



TCIS WEEKLY NEWS

November 1, 2026

HS Newsletter Week #13



Congratulations to the Boys Varsity Volleyball Team for winning their end of season Volleyball Tournament and are now AISAA Champs. Well Done!



Important Dates and Upcoming Events

- Nov 3: Japanese Culture Activity Day
- Nov 6: High School [Winter Concert](#)
- Nov. 10: NEHS, NJHS, NHS Induction Ceremonies
- Nov. 12: NAHS Induction Ceremony (Advisory 2:35-3:10)
- Nov. 15/16 to 20: Week Without Walls Trips
- Nov. 24: Loy Krathong
- Nov. 26: Thanksgiving Turkey Bowl

Admin Team Section

Dr. Michael	School Director: Kru Rung	High School: Mr. Kevin
Middle School: Dr. Richard	ECE & Elementary: Dr. James	Business Manager: Ms. Apple
Curriculum Coordinator: Ms. Jasmine		

High School

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

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

Directory and Important Links

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

[Nurse Information](#)
[2026/2027 Calendar](#)
[Staff Contact List](#)

August 2026/2027 Calendar

Nov '26	2	3	4	5	6		
	9	10	11	12	13		
	16	17	18	19	20	16-20	Week Without Walls
	23	24	25	26	27	24	Loy Krathong
	30						
Dec '26		1	2	3	4	7	Father's Day Compensation (5th Father's Day)
	7	8	9	10	11		
	14	15	16	17	18	18	End of Q2 and S1 (90 days) : 18 Dec 2026 / Student Dismissal @ 11:30am
	21	22	23	24	25		/ PD Day for Teachers afternoon
	28	29	30	31			



Dear TCIS Family,

This is a very special week for TCIS as we celebrate Dr. Apple on successfully earning her PhD in Education! This achievement is especially meaningful for our school community, as Dr. Apple becomes the first Thai member of our current faculty and staff to hold a doctoral degree. Her hard work, determination, and commitment to education have led to this incredible milestone, and we could not be more proud.

What a fantastic Halloween celebration we had on Friday! Our students and staff had so much fun, and the campus was filled with costumes, games, laughter, and plenty of excitement.

A huge thank you to our parent groups for generously sponsoring games, ice cream, and bouncy castles. We are also very grateful to our Board for sponsoring the bull riding attraction, cotton candy, and the photo booth. These wonderful additions helped make the day extra special for our students.

A special shout-out goes to our Grade Level Parent Group for all of their help and support over the past month in organizing and coordinating the celebration. Their partnership and enthusiasm continue to make a tremendous difference in our school community.

TCIS Athletics continues to have an outstanding year, with our teams competing strongly and bringing home more victories. Be sure to check Mr. Sean's Athletics section of the newsletter for updates on our teams, current seasons, results, and upcoming competitions.

November is also an exciting month as we prepare for Week Without Walls. This week, we will host a Parent Coffee focused on WWW so families can learn more about the experiences, expectations, and ways to help students prepare for their upcoming trips and activities.

