U Wolves have officially completed their soccer season, finishing fourth in the league. Great job, Wolves. The effort, teamwork, and growth shown this season were impressive, and we cannot wait to watch this group continue to develop into dominant soccer players over the next few years.

The Varsity Soccer team also finished fourth in the Varsity Soccer League. This group is not done yet, as they will continue competing in multiple tournaments over the next few months. Keep going strong, boys. We are proud of your commitment and resilience.

On the basketball courts, the JV Boys Basketball team continues to dominate and remains undefeated on the season. They are looking to close out a very strong year and become League Champions in the next few days. Freshman guard Tori has been absolutely electric, averaging 30 points per game and taking the league by storm. Truly amazing performances night after night.

The JV Girls Basketball team has shown incredible determination and growth, turning their season around with wins in their last two games. Both JV teams will be competing in their respective tournaments next week, so be sure to cheer them on.

Thank you to our athletes, coaches, and families for your continued support. Go Wolves.

GO WOLVES!

Mr. Sean





## TCIS CHILD SAFEGUARDING TEAM

safe@tcis.ac.th



**KRU RUNG**  
THAI DIRECTOR  
CHILD SAFEGUARD LEAD



DR. MICHAEL



MR. TONY



MR. KEVIN



DR. RICHARD



DR. JAMES



MS. BREE



MS. YOUNAH

Who can I talk to if I need help?  
<https://www.tcis.ac.th/child-safeguarding>



## KEEPING CHILDREN SAFE IN EDUCATION WHAT YOU NEED TO KNOW



A child means  
everyone under  
the age of 18.



Children need the  
right help at the right  
time to address risks



Remember 'it could happen  
here' where safeguarding  
is concerned.



We are all responsible for  
the welfare of children and  
keeping the environment  
safe, whatever our job.



## Go Wolves! School-wide Learner Outcomes

### Global Citizens

Empowered, responsible contributors to local and global communities, embracing intercultural understanding and fostering mutual respect to inspire peaceful, positive change.



### Open-Minded Thinkers

Reflective individuals who value cultural awareness, approach new ideas with curiosity, creativity, and thoughtful consideration of multiple perspectives.



### Well-Balanced Individuals

Pursuing intellectual, physical, and emotional well-being to support both personal growth and academic achievement.



### Lifelong Learners

Inquisitive, adaptable minds dedicated to growth, welcoming new knowledge, skills, and perspectives across all life stages.



### Voices for Collaboration

Empathetic communicators who value diverse viewpoints, working together across cultures to achieve shared goals.



### Empathetic Leaders

Caring and principled leaders who act ethically, reflect on their actions, and show a commitment to creating a more compassionate world.



### Solution-Oriented Problem Solvers

Innovative and critical thinkers who use knowledge responsibly to address challenges, aiming for solutions that benefit communities worldwide.





## Mr. Shaun Mefford's Counselor's Corner



### University Application & Offer Updates

Congratulations to our seniors who have received university offers thus far. Keep an eye on the TCIS Facebook page for university acceptance updates. We are still awaiting decisions from many universities in Thailand, Taiwan, America and Canada and hope to know more in February and March.

### Match by Concourse (January offers)

Our seniors received their fifth round of scholarship offers on January 22! We're proud of all our outstanding students who continue to earn recognition from universities. Offers far exceed those from last year and many of the universities are in the top 50 for disciplines such as; engineering, journalism, pharmacy, computer science, and business.

### University Event Updates

January 14 - The Swiss Education Group discussed hospitality careers with high school students. Their schools include the Culinary Arts Academy, HIM Business School, Swiss Hotel Management School, and Cesar Ritz Colleges.

January 28 - Xi'an Jiatong-Liverpool University shared information about their tech entrepreneurship college and dual degree program with high school students.

March 5 - U.S. University Fair

March 9 - UK University Fair

### Class Updates

#### **Seniors (Grade 12)**

Students should continue actively submitting their university applications and preparing for interviews, if required. Don't forget to share any updates to university plans with the counseling team of Mr. Shaun, Kru Rung, Mr. Kevin and Mr. Tony. As always, it is important to meet with the team with any questions or concerns you have during the application process.

#### **Juniors (Grade 11)**

Student-led presentations are now completed! G12 course plans were set and university preparation expectations were made clear. As a reminder, all G11 students are required to take the SAT and IELTS exams at least once during their junior year. TCIS will host one last SAT exam in March, while IELTS is available every weekend at many locations around the greater Bangkok area. With university acceptances becoming more competitive, exam scores are increasing globally. Students should be practicing for the SAT and IELTS and should plan to take them more than once.

#### **Freshmen & Sophomores (Grades 9-10)**

4-year course plans have been reviewed, updated and reshared by Mr. Shaun. Students can now follow their plan for course selection in March.

### Unifrog

Students should continue exploring colleges and careers through Unifrog. Completing the Skills and Personality quizzes and starting a university longlist now will help them feel more confident and prepared as they move into their junior and senior years. There are also essay writing tools and resources for juniors to help them prepare for university applications.

### Community Service (CS) Hours

Throughout high school, students should be working to earn their **required** community service hours for graduation. We



highly encourage students to come up with a plan and aim to earn at least a fourth of their required hours each year (starting in G9). Trying to make up most of your hours in your junior and senior year is extremely difficult and could prevent students from graduating.

- Class of 2026: 40 hours required for graduation
- Classes of 2027–2029: 60 hours required for graduation

Mr. Shaun





## English & Humanities Department

Mrs. Jasmine



Dear Parents,

Senior Seminar has begun an engaging and highly practical new phase this quarter with the launch of our budgeting unit final project. Students are currently working to create a functional, zero-based budget based on a unique real-life scenario assigned to each student. These scenarios require students to manage realistic incomes, housing costs, transportation, food, savings, and unexpected expenses.

The goal of this unit is to help students understand not only how to track money, but also how to make thoughtful financial decisions and prioritize needs versus wants. For many students, this project has been an eye-opening experience that has sparked meaningful conversations about financial independence and responsibility.

We will continue working on the budgeting unit through the end of February, allowing students time to refine their budgets, reflect on challenges, and adjust their plans. Once this unit concludes, Senior Seminar will transition into a nutrition and cooking unit that will run through Songkran. This unit will focus on basic nutrition knowledge, meal planning, food budgeting, and practical cooking skills, all designed to support students as they prepare for independent living after graduation.

For students who are still completing university applications, support remains a key focus. The full College Counseling Team continues to be available during Senior Seminar class time as well as throughout the school day. Students are strongly encouraged to be proactive in communicating their needs, requesting feedback, and scheduling meetings to ensure deadlines are met and applications are submitted with confidence.

As we approach the Chinese New Year break, we encourage students to use this time to rest, reflect, and recharge after a busy and demanding period. A well-earned break can help students return focused and energized for the remainder of the quarter. At the same time, students with university application deadlines between February 13–23 are strongly encouraged to complete and submit their applications before the holiday. Doing so ensures they can receive full support from the College Counseling Team and avoid unnecessary stress during the break. Planning ahead will allow students to enjoy their time off while staying on track academically and with their post-secondary plans.

We have celebrated many exciting university acceptances in recent weeks, and we are incredibly proud of the persistence and commitment our seniors continue to demonstrate. We look forward to sharing and celebrating many more acceptances throughout February and March as students finalize this important chapter of their academic journey.

Regards,

Mrs. Jasmine  
Curriculum Coordinator





Dear Parents,

I wanted to share an important update on where students are in the AP Research process as we move into a critical phase of the course.

Students have officially begun conducting their experiments and collecting data for their year long research projects. This means they are actively implementing their research designs by running experiments, distributing surveys, conducting interviews, and gathering responses. The data they collect during this phase will later be analyzed and used to support their final research papers and presentations. This is a major milestone in the course and an exciting step toward becoming independent researchers.

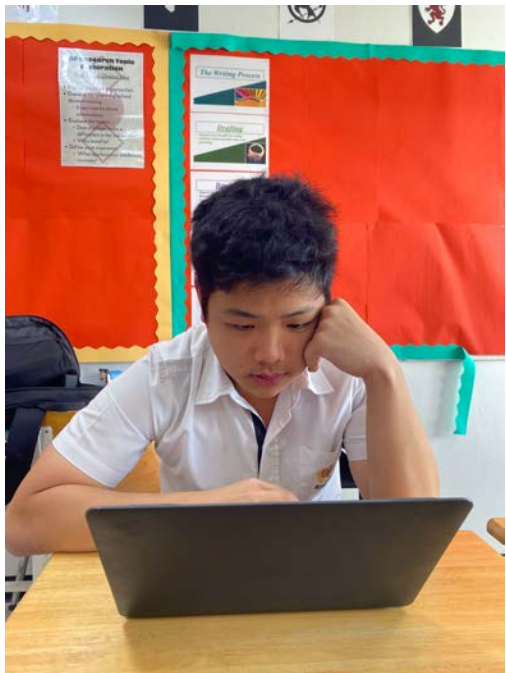
This stage of AP Research is also a significant learning curve for students because it is highly student led. Unlike many traditional classes, much of the responsibility now falls on the students to manage their own time and workload outside of class. They must schedule experiments, follow up with participants, send reminders for surveys, and make adjustments when things do not go as planned. Collecting meaningful data takes time and organization, and students quickly learn that staying proactive is essential.

Managing this process requires strong time management skills, self discipline, and accountability. Students must balance their AP Research responsibilities with their other classes, activities, and commitments. While this can be challenging, it is an incredibly important skill set to develop before heading off to college. Personally, this is one of my favorite parts of the course because it pushes students to grow, problem solve, and take ownership of their work in a very real way.

As parents and guardians, your support makes a big difference. Please take time to ask your student how AP Research is going, what progress they have made on their project, and what steps they are currently working on. Checking in and encouraging them to stay on top of deadlines and responsibilities helps reinforce the importance of consistent effort during this phase.

Thank you for your continued support as students take on this challenging and rewarding part of their AP Research journey.







Dear Parents,

Happy February! It was great to see many of you at Parent-Teacher Conferences on the 30th. This month is a busy one, with a lot of important work happening in every class. We are working hard to wrap up most of the units prior to the Lunar New Year break so that we can begin fresh units when we return. Here is an overview of what we have been working on in Social Studies:

In **Modern World History**, we have finished a project on great Enlightenment thinkers such as Locke, Voltaire, and Rousseau. We are now hard at work learning about the American Revolution. Students are exploring the causes of the revolution, the Revolutionary War, and the formation of a new government in the United States. It has been great to engage students in discussion so they are thinking deeply about the issues of this time period and how they relate to the modern world. I am looking forward to continuing this discussion as we move toward our next topic, the French Revolution.

In **World Geography and Culture**, we have been studying the geography and culture of Europe. We began with an overview of Europe's physical and political geography to help students understand the continent's regions and landforms. Over the past few weeks, students have been working on a project in which they plan a trip through Europe. They have begun presenting their work as part of a major assessment. This project is quite challenging, but my hope is that it provides real-world experience and insight into European geography and culture, as well as what it might be like to travel across the continent. The students have done a great job so far!

In **AP Human Geography**, we are about to complete Unit 5, which focuses on Agriculture and Rural Settlement Patterns. In this unit, students examine different types of agriculture found around the world and explore why they are found in specific locations. We also discuss farming practices and how technological advancements have changed agriculture over time. This unit has been particularly interesting for students, as it exposes them to ways of life they may not be familiar with. Our next unit will focus on cities and urban land use, which will be especially relevant since we all live in a major city. I am excited to begin Unit 6.

In **Foundations of Social Studies**, we have completed our Government and Citizenship unit and are beginning a new unit on History. Students will explore past civilizations and historical events while learning about tools used to study history, such as timelines, primary sources, and artifacts. Throughout the unit, we will continue to focus on building social studies vocabulary and strengthening English language skills.