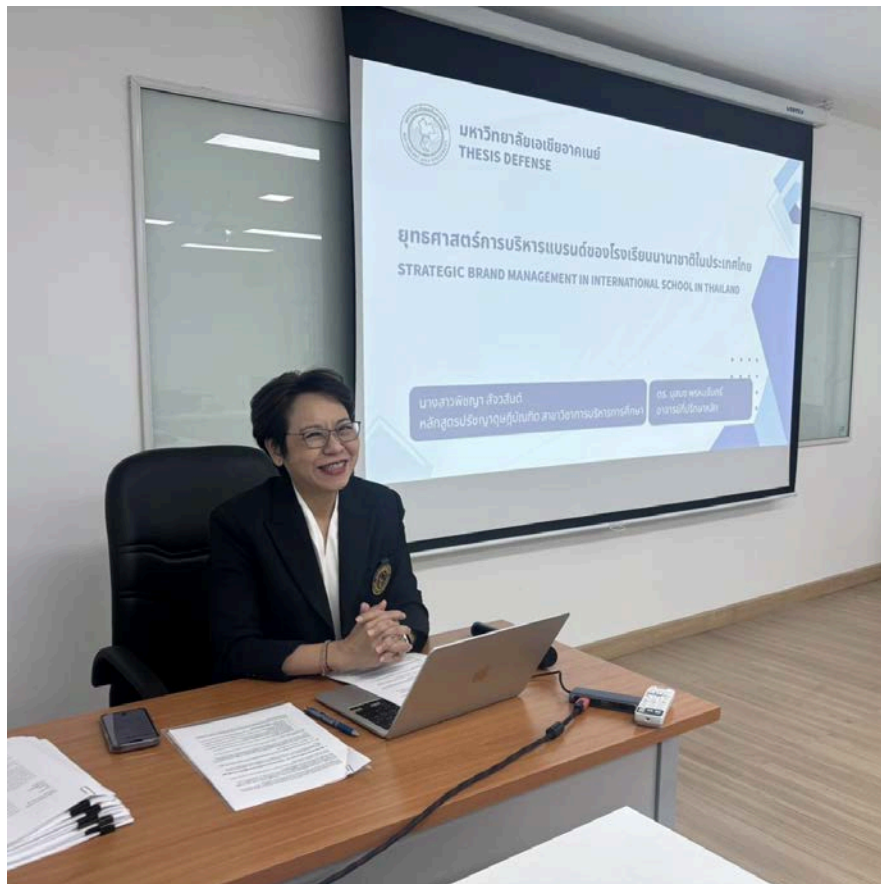
Finally, construction on our new buildings continues to progress very well. Work across the campus remains strong, and it is exciting to see the new facilities taking shape week by week. These projects will provide even more opportunities and learning spaces for our students in the future.

Thank you, as always, for your continued support of TCIS. We have another exciting month ahead!

Regards,

Dr. Michael







Dear High School Parents
October has been another busy month with Sporting Events, Parent Teacher Conferences, College Fairs and of course our amazing Halloween Festival. November will also be exciting as we have a number of incredible activities including the Week Without Walls Trips.

Halloween

We hope you all had a happy Halloween. Here at TCIS, we had our annual Halloween Festival with a costume parade, food and game booths, music performances, bouncy castles, a mechanical bull and even a haunted house. Thank you to all the parents who contributed.

Week Without Walls Coffee Morning

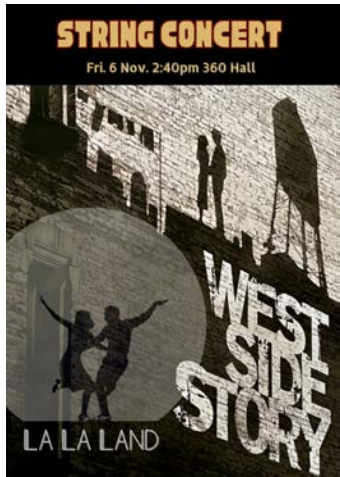
We are inviting parents for a Week Without Walls Coffee Morning on Thursday, November 5th in the 360 auditorium on the 6th floor of the High School. Doors open at 7:30 am and the presentation will begin at 7:45 am. The meeting will provide some updates on trips and go over some details for final preparations. We look forward to seeing you there. **For students who are not going on the trip** please see [Ms. Jasmine's section below](#). She provides a description of the in-school WWW activity.

Japanese Culture Day

The Japanese department is sponsoring a Japanese Culture Day on November 3. They will be running activities during breaks and providing a Japanese performance during Advisory. **Students are encouraged to dress in Japanese themed clothes for that day**, otherwise they should be in their regular uniform.

Strings Concert

Dr. Li-Chou and her classes will be performing in a High School Concert on Friday, November 6th, during Advisory in the 360 auditorium. We look forward to seeing our amazing musicians display their talents on stage.



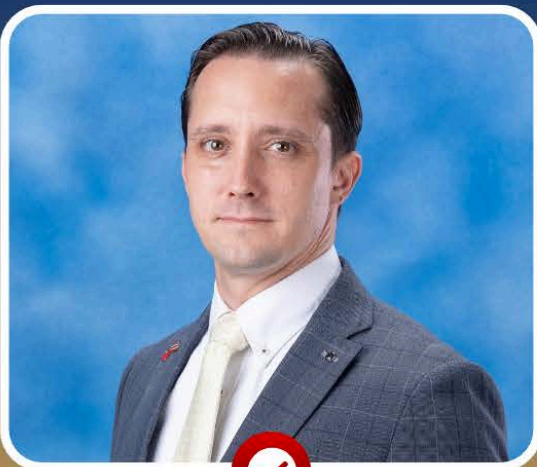
Have a great week,
Kevin Curran
Head of High School