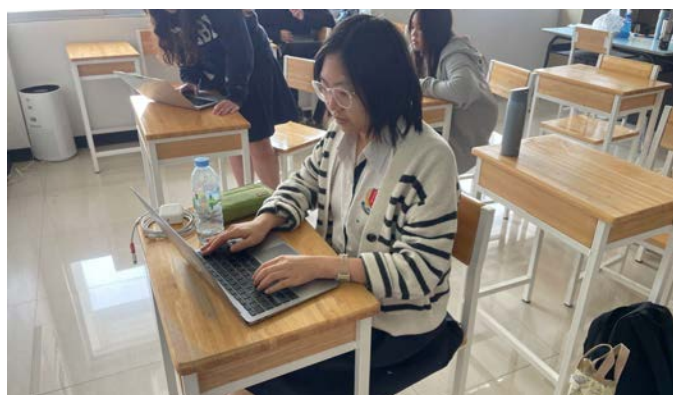
In **AP Comparative Government and Politics**, we are finishing our unit on Party and Electoral Systems and Citizen Organizations. Students are learning about different types of electoral systems in the six focus countries and how these systems shape government structures. We also examine political parties and citizen organizations within each country. Our final unit will focus on Political and Economic Change and Development. Overall, students have done a great job so far.

In **AP Microeconomics**, we are wrapping up our unit on Factor Markets, which has a strong focus on the labor market. Our final unit will examine Market Failure and the Role of Government. After completing this unit, we will begin preparing for the AP Exam in May. Students have been working hard and have done a great job, even with many changes.



As always, please feel free to contact me at [andrew.brenzel@tcis.ac.th](mailto:andrew.brenzel@tcis.ac.th) if you have any questions. I am always happy to help and am committed to supporting students as they deepen their understanding of social studies. I wish you all a wonderful February and a fantastic Lunar New Year Break!

Sincerely,  
Mr. Andrew Brenzel





Dear Parents,

I can't believe it's already February! January was a busy month that flew by. I'm happy to share several updates about what my classes have been working on.

In **College Prep**, students completed all stages of the writing process for their first product from the Student Choice essay unit while simultaneously keeping up with their independent reading projects—many are finishing more than one novel per quarter! We recently began practicing for the SAT and IELTS; student feedback centers around the difficulty of certain grammar questions, so future practices will explicitly target those.

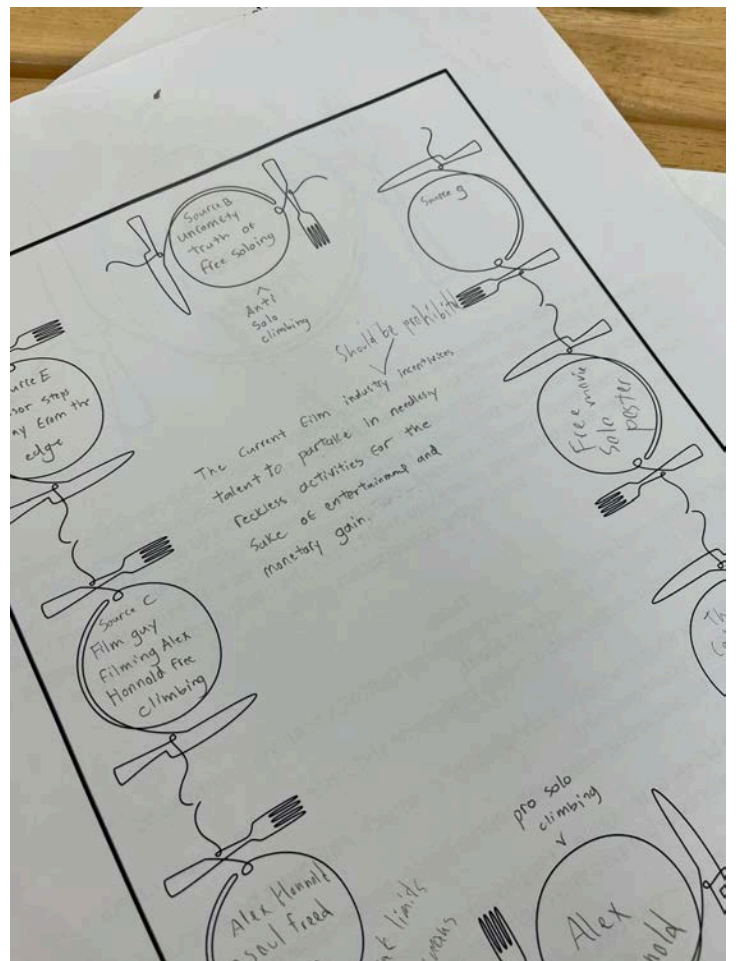
In **American Literature**, we have examined three short stories: “The Tell-Tale Heart” by Edgar Allen Poe, “Regret” by Kate Chopin,” and “The Wife of His Youth” by Charles W. Chesnutt. Students analyzed how authors are influenced by social contexts, use point of view to shape meaning, and reveal character through dialogue—they especially enjoyed analyzing diction and slang. They also conducted and presented research to deepen their understanding of how conflict reflects social forces such as race, class, gender, and power, especially in post-Civil War America.

In **AP Seminar**, groups are currently planning their Team Multimedia Presentations (TMPs) for Performance Task 1; they will present before the Lunar New Year break. At the same time, they have begun individually engaging with the stimulus sources for Performance Task 2, practicing close reading and analysis to identify key arguments, perspectives, and real-world connections.

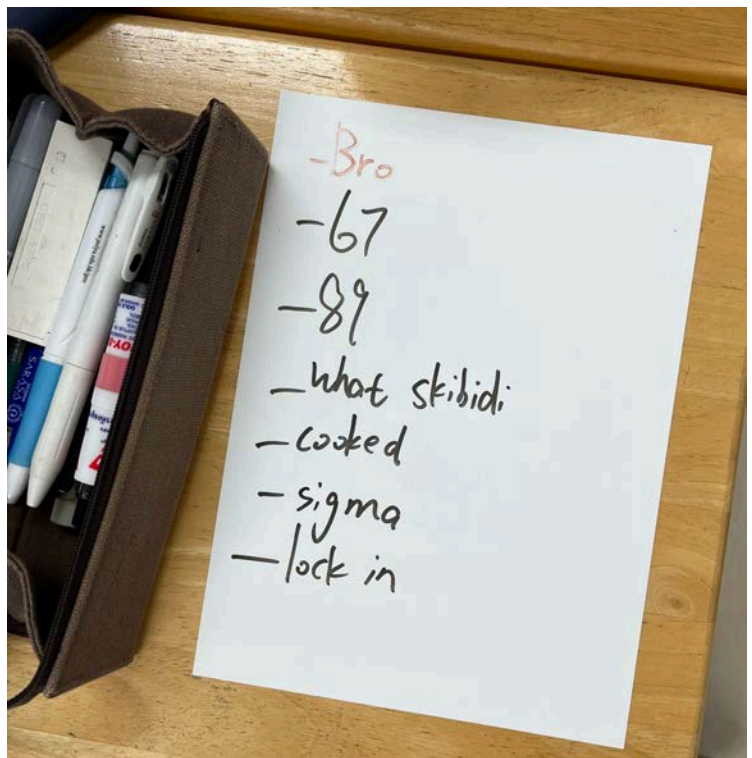
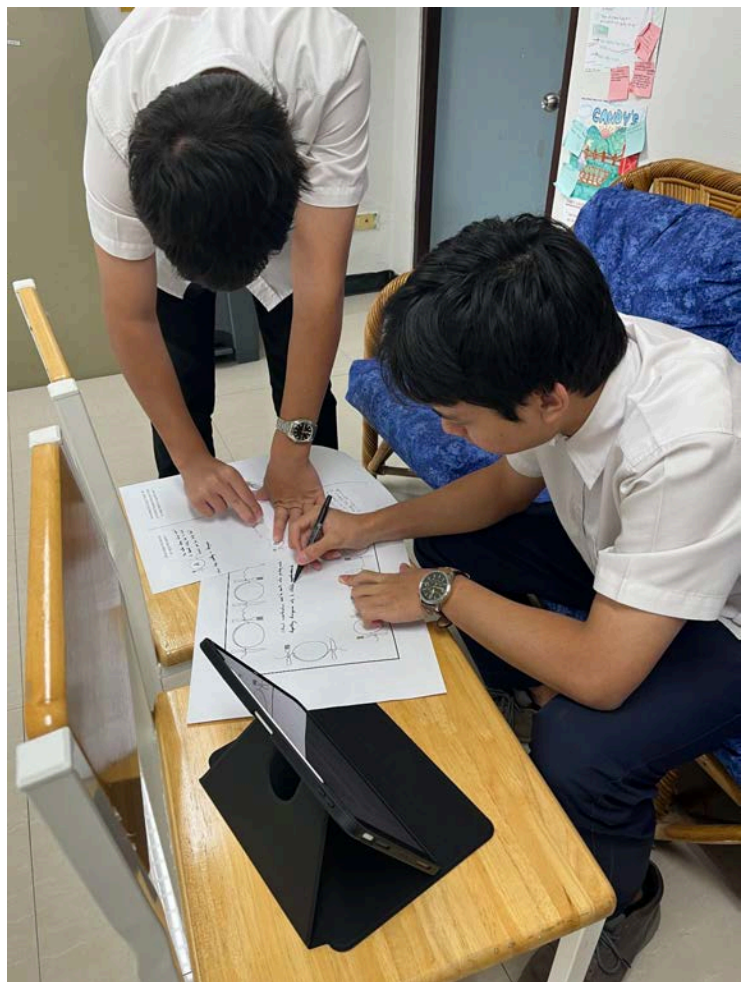
In **AP English Language**, students practiced synthesizing ideas from multiple texts to develop and refine their own arguments in Unit 6 of the course. They analyzed how writers use tone to persuade audiences, then learned strategies to add new evidence, adjust claims, and strengthen lines of reasoning. Throughout the unit, students focused on integrating evidence thoughtfully rather than simply summarizing sources, building skills essential for the AP exam and academic writing beyond the course.