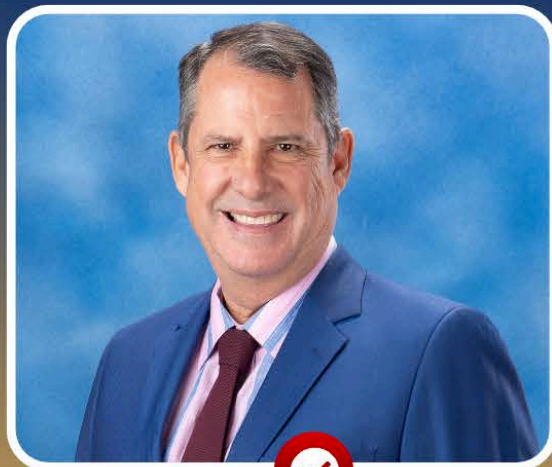


WEEK WITHOUT WALLS PARENT COFFEE MORNING

Join on NOV 05, 2026 (7:45– 9:00 am) at the 360
Let's get ready for departure! Reminders and a pre-travel checklist to help your child be prepared for this year's Week Without Walls.



**MIDDLE SCHOOL
GRADES 5-8**



**HIGH SCHOOL
GRADES 9-12**

TCIS Japanese class & JLCC
Present



文化の日2026 Japanese Culture Day 2026

TUESDAY, NOVEMBER 3, 2026

Come experience Japanese culture with us!

EVENT ACTIVITIES

MORNING BREAK & LUNCH

@ HS Building Hallway

 **Yukata-wearing experience**

 **Japanese sweets&drinks**

 **Cultural Activities**

 **Japanese-Themed
Stands**



HS ADVISORY (14:35-15:10)

@ HS 360

PERFORMANCE SHOW

For HS Students & Teachers
Come enjoy exciting
Japanese-themed
performances!



*Profits from the event will
help provide school supplies
for a local school.



Halloween Festival on October 30, 2026





MUN Conference at Concordian

TCIS students performed extremely well at the Model United Nations Conference
Jasmine (Grade 10) was awarded Best Delegate,
while Jayson (Grade 10) and Kingston (Grade 9) received Honorable Mention .
Congratulations!



Girls Varsity Volleyball

TCIS Wolves defeat the ASB Bobcats



PTC on October 22, 2026
Thank you to all of you who attended.



PTC on October 22, 2026



PTC on October 22, 2026



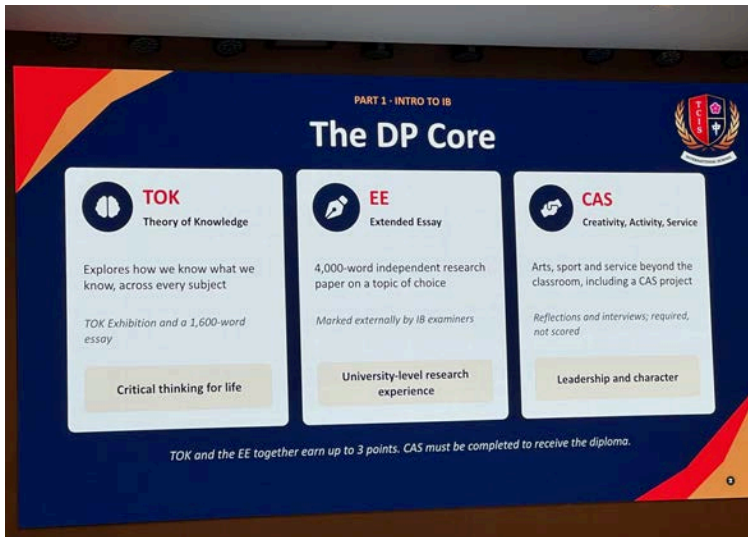
Boys Volleyball Game vs Berkeley

We are very proud of our Boys Varsity Volleyball Team as they have been strong competitors throughout the season and have represented TCIS well.

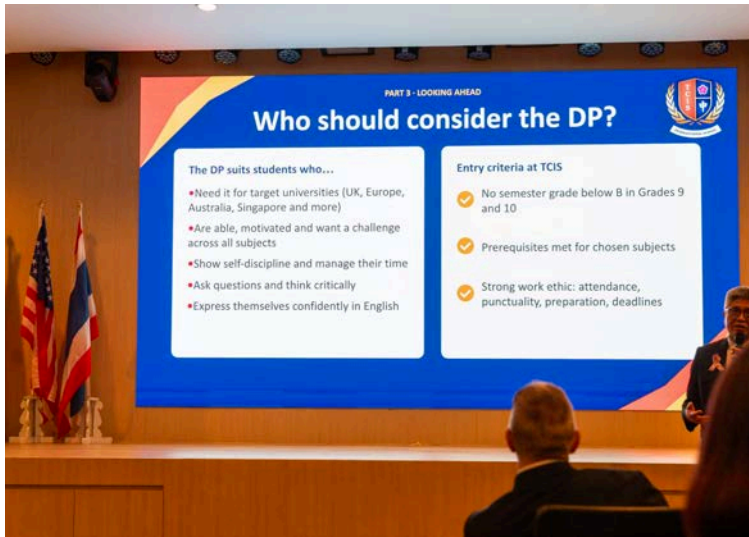


IBDP Parents Coffee Morning on October 20, 2026

We welcomed parents to learn more about the IB Program and the many opportunities it provides our students.



IBDP Parents Coffee Morning on October 20, 2026



Thai University Fair on October 20, 2026

We had over 30 universities attend the TCIS Thai University Fair. It allows our students to gain information on admissions and scholarships but also lets them make connections with the university recruiting teams.



Thai University Fair on October 20, 2026



Thai University Fair on October 20, 2026







Dear Middle School Parents,

Halloween was an exciting day and it was wonderful to see all the students dressed up. I am so proud of our Middle School Student Council, led by Mr. Thomas and Ms. Shanesz. They worked tirelessly to make the best Halloween yet which included Trick-or-Treat games around middle school, a scavenger hunt that required students to solve riddles, and a movie together at the 560 to end the day.

During the day, middle school students worked at booths raising money. The Middle School Student Council and our Drama students earned money for their causes by careful preparation and team work!

Parent Coffee Morning - Week Without Walls

On November 05, middle school and high school will review the itinerary and packing list for our trip. The slides will be shared with parents. Below is a copy of the student presentation which was shared this week to help students independently organize their trip.

- [G5/6 WWW Packing Guide](#)
- [G7/8 WWW Packing Guide](#)

Honor Society Induction Ceremonies

On November 10, 2026, we will celebrate the acceptance of several new members across each of our honor societies. The selection process is extremely competitive, and this event is a showcase our top students across all pillars of education excellence

Yale University

Grade 6 Alan will be joining our now Grade 9 students to compete at Yale University for the World Scholars Cup Tournament of Champions! Their hard work is a culmination of a year's long journey. We are extremely proud of all of them and we are confident they will come home with several medals. Go Wolves!

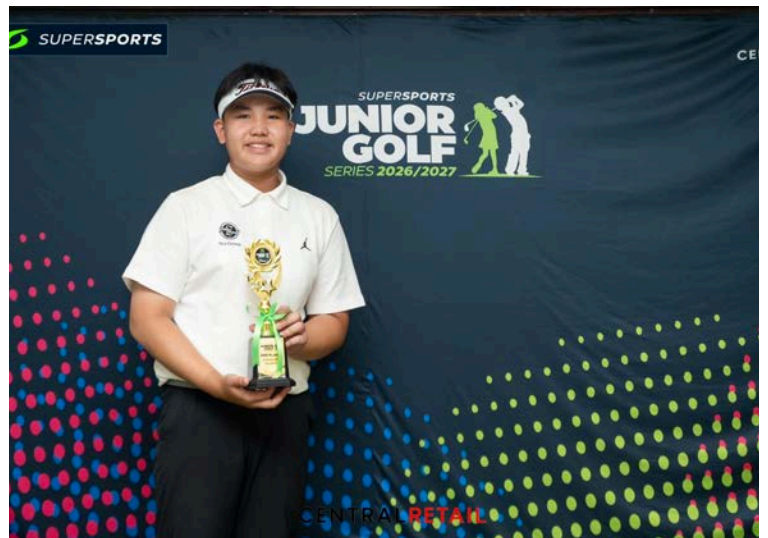
Dr. Richard E. Poulin III
Head of Middle School
richard.poulin@tcis.ac.th



Congratulations to Jason from Grade 7A! 🏆 🚩

Huge shoutout to Jason for an incredible performance at The Supersports Junior Golf Series No. 3, held at The Vintage Club on Sunday, October 25, 2026!