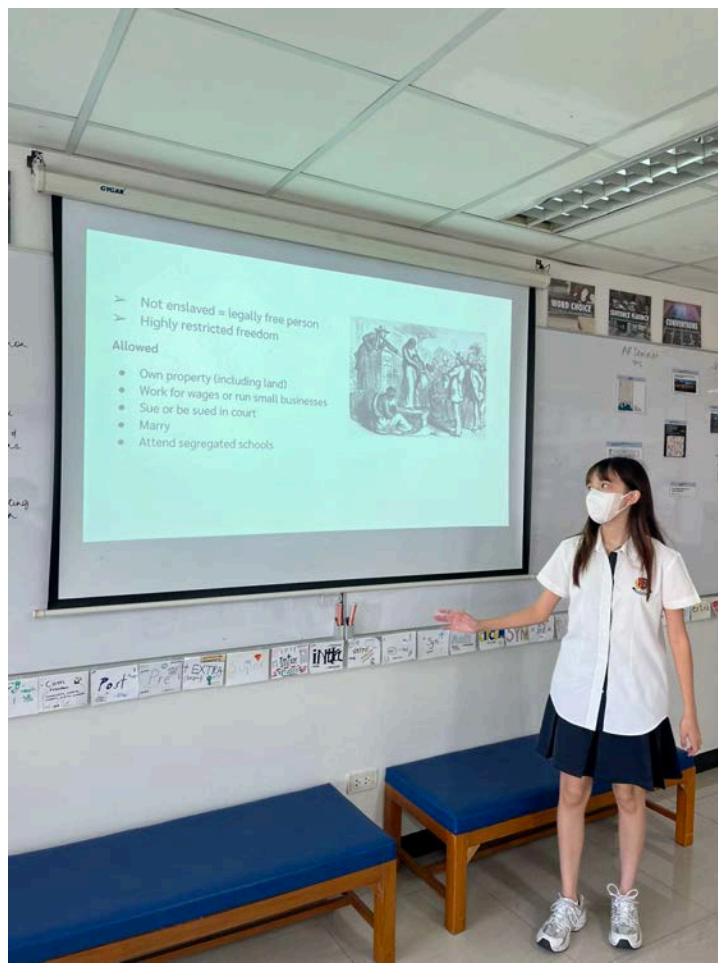














Dear Parents,

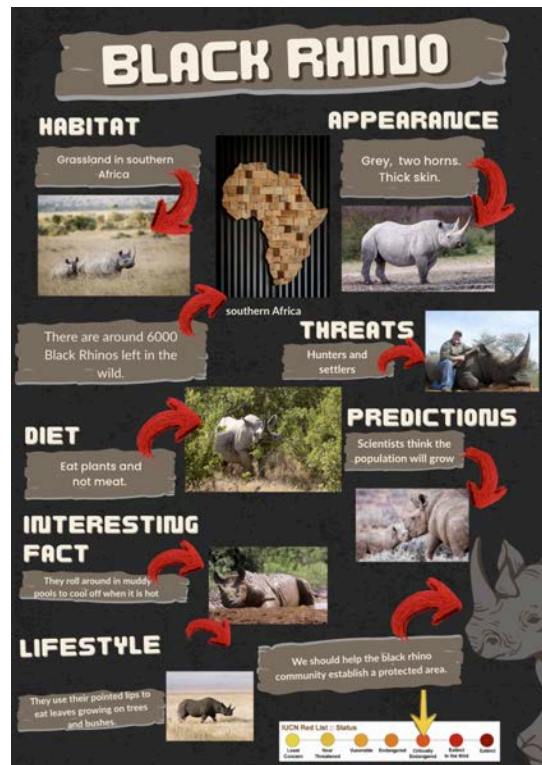
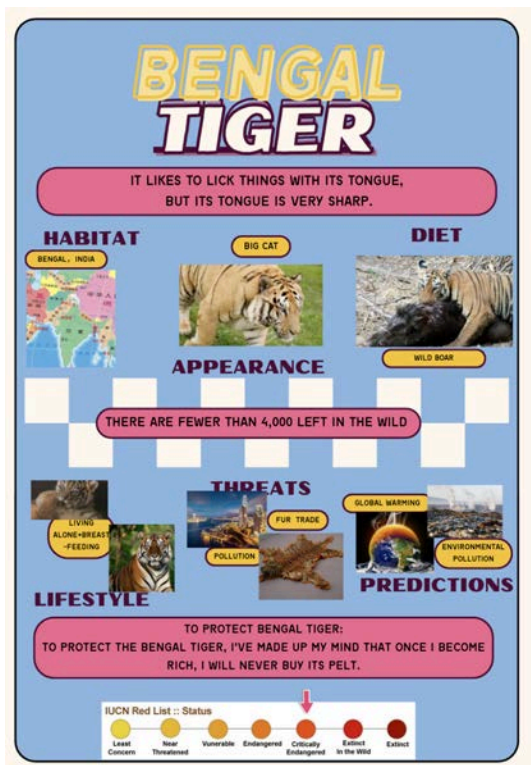
Welcome to 2026! We are about a month into our semester and we have just completed our first unit, Into The Wild. This unit focused on wild animals, places in nature, and talking about the future. Students just finished their first major assessment, a research and poster presentation about an endangered animal. Across several days, students:

- Used provided materials to find key information
- Learned how to organize research
- Cited sources with information like Title, Author, and URL
- Chose key words and photos to visually represent their research
  - Created a poster in Canva
  - Presented the poster and answered questions to show understanding
  - Reflected upon the process in their L1

I am thrilled with the students' results! As we worked through these steps, students began building important academic skills that go beyond English class. When I asked students what they had learned through the project, they mentioned distinguishing between citation elements like URLs and page titles, designing a poster that conveys information without too much writing, and working on their public speaking skills. It's wonderful to see learners reflecting on their progress.

Here's to another great semester!

-Ms. Kelly







Dear Parents,

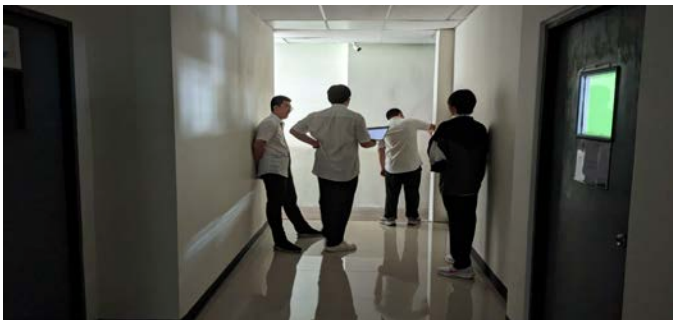
Welcome to February everyone. I can't believe how quickly the year is going and how well all of my students are progressing. Students are making great progress towards telling great stories, communicating with their peers and making successful projects overall. So far it has been my pleasure to guide all of the students towards becoming better at expressing themselves through different styles of media. I'm looking forward to the results of all our hard work coming up in the next few weeks.

**Journalism:** Our classes continue to create news segments to assemble into our weekly news program; The Wednesday Show on our YouTube channel. Every episode is an improvement over the last as we work our way towards the end of the season. Recently we have been looking at both short form and long form news segments as we begin to transition our class to a different focus of news. Look for a new style of news segment on our channel in the next few months.

**Film:** This quarter we have been focusing more on planning and editing. Students are really learning how to visually tell stories as they make more advanced decisions on what to show, and not show on the screen. Currently we are all working on writing a crime film that we will complete before the end of the quarter.

**Advanced Film:** The advanced film class has been very exciting this year. For this unit, we are taking everything we have learned about contextualizing film and the cultural relevance of film, along with our ability to tell stories, to create documentary films. The students have been hard at work planning and organizing their film. We hope to all shoot out footage and interviews in the next few weeks as we work to complete our Bangkok based documentary films before the end of the quarter. I am personally very impressed with all of the hard work by everyone in the class, and am looking forward to watching the final products.

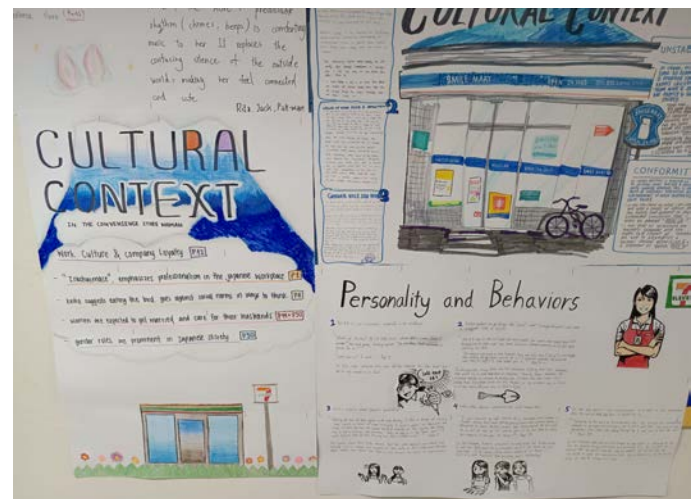
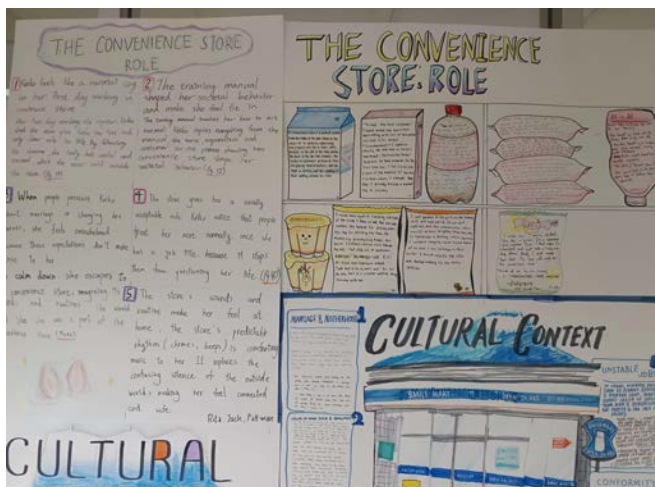
**Digital Media:** The DM students are having fun creating short content and making videos. This quarter we have been focused on creating television commercials and are about to begin our second round of advertising. We have given each other feedback and learned from our mistakes as we begin planning shoots for our new products. Next up before we complete the quarter; Movie Trailers.





Dear Parents,

**Global Literature & Composition:** The HS students did a wonderful job creating posters and presenting key details from *The Convenience Store Woman*. Their presentations clearly explained the story, explored major themes, and highlighted important character traits. It was impressive to see their confidence, creativity, and thoughtful understanding of both the characters and the novel as a whole.







Hello TCIS Community!

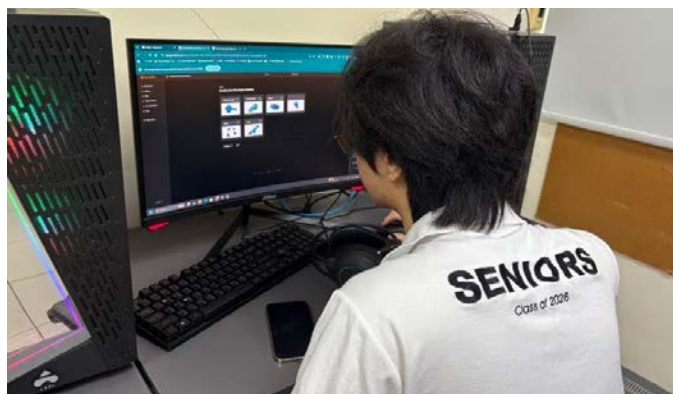
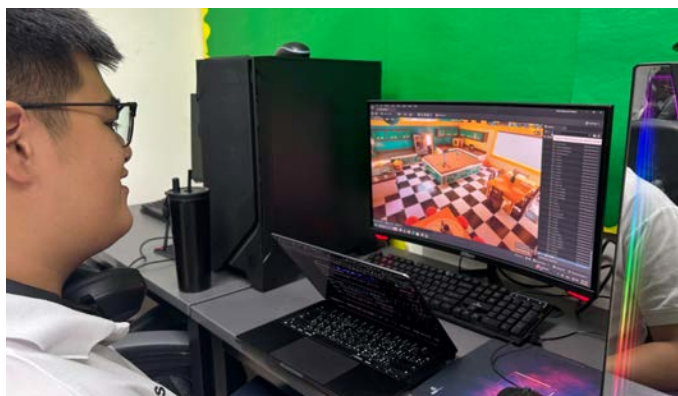
### Game Design Fundamentals: Building Rube Goldberg Machines in Unreal Engine

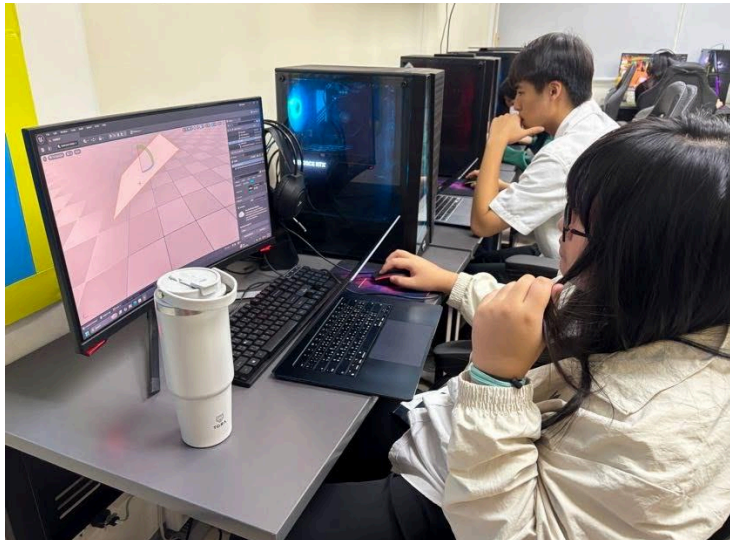
Students in our Digital Innovation course are currently working with **Unreal Engine**, the same professional game development software used to create many popular video games and simulations. In Unit 2, students are tackling a fun and creative engineering challenge: **designing and building a digital Rube Goldberg Machine**.