Competing in the Class B Boy (Ages 13-14) division, Jason brought his A-game to the course and proudly took home First Runner-Up (2nd Place)! 🏆 ✨



Middle School Halloween







Dear TCIS Family,

🎃 **TCIS Halloween 2026 – Memories Made Together!** 🧛

What a fantastic Halloween celebration at TCIS! Seeing our campus come alive with creative costumes, excited faces, laughter, and so much Halloween spirit made the day truly special. Our students brought so much personality and imagination to the parade and activities. These are the moments that make school life so memorable!

An event like this doesn't come together on its own. A huge thank you to our Grade-Level Parents and all our TCIS families for being so involved, contributing generously, and always showing up to support our school. Your participation makes such a difference, and it is wonderful to see our community working together.

I also want to recognize the amazing efforts of **Kru Koong, Ms. Kristen, and Mr. Emily** for bringing the ECE and elementary Halloween celebrations to life. The thought, creativity, and care they put into making these experiences special for our younger students are truly appreciated.

To all our teachers and teacher assistants, thank you for joining in the fun, encouraging the children, and making the celebration even more enjoyable. Special thanks as well to **Ms. Da, Ms. Sorn,** and our support staff for everything you did to help make the day a success. It's days like these that remind us that TCIS is more than just a school – it's a community built on teamwork, generosity, and shared experiences.

Thank you, everyone, for making Halloween 2026 such a fun celebration. 🧡🎃 [Halloween Photos](#)

Upcoming Events

- **November 5th:** Roar and Soar KG Parent Event 7:45am in the ECE Playground [Roar & Soar Poster](#)
- **November 10th:** NEHS Induction Ceremony 7:45am in the 360
- **November 16th - 20th:** Week Without Walls (including Sports Day on Friday, November 20th)
- **December 4th:** Father's Day Ceremony
- **December 7th:** Father's Day Holiday - **School Closed**
- **December 21st - January 15th, 2027:** Winter Holiday - **School Closed**
- **January 18th, 2027:** Return to School