A Rube Goldberg Machine is a complex, multi-step contraption that performs a simple task in an imaginative way. As students build their machines, they learn about **simple machines**—including inclined planes, levers, pulleys, and screws—and explore how forces, motion, and angles affect movement. Students begin by **sketching ideas**, then move into Unreal Engine to **construct, test, and refine** their designs.

This project emphasizes **problem-solving, iteration, and persistence**. Students regularly test their machines, identify what isn't working, and make improvements using fundamental engine tools such as object placement, rotation, scaling, and physics settings. Along the way, they gain confidence navigating a professional software environment while applying real-world science and engineering concepts.

The unit culminates with a **short video submission** in which students showcase their completed Rube Goldberg Machines and demonstrate how each part contributes to the final outcome. Importantly, students develop transferable skills that can be applied to other tasks and purposes. We're excited to see their tech skills develop with creativity and ingenuity in action!









Dear Parents,

**Geometry/Algebra II:** Students deepened their understanding of quadratics and complex numbers. They learned multiple methods for solving quadratic equations, including graphing, factoring, and using square roots. As they tackled imaginary and complex numbers, they explored operations with  $i$  and applied these skills to quadratic equations with non-real solutions. These concepts are key building blocks for advanced algebra, and students are making great progress!

**Geometry:** Students studied key triangle properties, including midsegments, bisectors, and centers like the circumcenter, incenter, centroid, and orthocenter. They will explore how these centers appear on the coordinate plane and apply algebra to solve triangle inequalities. These concepts help develop a deeper understanding of triangle relationships and geometric reasoning!

**Algebra II:** Students explored radicals and rational exponents, learning how to simplify, add, subtract, and multiply radicals. They tackled dividing radicals, including rationalizing monomial and binomial denominators, and applied these skills to solve radical equations. The class also examined square root and cube root functions, analyzing their graphs and behaviors. These concepts built a strong foundation for more advanced algebraic reasoning!

**Foundations of Math:** Students explored equations as functions and learned how to graph them using function tables. They practiced using function notation and evaluated functions for given inputs. Finally, students identified and interpreted the zeros of functions, strengthening their understanding of how functions behave.





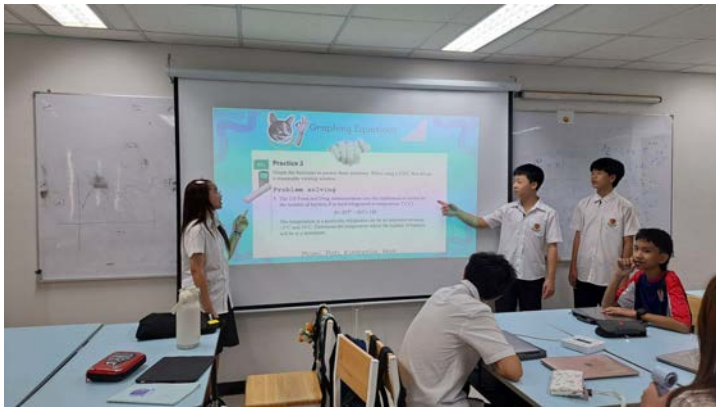
Dear Parents,

AP Calculus AB is finishing up their 7th of 8 units. The students have been studying differential equations and their solutions, either in the form of slope fields, general or particular solutions. The final unit will involve studying applications of integration such as area, volume of solids via rotation and solids formed where cross-sections are particular shapes.

In AP Computer Science, students are comparing and contrasting Arrays with ArrayLists in Java and using file handling. This group is also scheduled to conclude studying new concepts by the first week of March and begin exam review.

In Coding, students are preparing a project involving HTML, CSS and Javascript involving the creation of an interactive page which is either a game, a calculator or a quiz - emphasis is on creating something which changes depending on user inputs. Leading up to this we have practiced using lists to randomly display images to a page, and a BMI calculator.

Last but not least in Algebra 1 students have been studying algebra skills related to quadratic equations: factoring, writing quadratic equations in different forms, solving for x-intercepts, graphing equations and understanding word problems involving quadratic equations such as business problems involving revenue, or projectile motion.







Dear Parents,

This month in our high school math classes, we have covered a lot of content!

In AP Calculus BC, students have finished unit 9 on parametric equations and polar coordinates. Students are currently preparing for their unit 9 exam. Before we leave for the lunar new year break, we will begin our last and final unit titled infinite series where students will start to learn about the different types of convergence tests. We will finish this unit before the end of quarter 3 and then

begin preparing for the mock exam on March 23rd as well as reviewing for the AP exam in May.

In PreCalculus, students have been working on trigonometry. We finished a big unit on graphing trigonometric functions where students did a project designing a picture using trig functions as well as other functions they have learned this year, including logarithmic, exponential, linear and quadratic equations. We have started learning about trigonometric equations in both degrees and radians and students will have a test on these concepts before the lunar new year break. Finally, when students return from break, we will begin trigonometric identities as well as looking at various trig formulas, including the law of sines/cosines and the special area of triangle formula.

Lastly, in Calculus, students have dove deeper into integration techniques. We have looked at definite/indefinite integrals, used u-substitution to evaluate integrals and investigated integrals of transcendentals, such as logarithmic and inverse trigonometric functions. We have also done some initial value problems with integration and looked at integrally defined functions. Students will have a test on these concepts before they leave for the lunar new year break. When they return, we will look at some calculus concepts utilizing technology and begin doing some differential equations and slope fields.

As always, if you have any questions or concerns, please don't hesitate to reach out to me at [sean.raymond@tcis.ac.th](mailto:sean.raymond@tcis.ac.th). Have a great month of February!

All the best,

Dr. Sean





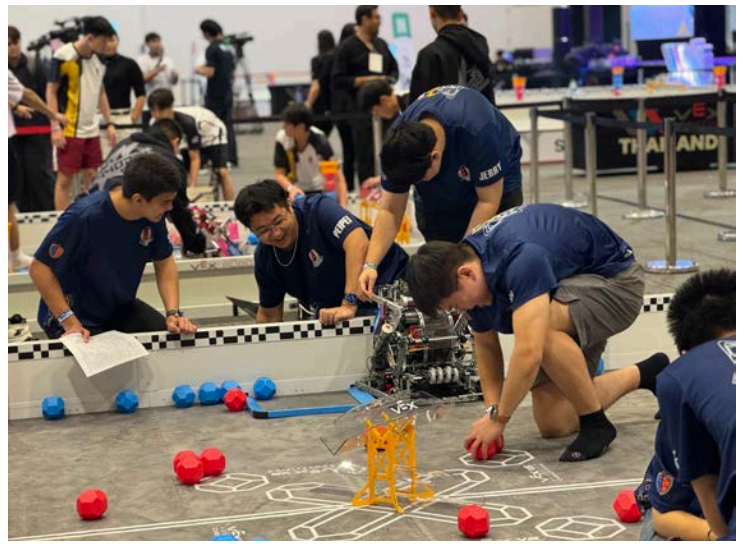
**Advanced Robotics:** In January, three of our TCIS Advanced Robotics teams proudly represented the school at the VEX V5 Robotics Competition (V5RC) Thailand Nationals. The event brought together over 40 teams from both international and local schools across the country for two exciting and intense days of competition. Throughout the tournament, our students demonstrated exceptional teamwork, problem-solving, and perseverance as they strategized, drove, and refined their robots to take on increasingly challenging matches. Each team showcased creativity in their designs and adaptability under pressure.

We are especially proud of Cyber Wolves 1, who received the Sportsmanship Award for their outstanding teamwork, positive attitude, and spirit of fair play.

**Intro to Robotics:** Throughout January, the Intro to Robotics class focused on integrating sensors into their Clawbot projects. The final sensor explored was the Line Tracker, where students learned how a threshold value helps distinguish between light and dark surfaces. After successfully completing several mini delivery challenges using sensors, students are now gearing up to design their own delivery challenge, one that simulates the operations of a real-life logistics company. This project will allow them to apply their coding, design, and problem-solving skills in a hands-on, creative way.











Dear Parents,

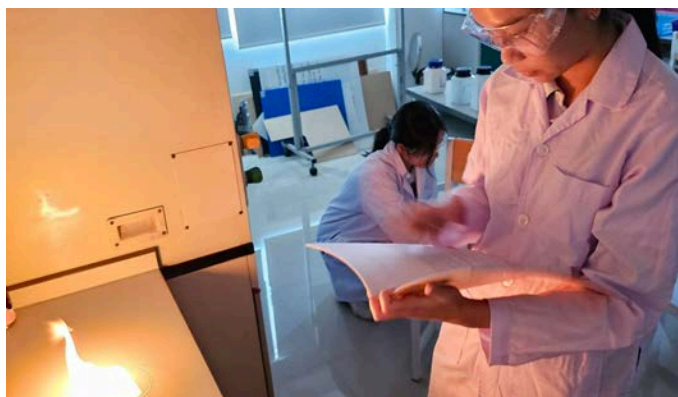
We have just completed our second Parent Teacher Conference, and I would like to thank all parents who were able to participate. These meetings are an important way to support student progress and communication between home and school. If you were unable to attend, you are always welcome to contact me to arrange a meeting in the coming weeks. Please note that progress checks are approaching. With the Lunar New Year around the corner, students are encouraged to stay focused and continue preparing for tests and major assessments.

In **Chemistry**, students recently completed a lab in which they identified an unknown substance by observing flame colors after mixing it with a flammable liquid and igniting it. Every group successfully identified their unknown, and it was great to see how much stronger students have become in writing lab reports. This activity reinforced careful observation and scientific reasoning. We are now studying the different types of bonds atoms form. Once bonding is complete, we will be ready to analyze chemical reactions, opening the door to many engaging lab activities.

In **AP Chemistry**, we have been catching up on assessments and content after interruptions in January due to ROTC training. Students have been working through Units 5 and 6 on chemical kinetics and thermochemistry. We are now beginning Unit 7, Equilibrium, one of the more challenging topics in the course. Although demanding, students are capable of mastering these ideas with steady effort. The next few months will require consistency as we prepare for the final exam.

In **Health Science**, we have completed our unit on mental health. Students explored anxiety, depression, and the importance of recognizing unhealthy emotional patterns. The goal is to help students respond with understanding and care for themselves and others. Our next unit focuses on social health, beginning with how family, friends, and social groups influence us and how to manage conflict in healthy ways. Later, we will discuss relationships, dating, and sexuality. I understand some parents may have questions about these topics, and I encourage you to contact me anytime with concerns.

Thank you for your continued support, and I look forward to another productive month of learning!









Dear Parents,

As we move through the middle of Quarter 3, I would like to take a moment to update you on what students are currently learning across our Mathematics and Physics courses. This is a productive and exciting point in the academic year, where students are building deeper conceptual understanding and strengthening problem-solving skills that are essential for future coursework and real-world applications.

**Physics:** Students have begun a new unit on Momentum, where they explore how mass and velocity affect motion. Through hands-on activities, problem-solving, and real-life applications such as collisions and safety design, students develop a stronger understanding of how physical laws govern everyday situations. This unit also emphasizes analytical thinking and the conservation principles that are foundational in physics.