Kind regards,

Dr. James

james.cooke@tcis.ac.th



ECE/Elementary Secretary: Ms. Da

Email: da@tcis.ac.th

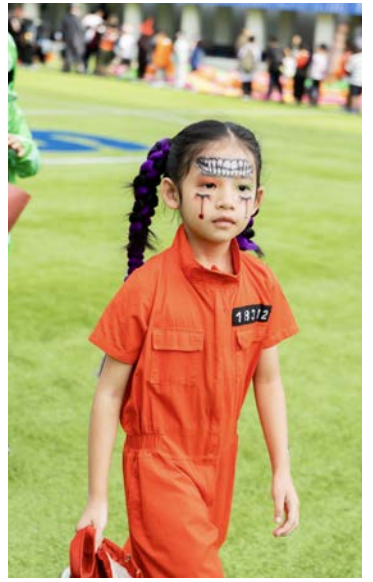
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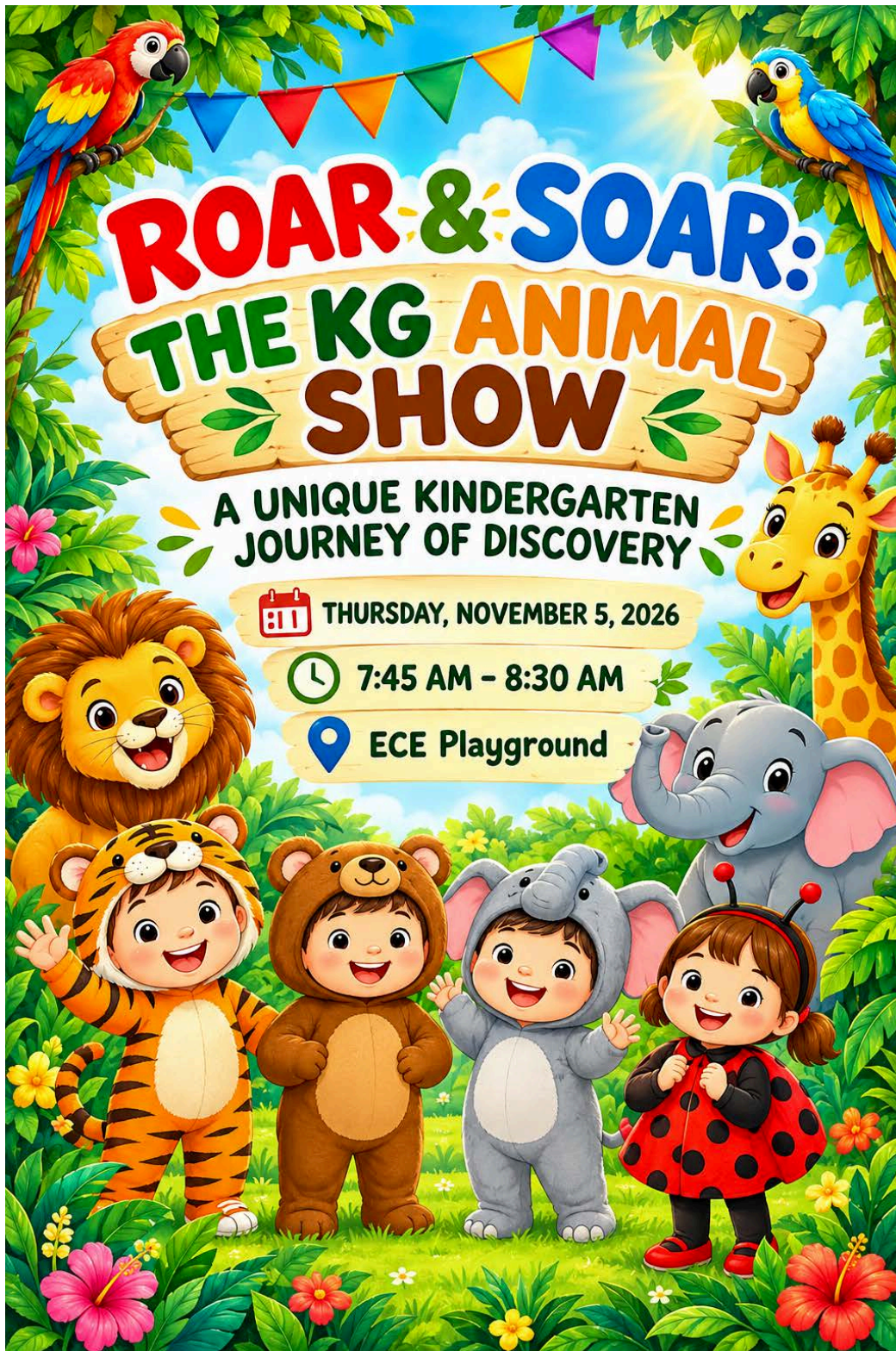
Dr. James Photos: Halloween



Dr. James Photos, Posters, or Additional Section









Dear TCIS Family,

Introducing Our New LED Information Display!

Thai-Chinese International School (TCIS) is pleased to introduce our new LED display, installed at the front entrance of the school.

This new digital display will serve as an additional communication channel to keep our school community informed and connected. It will feature important school announcements, upcoming events, student achievements, school activities, and other updates.

Through this new platform, we aim to share school news in a more accessible, timely, and engaging way, keeping parents, students, staff, and visitors up to date with the latest happenings at TCIS.

We look forward to making this new communication platform a valuable part of our school community!

Stay Connected. Stay Informed. Stay TCIS!

Regards,

Ms. Apple
Business Manager





Dear TCIS Family,

As we enter November, we are approaching the final seven weeks of our first semester! Our high school students have a particularly busy schedule ahead, with school events, activities, projects, and assessments taking place before the semester ends. With so much happening, it is especially important for students to stay focused, manage their time carefully, and keep up with their academic responsibilities.

Week Without Walls: Interdisciplinary Project

During Week Without Walls (WWW), students who are not traveling with the school are expected to report to campus and complete the WWW Interdisciplinary Project. Each grade level has been assigned a different country based on the destination their classmates will be visiting.

The project provides students with an opportunity to explore their assigned country's culture, history, and real-world challenges while developing research, critical thinking, creativity, and global awareness. Students will connect their learning to the United Nations Sustainable Development Goals (SDGs) through three main tasks:

Research Essay: Investigate an important issue related to their assigned country.

STEM Design Challenge: Develop a creative solution to a sustainability problem.

Video Presentation: Explain their research, proposed solution, and learning.

Students are expected to complete their work independently, follow academic integrity requirements, and submit all components through Google Classroom. More details will be provided this week through Parent Coffee Meetings and Student Information Sessions. Families should review the project guide carefully for detailed instructions, assessment criteria, and submission deadlines.