**AP Physics 1:** Students have just completed their unit on Torque and Rotational Dynamics, learning how forces cause objects to rotate and how rotational motion differs from linear motion. They are now beginning a unit on the Energy and Momentum of Rotating Systems, which connects energy conservation and momentum to rotating objects. This progression helps students see physics as a coherent system of ideas and prepares them for AP-level problem-solving and exam questions.

**AP Physics 2:** Students recently completed a unit on Geometric Optics, studying reflection, refraction, lenses, and mirrors. They have now started a broader unit on Waves, Sound, and Physical Optics, where they investigate wave behavior, sound phenomena, and light as a wave. These topics strengthen students' conceptual reasoning and are highly relevant to modern technologies such as medical imaging, acoustics, and communication systems.

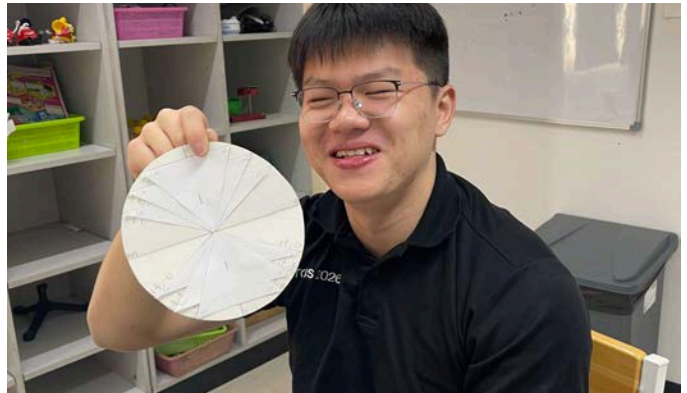
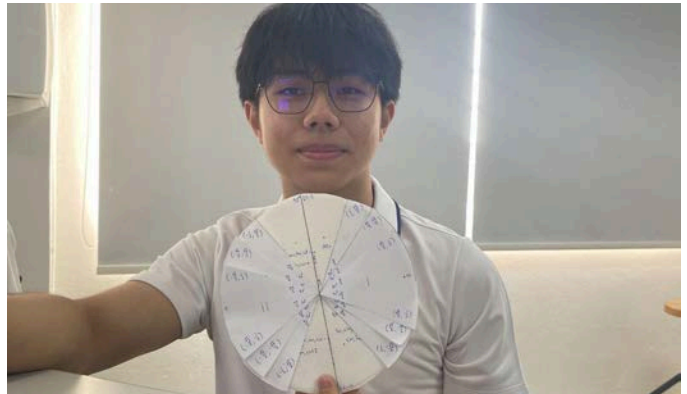
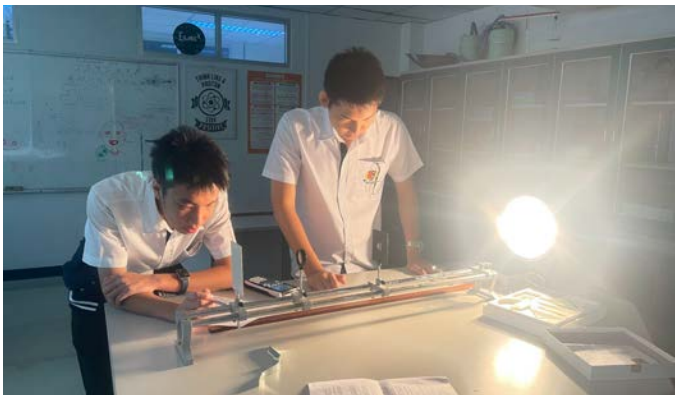
**AP Precalculus:** Students are continuing their work with Trigonometric Functions, focusing on understanding their properties, graphs, and applications. After this, they will transition into Polar Functions, which introduce alternative ways of representing and analyzing mathematical relationships. These topics are essential for students planning to take calculus, physics, or other advanced STEM courses.

**Algebra 1:** Students are continuing their study of Quadratic Functions, learning how to analyze, graph, and solve quadratic equations. This unit builds strong algebraic foundations and helps students understand patterns of change, modeling, and problem-solving skills that will be used throughout high school mathematics and beyond.

Thank you for your continued support as we move through Quarter 3. Please feel free to reach out at [severino@tcis.ac.th](mailto:severino@tcis.ac.th) if you have any questions about course content or student progress. I appreciate your partnership in supporting student learning and growth.

Warm regards,  
Severino Sedeya







Dear Parents,

Biology and Environmental Science classes have been buzzing with curiosity, collaboration, and hands-on learning. Across different Life Science courses, students are not only exploring scientific concepts but also developing essential skills such as critical thinking, teamwork, research, and scientific communication.

In **High School Biology**, students conducted an exciting hands-on laboratory on the *Extraction of DNA from bananas*. Working independently in groups, students followed the procedure, observed the formation of visible DNA strands, and experienced the wonder of seeing the “elixir of life” firsthand. This activity strengthened their practical laboratory skills, observation, teamwork, and ability to connect theoretical concepts to real-life applications.

In **Anatomy and Physiology**, students are currently learning about the *Endocrine System* and are deeply engaged in understanding how hormones regulate various functions in the human body. Their curiosity extended further as they researched different *autoimmune diseases* while studying the *Immune and Lymphatic System*. Students shared their findings through class discussions and presentations, developing research skills, scientific literacy, collaboration, and confidence in presenting complex biological information.

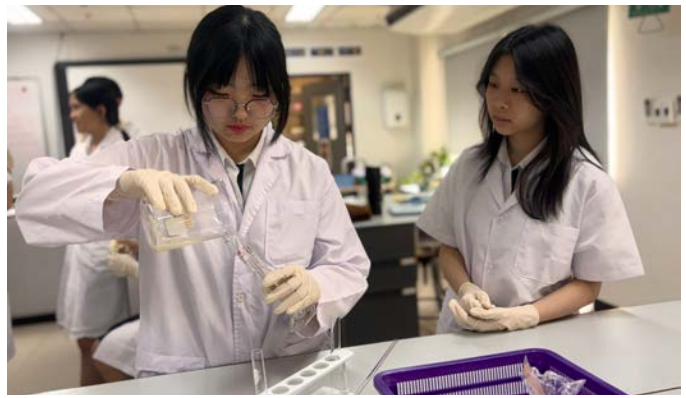
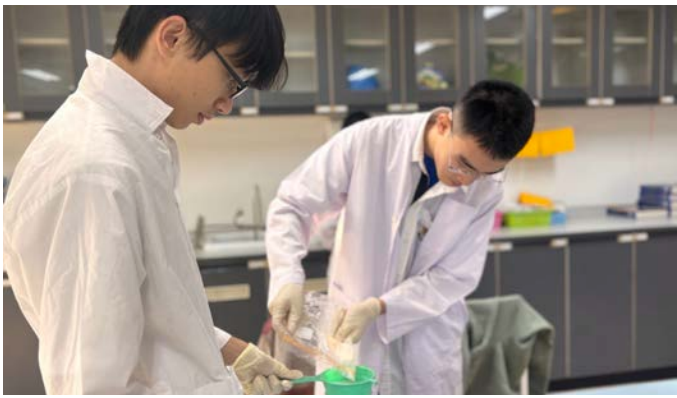
**AP Biology** students are delving into *Genetics*, building on their understanding of *cell division*. They are fascinated by how traits can be expressed, masked, or even skip generations. Through hands-on practice with *Punnett squares*, students are learning to predict genetic outcomes and probabilities, sharpening their analytical thinking, problem-solving, and application of mathematical reasoning in biology.

In **Environmental Science**, students are exploring *energy resources*, both renewable and non-renewable, with a strong focus on sustainability. They researched various renewable energy sources and created informative presentations, which they confidently shared with their peers. This unit enhanced their research, presentation, collaboration, and awareness of global environmental challenges.

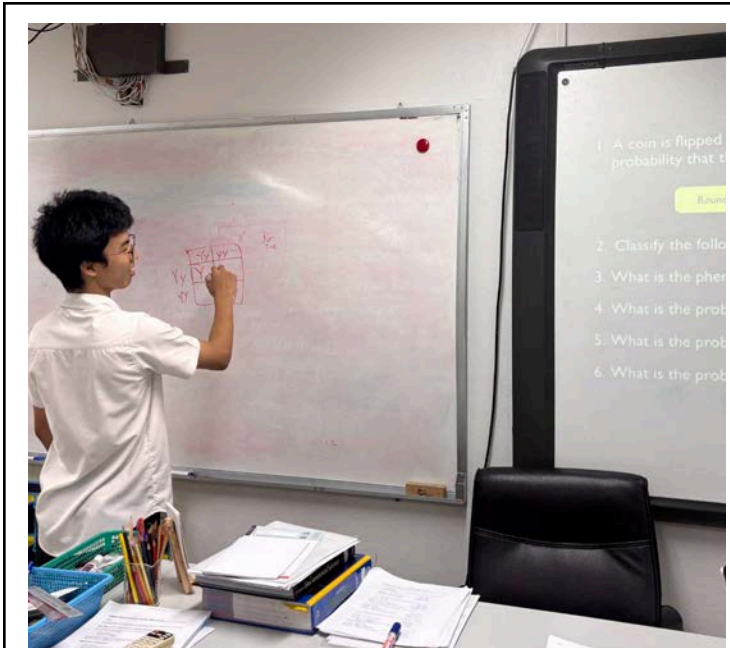
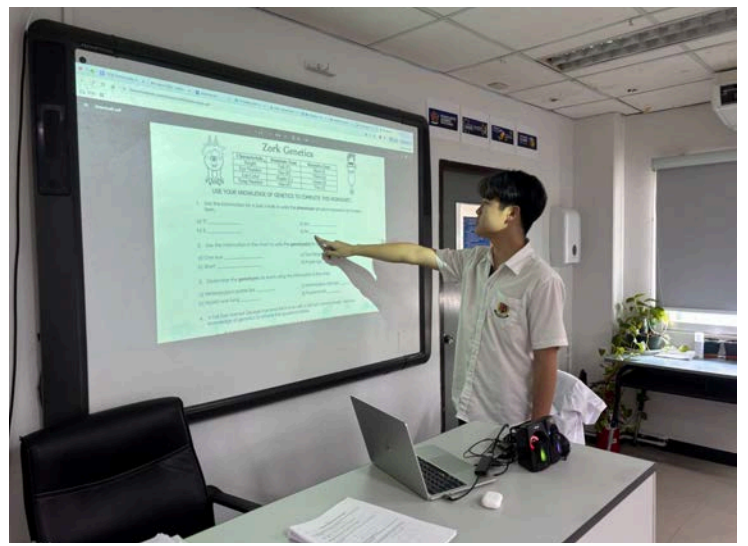
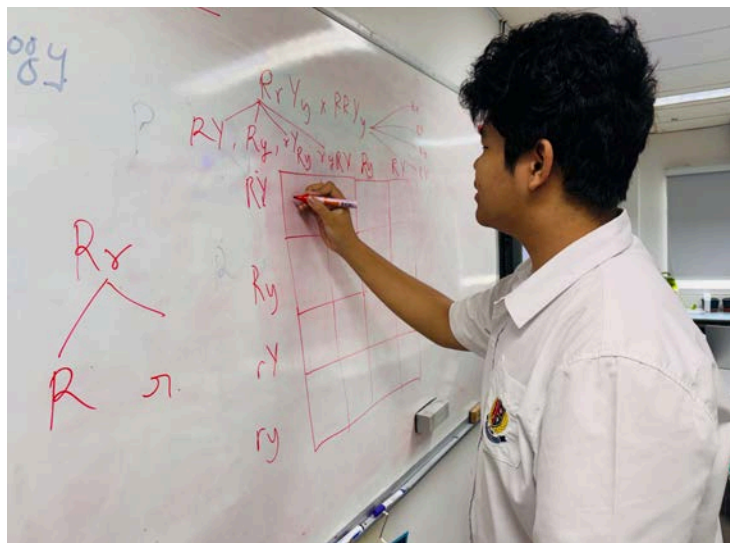
Overall, these learning experiences reflect an active, inquiry-driven approach to science, where students are learning not just *about* biology or environmental science but *how to think like scientists*.















Dear Parents,

As Lunar New Year approaches, students in the Chinese language program have been learning about this important festival through fun and meaningful activities.

In class, students explored the traditions and symbols of Lunar New Year while creating traditional artworks. They painted fans, lanterns, and scrolls, and wrote simple Chinese poems or phrases. Through these activities, students practiced their language skills and expressed their creativity.

These hands-on lessons helped students experience Chinese culture beyond the textbook. Each artwork showed their creativity and growing understanding of Chinese traditions. For many students, this was a memorable cultural experience as well as a language lesson.

Through combining language, art, and culture, the Chinese program encourages students to appreciate cultural diversity and connect more deeply with the traditions behind the language they are learning.

We wish our school community a happy and prosperous Lunar New Year, filled with joy, good health, and success.

Warm regards,  
Ms. Jane











Dear Parents,

We would like to share some highlights from our Chinese classes and the learning focus across different levels during this period.

### **Lunar New Year Activities**

All students participated in hands-on activities related to the Lunar New Year. Through creating traditional handicrafts, students not only practiced language skills but also gained a deeper understanding of cultural traditions and festive meanings.

### **Traveling Chinese**

Students practiced practical language skills such as bargaining, reading timetables, and learning about religious beliefs, dietary rules, and religious buildings.

### **Modern Literature 1**

Students learned polite expressions and appropriate language used when visiting others.

### **Modern Literature 2**

Students discussed marriage relationships and generation gaps to express opinions and understand different perspectives.

### **AP Chinese**

Students developed literary appreciation skills by analyzing and introducing works such as Romance of the Three Kingdoms.













Students were engaging in role-play activities, practicing how to bargain with a fan shop owner by using polite and practical Chinese in real-life market scenarios.





Dear Parents and Guardians,

We are pleased to share some highlights from our recent Chinese Foreign Tongue classes, where students have been actively engaging in meaningful, real-world learning experiences that connect language, culture, and essential skills.

**Grade 10 Chinese Foreign Tongue**

Grade 10 students completed a **virtual travel project** using **Google Earth**. In this project, students planned an online journey and used Chinese to introduce local tourist attractions and regional cuisine, while also designing transportation and accommodation plans.

Throughout the project, students applied the vocabulary and grammar learned in Lesson 7 and connected classroom learning with **authentic real-life contexts**. Through **research, collaboration, presentation, and organization** of information, students strengthened not only their Chinese language skills but also important competencies such as research, teamwork, communication, and planning.

**Grade 9 Chinese Foreign Tongue**

Grade 9 students have begun their Lunar New Year cultural experience. Building on and **reviewing the Sky Lantern unit** learned previously, students designed Year of the Horse lanterns and learned a variety of **Lunar New Year greetings and blessings**. We believe that when it comes time to receive red envelopes this year, students will be ready to confidently share their festive wishes aloud!

Thank you, as always, for your continued support. We look forward to guiding our students as they grow in both language proficiency and cultural understanding.

Sincerely,  
Ms. Vicky



Lin. Lilly, Ching Ching, Neuamek's New York Trip



Rinbelle, Sierra, Wan, En En's Tokyo Trip





Dear Parents,

January is a month of vibrant preparation as our Chinese Department gears up for the upcoming **Year of the Horse Lunar New Year** celebrations. Students across all grade levels are hard at work creating cultural displays to welcome the New Year.

Besides, this month, our modern Chinese Literature transformed the classroom into a hub of cultural analysis and creative event planning. Students embarked on a multi-disciplinary project titled "**The Anatomy of a Century Wedding**," bridging the gap between traditional language learning and modern media literacy.

In addition, we are proud to present the **Chinese Excellence Awards** and **Most Improved Awards** for the first semester. Congratulations to all the recipients for your dedication and remarkable progress in Chinese language learning!







## 全球婚俗大觀與華人傳統對照



## 華人的婚禮跟外國的婚禮。

By: 張宸瑋



## 泰國與華人婚禮的文化對話



VS  
Eric



課堂報告企劃

千里姻緣一線牽：  
全球婚俗大觀與華人  
傳統對照



Page 01



Dear Parents,

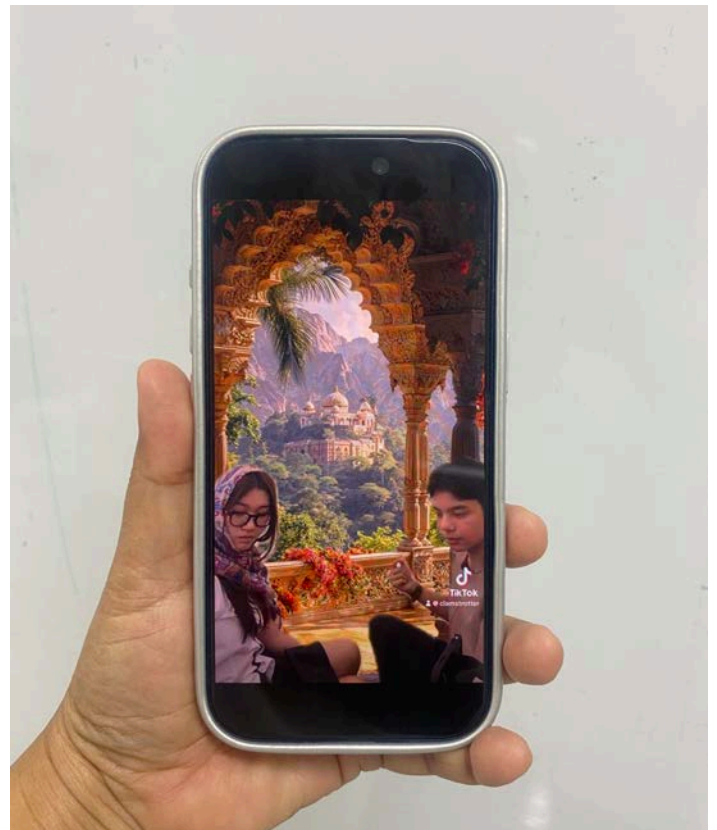
Our students began the new year by spreading kindness beyond the classroom. They organized a Children's Day activity for children in the Bang Phli Niwet community, a neighboring community of TCIS. Students from various clubs, including the HER Club, joined together to create a joyful and meaningful day for the children. Through this experience, students developed teamwork skills, a sense of social responsibility, and lasting memories of learning through service.

In the classroom, students are deeply engaged with Thailand's literary heritage. Grade 10 students are studying *Mattanaphatha* and creatively bringing the text to life through expressive recitation videos, complete with thoughtful editing, scenes, and costumes inspired by the cultural setting of the story. Grade 11 students, while studying *Inao*, compose poetic descriptions of beauty following traditional Thai literary conventions, using people from their own lives as inspiration. Meanwhile, Grade 12 students are entering the world of philosophical documentary, exchanging ideas through films and discussions before moving on to create their own thought-provoking documentaries.

Sincerely,  
Kru Buab









เห็นด้วยหรือไม่  
กับความคิดที่ว่า  
“ความจริงมีเพียง  
หนึ่งเดียว”

พวกเราไม่เห็นด้วยเพราะว่าต่างคนก็อยากทำอะไรของตัวเอง  
ต้องการที่จะจำ แทนความทรงจำของคนเราก็สามารถบิดเบือนได้  
ตามกาลเวลา จะให้เชื่อแค่อย่างเดียวก็น่าสงสัย จากเรื่อง อุโมงค์ผาเมือง  
เราเห็นได้ว่าแต่ละคนมีการเล่าเรื่องที่ต่างกันออกไปอย่างสิ้นเชิง  
พวกเขาล้วนแต่เล่าเรื่องในแบบที่พวกเขาอยากจำหรืออยากให้เป็น



I am delighted to share some highlights from our students from Kru Ben's classes recently. Students from the Red Cross Club joined the Children's Day booth in the neighborhood, building warm connections with the local community. Grade 9 T MT students are studying the classic Thai literature *Khun Chang Khun Phaen* and planning a short drama to be shared online, while students in Thai I are learning about time and daily life. Thai II are exploring the Royal Ploughing Ceremony through engaging presentations.





thaimyth\_studio

0 posts

3 followers

6 following

เรื่องราวรักสามเส้า ชีวิต และชะตากรรม  
จากวรรณคดีไทย "ขุนช้างขุนแผน"  
ติดตามชมได้ทุกวันเสาร์-อาทิตย์ เวลา 19:00-21:00 ทาง Thai  
Myth TV

See Translation









Dear Parents and Community,

I am so happy to share all the wonderful things art students are achieving in the HS program. I hope you enjoy this months updates.

### Upcoming Events and Current Exhibitions

Advanced Art: Figure Drawing Still Life Exhibition: 3rd Fl. Building 3

Art 1 Printmaking: 3rd Fl. Building 3

Intro Painting Reflective Surfaces: 3rd Fl. Building 3

## NAHS

January was a busy month for NAHS members. Students showed remarkable resilience when our initial plans to raise money for cancer research with the Terry Fox Run fell through twice. In the end, NAHS decided to sell chocolate-covered bananas and offer face painting in exchange for set donations. On January 16th, NAHS members spent the day selling their treats and encouraging our community during their laps. Their hard work paid off. NAHS successfully raised 12,000 baht in just one day. We are deeply grateful to our community for their generosity and spirit.



On January 17th, NAHS members who were not away for university interviews joined other school organizations to host a Children's Day Carnival for local kids in our neighborhood. The children were delighted by the free candy bags and the face painting we offered. Several even requested multiple designs and we were more than happy to oblige!

## ADVANCED ART

Advanced Art students have been exploring the art of printmaking. They began with a refresher on safety procedures and practiced how to use lino carving tools effectively. By student vote, the class agreed to base their compositions on personal images that demonstrated depth and simplified details. Using their own previously taken photos allowed students to revisit meaningful moments in their lives and reinterpret them through a new medium while using their own signature style.

Students learned how to correctly transfer their drawings onto lino blocks, carefully carved out details, and revisited areas that needed refinement or modification. Now that the carving process is complete, students have moved into the printmaking studio to begin creating their final prints. We look forward to showcasing these deeply personal works of art in the next newsletter.



## DIGITAL ART

Digital Art students have completed their designs for the PAWS Bangkok charity boxes and accessories. Students are now constructing their prototypes and will photograph their finished pieces before offering them for use on our campus. Overall, they have done an excellent job representing and promoting this worthy charity through their creative and thoughtful designs. We look forward to distributing the boxes and launching our fundraising campaign soon! Here is Nat's box design.





## INTRO PAINTING

Intro to Painting students have just completed their reflective surface paintings. This year, students voted to use Christmas bows as their subject matter. To begin the unit, they explored the geometric structure of the bows and observed how light and surface qualities shifted across their forms. Once confident in their studies, students transferred their drawings onto canvas and began applying base colors to establish structure and composition.

As the paintings developed, students refined their color schemes and used their own brushstroke techniques to render the reflective qualities of the bows. They did an excellent job capturing the depth, shadow, and shine needed to bring these simple yet dynamic pieces to life.

During the unit, students also studied the work of American artist Jeff Koons, who is renowned for his metallic sculptures inspired by playful and everyday objects.

These whimsical paintings will be on brief display on the 6th floor of the MS Building before moving to their new location on the 3rd floor of the HS Building. Here are examples (clockwise) by Veronica, Jenny, Siha and Rita.





# ART 1

Art 1 students have just completed their Light Effects and Shadow mini-unit. Students refreshed their skills in rendering geometric forms while carefully considering highlights, core shadows, cast shadows, and penumbras. For an additional challenge, once practice was complete, they learned how to use the reverse grisaille technique and were asked to render their forms using only white and complementary colors.

Students rose to the challenge and successfully created a wide range of values within their limited color schemes. This mini-unit serves as important scaffolding for our next project, which will be inspired by the stunning glass artworks of Dale Chihuly. To start our unit, students have done their own research and created sketchbook essays that include written work, art analysis and each students rendition of Chihuly's style.

Below: Complementary Color Light Effects work by Bella, Gene and Im-Aim

Bottom: Dale Chihuly Sketchbook Essay research by Candy



**Years: 1996 - 1998 - Medium - blown glass installation**

**1. Chihuly Over Venice (Fire-like Chandelier)**  
This artwork looks like burning fire. The orange and yellow glass pieces spread outward. It feels full of light and energy. The work shows the strong connection between glass and fire. It is one of Chihuly's most famous installations.

**2. Blue Ocean-style Installation**  
This blue artwork looks like sea creatures or moving water. Many long glass forms stretch outward. It gives a feeling of movement and flow. It reminds people of the ocean and deep sea life. This shows how Chihuly gets inspiration from nature.

**Year: 1995**  
**Medium: glass installation**

**Chihuly Over Venice**

**Years: 2022 - Medium: blown glass sculpture**  
The artwork shows unity due to similar flower-like shapes. The bright colors of glass contrast the green plant, and creating balance and harmony with nature.

**Chihuly Over Venice**

**Years: 2022 - Medium: blown glass sculpture**  
The artwork shows unity due to similar flower-like shapes. The bright colors of glass contrast the green plant, and creating balance and harmony with nature.

**Chihuly Over Venice**

**Pale Chihuly**

Before we begin, let's think—what is glass?

You might think of cups, windows, or glasses. In our daily lives, glass is ordinary—transparent, hard, fragile, and seemingly unremarkable. But to the American artist Dale Chihuly, glass is not a daily object. It is a material that can "grow." He makes glass bloom like a flower, surge like an ocean wave, and explode with color and life like fire.

When we look at art, we often see only the final result, deciding if it is "beautiful" or not. But to truly understand art, we must start with the process of making it. Chihuly's works are not created in a quiet studio but next to a hot furnace. The glass is heated to an extremely high temperature until it becomes soft like honey. The artist and his assistants use long pipes to gather the molten glass. They must blow, turn, pull, press, twist, and cut it quickly—all before the glass hardens. This is a race against time and an art of collaborating with fire. Sweat, danger, and physical effort are all part of the finished piece.

Many people think an artist is a lone genius who completes work alone. However, Chihuly's art shows us another possibility. In 1976, he lost an eye in a car accident. Later, a shoulder injury meant he could no longer blow glass himself. So, he changed his method and became an "art director." He is responsible for the concept, design, and direction, while a whole team handles the physical creation. Someone heats, someone turns, someone shapes, and others cool and install. A large glass installation is not the work of one person in one day, but the result of a team working together in intense heat. Wearing protective gear, they work near the furnace. This hard work shows their love and respect for the art.

Chihuly's main inspiration comes from nature. He loves the sea, gardens, and all kinds of organic shapes. His glass looks like coral, flowers, shells, and waves—but not exactly. He does not simply copy nature; he expresses its energy and vitality. Walking into his exhibition is like entering a glowing underwater world or an alien garden, where you feel surrounded by color and form.

In my opinion, what is most moving about Chihuly's work is not just its size and bright colors. It is that behind the beauty, we can imagine the "process in the fire" and the "human effort." Light shines on the glass, and everyone sees the same colors, but we understand the art differently. This is because not everyone is willing to learn about the hard work behind it. Just as the Mona Lisa is not just a smile but contains Da Vinci's thoughts on humanity, Chihuly's work is not just pretty. It represents the relationship between people and material, people and nature, and within a team.

Chihuly uses glass to tell us: fragile material can become spectacular; an injured person can continue to create; one person's idea can make many people shine together. His art expresses not only color but also the resilience of life, the power of collaboration, and respect for nature. This is perhaps the true meaning of art—it lets us see not only the object itself but also the process, perseverance, and burning passion behind it.





Dear Parents,

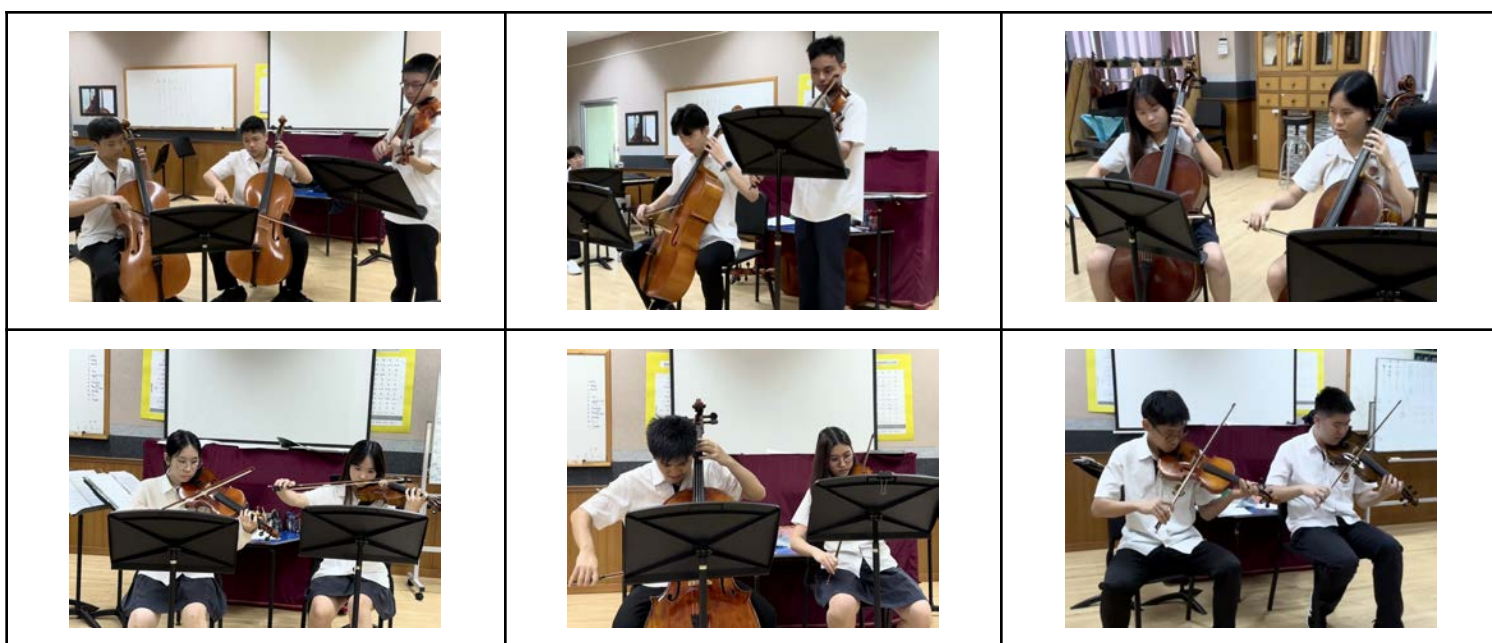
For the first semester exam, our Choir and Orchestra students performed a free-choice duet with a classmate. Every student did an excellent job, and their performances were truly enjoyable to watch. I am happy to share these videos with you. Please click on the photos to view the video links.

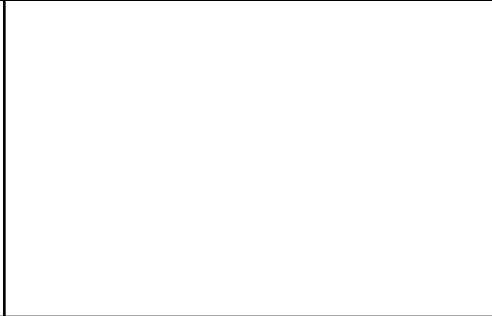
We are currently preparing for our upcoming concert on March 13. The Choir students will perform highlights from the musical *Mamma Mia*, while the Orchestra students will present *Castle in the Sky* from the Japanese animated film, as well as J.S. Bach's *Violin Concerto in D minor*. We are working hard to bring you an unforgettable performance.

### HS Choir



### HS Strings









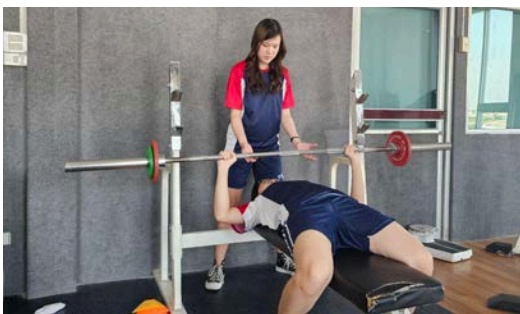
Dear Parents

In PE, we recently wrapped up our American football unit, and it was awesome to see how much the students grew throughout the unit. They learned key skills, rules, and tactics of the game, and many students made big improvements in a sport that can be challenging at first. It's been great watching their confidence build as they became more comfortable playing and understanding the game.

We've also mixed in Capture the Flag, which has been a huge hit. It's amazing to watch students give full effort, compete hard, and stay active at the same time.

Seeing them sprint, strategize, and work as a team while genuinely enjoying physical activity is exactly what PE is all about.

In Personal Fitness, we are now in our nutrition unit. Students are learning how food choices impact both physical and mental health, and how nutrition can support better focus in the classroom and stronger performance in sports. We are also helping students understand how to use nutrition in a healthy and sustainable way to support their fitness goals and overall well-being.





# Pre K / Grade 2 Menu B



Week Day Date	Monday	Tuesday	Wednesday	Thursday	Friday (Chinese New Year)
Morning Snack	Egg Sandwich	Butter Cake	Waffle	Pineapple Puff	Cereals
Salad	Salad	Salad	Salad	Salad	Salad
Main Western	Chicken Parmesan	Fried Pork	Chicken Cottage Pie	Bake Chicken with Onion Cream Sauce	Fish Finger
Main Western	Grilled Fish with Butter and Herb	Roasted Fish with Creamy Spinach	Grilled Fish with Lemon Butter	Pork Stew	Grilled Chicken
Main Thai	Pork Bulgogi	Stir-Fried Chicken with Onion	Fried Tofu with Gravy Sauce	Fried Egg	Braised Pork Hock
Main Thai	Miso Soup	Khai Phalo	Pork Garlic	Fried Fish	Steamed Fish with Soy Sauce
Vegetables	Carrot	Broccoli	Baby Corn, Carrot	Carrot, French Bean	Carrot
Potatoes	Roasted Potatoes with Rosemary	Natural Potatoes	Mashed Potatoes	Boiled Potatoes	Natural Potatoes
Noodles	Minced Chicken Noodles	Minced Pork Silver Needle Noodles	Stewed Pork Noodles Soup	Maccaroni Chicken Soup	Pork Noodles
Fruits	Seasonal Fresh Fruits	Seasonal Fresh Fruits	Seasonal Fresh Fruits	Seasonal Fresh Fruits	Seasonal Fresh Fruits
Dessert					Ice Cream
Afternoon Snack	Blueberry Danish	Minced Pork Bun	Gyoza	Oatmeal Cookies	Danish Custard





# Pre K / Grade 2 Menu B



Week Day Date	Monday	Tuesday	Wednesday	Thursday	Friday (Chinese New Year)
Morning Snack	แซนวิชไข่	เค้กเนยสด	วาฟเฟิล	พัฟส์ปเปอร์ด	ชีเรียล
Salad	สลัด	สลัด	สลัด	สลัด	สลัด
Main Western	ไก่พามาซาน	หมูทอด	คอตเทจพายไก่	ไก่อบซอสครีมหัวหอม	พิซซิงเกอร์
Main Western	ปลาย่างเนยและเสิร์ฟ	ปลาอบซอสครีมผักโขม	ปลาย่างเลมอนเนย	สเตวี่หมู	ไก่ย่าง
Main Thai	หมูปูโลก	ไก่ผัดหอมใหญ่	เต้าหู้ทรงเครื่อง	ไข่ดาว	ขาหมู
Main Thai	ซูบมีโซะ	ไข่พะโล้	หมูกระเทียม	ปลาทอด	ปลานึ่งซีอิ๊ว
Vegetables	แครอท	บร็อคโคลี่	ข้าวโพดอ่อน, แครอท	แครอท, ถั่วแขก	แครอท
Potatoes	มันอบโรสแมรี่	มันธรรมชาติ	มันบด	มันต้ม	มันธรรมชาติ
Noodles	ก๋วยเตี๋ยวไก่บด	เกี๊ยวซ่าหมูสับ	ก๋วยเตี๋ยวหมูตุ๋น	ซูบมิกกะโรนีไก่	เส้นหมี่หมูน้ำใส
Fruits	ผลไม้ตามฤดูกาล	ผลไม้ตามฤดูกาล	ผลไม้ตามฤดูกาล	ผลไม้ตามฤดูกาล	ผลไม้ตามฤดูกาล
Dessert					ไอศกรีม
Afternoon Snack	เดนนิชลูเบอร์รี่	ซาลาเปาหมูสับ	เกี๊ยวซ่าไก่	คุกกี้ข้าวโอ๊ต	เดนนิชคัสตาร์ด

## Personal Data Protection Act (PDPA)

### The Thailand Personal Data Protection Act (PDPA)

- The **Personal Data Protection Act B.E. 2562 (2019) (PDPA)** was published on 27 May 2019 in Thailand's Government Gazette.  
([English](#), [Thai](#))
- The PDPA is under the supervision of the Ministry of Digital Economy and Society and the main supervising authority of the PDPA is the Office of Data Protection Committee (Office).
- School is the "Data Controller" means a person or juristic person having decision-making on the collection, use, or disclosure of personal information (PDPA Section 6).

Personal Data	Sensitive Data
Any information relating to a natural person, which enables the identification of such person, whether directly or indirectly, but not including information of deceased persons.	Any personal data pertaining to: <ul style="list-style-type: none"><li>• racial or ethnic origin</li><li>• political opinions</li><li>• religious or philosophical beliefs</li><li>• sexual behavior</li><li>• criminal records</li><li>• health data, disability</li><li>• trade union information</li><li>• genetic data, biometric data, or any data which may affect the data subject in the same manner as to be prescribed by the PDPC.</li></ul>

In essence, the PDPA is designed to protect a data owner from the unauthorized or unlawful collection, use, or disclosure and processing of their personal data. As with Europe's GDPR, for example, websites will have to include simple and straightforward language, and receive clear consent from each user, before (or at the time of) collecting such data, using it in any way, or passing it along to third parties.

Another key aspect under the PDPA is the requirement to inform the data subject of (i) how their personal data will be used by the data controller, (ii) whether personal data will be disclosed to a third party, and (iii) of the data subject's rights to their personal data. This must be done at the time the personal data is being collected from the data subject.

The rights of data owners under the PDPA include the following:

- Right to be informed
- Right to access
- Right to data portability
- Right to object
- Right to erasure/ right to be forgotten
- Right to restrict of processing
- Right to rectify

Even foreign entities will need to follow the rules spelled out in the PDPA, as long as they deal with any activities that are related to the processing of personal data such as offering of goods and services or monitoring of users' online behavior, from users who are based in Thailand.

There are both criminal and civil liabilities for breaches of personal data privacy. For instance, the collection, use or disclosure of sensitive personal data illegally is liable to a fine of five million baht on conviction. Collection, use or



disclosure of general personal data without a legal basis is liable to a three million baht fine on conviction, and failing to get consent from data's owner or refusing the data's owner access to their personal data is liable to a one million baht fine on conviction.

If the unauthorized use or disclosure of personal data causes damage to other people or subjects other people to hate, shame or contempt, violators may face six months in prison and/or a fine of 500,000 baht on conviction.

Please see the school website for current [PDPA](#) information.

<https://www.tcis.ac.th/pdpa>

## Important Links for Parents

[Student-Parent Handbook 2025-2026](#)

[TCIS Yearbook 2024-25](#)

## Nurse: School Health Services

The Nurse Clinic is a spacious and well staffed facility at TCIS that can accommodate several students at any given time of the day. The Nurse Clinic is open daily from 7:00 a.m. to 4:00 p.m. The clinic is located on the ground floor next to the storeroom and staffed by a registered nurse and one nurse's aid. The clinic treats all minor injuries occurring at school. The athletics program has a school nurse who works until the sports games finish.

The clinic stays in touch with the Ministry of Public Health to keep abreast of health notifications. Current vaccination information is sent out to parents for their information and written consent. Students in grade 1 thru grade 6 may get some vaccinations from our nurse according to the Thai Ministry of Public Health. Records of previous vaccinations are kept on file with the school nurse.

A worldwide, comprehensive (24-hour) accident insurance coverage is provided for all students up to 60,000 baht yearly.

**Nurse Arisara Suktrakool (Yok)**

**Email: [nurse@tcis.ac.th](mailto:nurse@tcis.ac.th)**

**Phone 02-751-1201 ext. 220**

## Final 2025-2026 Calendar

Created 5 Nov, 2024									
Month	M	T	W	T	F	Date	Details		
July '25		1	2	3	4	10-11	Asarnha Bucha Day 10, Buddhist Lent Day 11		
	7	8	9	10	11	21	New Teacher Orientation		
	14	15	16	17	18	28	King's Birthday		
	21	22	23	24	25				
	28	29	30	31		29	All Staff Orientation		
Aug '25					1				
	4	5	6	7	8	4	First Day of School		
	11	12	13	14	15	12	Mother's Day		
	18	19	20	21	22				
	25	26	27	28	29	30	TCIS 30th Anniversary Party		
Sep '25	1	2	3	4	5	1	TCIS 30th Anniversary School Celebration		
	8	9	10	11	12				
	15	16	17	18	19	19	PD (No students)		
	22	23	24	25	26				
	29	30				30	End of Quarter 1		
Oct '25			1	2	3	1	Begin Quarter 2		
	6	7	8	9	10	9	Double 10 Day Ceremony		
	13	14	15	16	17	10	Student Dismissal at 11:30 am / PD Day for Teachers afternoon		
	20	21	22	23	24	14-17	13 King Rama 9 Memorial Day - 14-17 October Break		
	27	28	29	30	31	23	Chulalongkorn Day		
Nov '25						24	Parent Teacher Conferences (No students)		
	3	4	5	6	7				
	10	11	12	13	14	10-14	Week without Walls		
	17	18	19	20	21				
	24	25	26	27	28				
Dec '25	1	2	3	4	5	5	Father's Day		
	8	9	10	11	12				
	15	16	17	18	19	19	End of Quarter 2 and Semester 1 (94 days) Student Dismissal at 11:30 am		
	22	23	24	25	26		/ PD Day for Teachers afternoon		
	29	30	31						
Jan '26				1	2				
	5	6	7	8	9	5	Begin Quarter 3		
	12	13	14	15	16				
	19	20	21	22	23				
	26	27	28	29	30	30	Parent Teacher Conferences (No students)		
Feb '26	2	3	4	5	6				
	9	10	11	12	13	13	Chinese New Year celebration (Full Day)		
	16	17	18	19	20	16-20	Chinese New Year break		
	23	24	25	26	27				
March '26	2	3	4	5	6	3	Makha Bucha Day		
	9	10	11	12	13	13	End of Quarter 3		
	16	17	18	19	20	16	Begin Quarter 4		
	23	24	25	26	27	18-20	PD Days (No students)		
	30	31							
April '26			1	2	3				
	6	7	8	9	10	6	Chakri Day		
	13	14	15	16	17	10	Songkran Celebration (Full Day)		
	20	21	22	23	24	13-17	Songkran Holiday		
	27	28	29	30					
May '26					1				
	4	5	6	7	8	4	Coronation Day		
	11	12	13	14	15				
	18	19	20	21	22	29			
	25	26	27	28	29				
July '26	1	2	3	4	5	3	Queen's Birthday		
	8	9	10	11	12	4	End of Q4 and S2 (86 days)/End of Year-Student Dismissal at 11:30 am		
	15	16	17	18	19		/ PD Day for Teachers afternoon		
	22	23	24	25	26	8	Summer School Begins		
	29	30							
Jul '26			1	2	3				
	6	7	8	9	10				
	13	14	15	16	17				
	20	21	22	23	24				
	27	28	29	30	31	28-30	King's Birthday 28, Asanha Bucha Day 29, Buddhist Lent Day 30		



## Thai-Chinese International School

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Prasertsin Road Bangplee Yai, Bangplee  
Samutprakarn 10540, Thailand

(662) 751-1201 telephone  
(662) 751-1210 fax

<https://www.tcis.ac.th/>

\* subject to Thai Govt

Holiday School/Office Closure

Work Day/PD Day (Teachers but no students)

Half Days for Students

Conference Day (no students)

Summer School

Total Student Instruction Days 180



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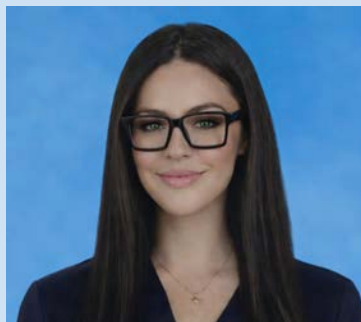
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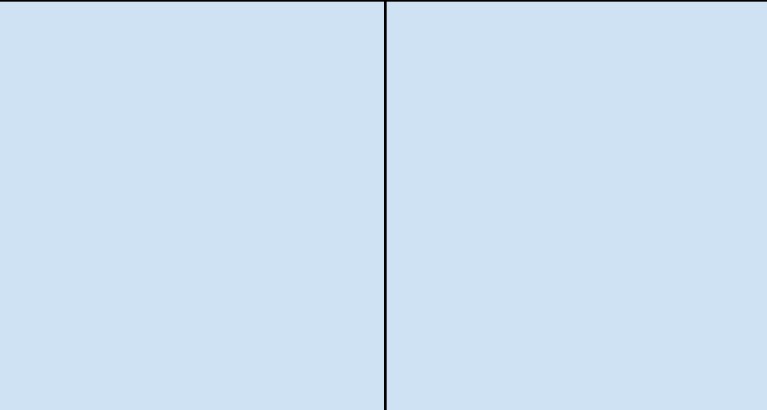
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## Counselors

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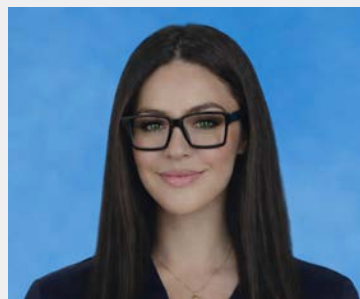
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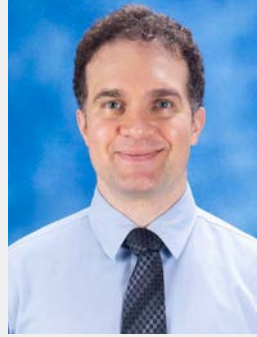
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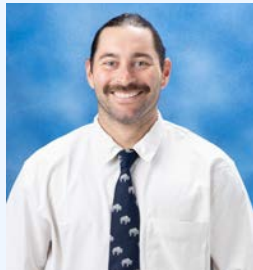


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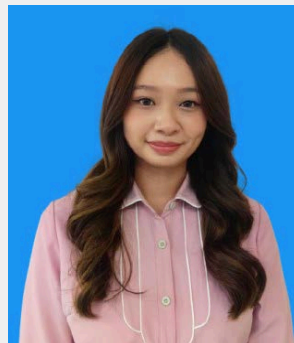
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