Finishing the Semester Strong

As the semester continues, we encourage families to help students maintain healthy routines, including regular study time, sufficient sleep, and a balance between schoolwork and other activities. Please continue checking Google Classroom, PowerSchool, and ClassDojo as appropriate for your child's grade level.

Thank you for your continued support and partnership. With consistent effort and good study habits, we can help every student finish the semester feeling confident, prepared, and proud of their progress.

Regards,

Mrs. Jasmine
Curriculum Coordinator

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



MR. ZEN

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.

TCIS School-Wide Learner Outcomes: Part of Everything We Do

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.



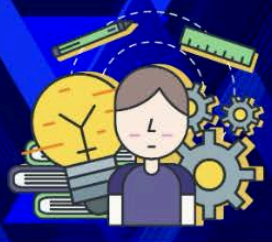
Optimistic Risk-Takers

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



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



Greetings TCIS Parents,

Quarter one has flown by with many of our seniors already receiving targeted offers from outstanding universities, as well as two rounds of scholarship offers through the reverse admissions platform, Match. As a reminder, the counseling team strongly encourages students to apply to early and first rounds to increase the likelihood of earning a scholarship and acceptance to their preferred program.

University Fairs and Visits

TCIS recently held a successful Thai university fair on October 20. Our seniors were able to meet with representatives to learn more about the application process and program requirements before students in grades 8-11 had a chance to learn about the programs various Thai universities offer. On October 28, the University of Miskolc visited our school to share program opportunities in Hungary to students. Looking ahead, the University of British Columbia (UBC) will present on November 11.

Match by Concourse

The second round of reverse admission scholarship offers occurred this month through **Match** with some outstanding opportunities. A few key reminders for students and families:

1. These are direct offers from universities and worth considering!
2. Deadlines are firm — if students do not respond, offers expire.
3. We recommend students always select "Interested" (this is not a commitment) to continue to receive next steps.
4. Students can chat directly with admissions representatives to ask questions and learn more.

The second Junior Seminar meeting also took place this month with a portfolio assignment. Grade 11 students should choose one of the following types of portfolios to create: Thai, Taiwan, or Design. Many universities will require a portfolio as part of their application process. By being prepared, students can easily adjust their portfolio to fit the needs of specific schools and programs. Due November 15.

I recently (re)launched **Unifrog**, our college and career readiness platform, with grades 6-8. Unifrog allows students to take psychometric quizzes, explore career pathways, and research and compare universities. Students in grade 6, as well as new students in grades 7-8, were assigned a 101 course to complete. Students who completed it last year will update their quiz profiles. Due November 8. For students in grades 9-12, Unifrog serves as a valuable tool to continue exploring interests, various career paths and longevity, and to learn more about university destinations.

PSAT and SAT

PSAT exams have concluded for all G8-10 students. Score reports should have been received with report cards. If a student or parent has any questions or would like to request a new report for this year, please let me know.

SAT - November 7 (registration closed)

SAT - March 6 (deadline - Feb 19)

Lastly, please remember that TCIS requires students to earn 60 community service hours for graduation. This should not be put off. Our recommendation is to earn 15-20 hours each year in Grades 9-11, so students are not struggling to make up missing hours their senior year.





WOLVES!

The Varsity Girls Volleyball team took down ASB Sukhumvit last week in a thriller, beating the Bobcats in three sets! This big win moves the Wolves into 2nd place in the AISAA League. The senior girls will look to carry this momentum into the end-of-season tournament on October 30–31. Good luck to the girls as they look to finish the season strong!

The Varsity Boys Volleyball team is also near the top of the AISAA League standings and is ready for some tough competition in the upcoming tournament. The boys are looking to finish the season on a high note and represent TCIS well!

Our G3U Soccer team finished the season in 3rd place at the AISAA Tournament! Congratulations to our little Wolves on an amazing season. After finishing 7th last year, the team showed fantastic improvement this season. It has been wonderful to see their progress, teamwork, and hard work throughout the year. Congratulations to Coach Emily and all the players on a great season!

We are continuing to grow TCIS Athletics and create more opportunities for students to participate, build teamwork and confidence, and take pride in representing TCIS. Thank you for your continued support of our program!

GO WOLVES!

Mr. Sean Allen
Athletic Director





Dear Parents,

October has been another busy month in Senior Seminar as students continue preparing their university applications. With many important deadlines approaching in November and December, we are encouraging students to stay organized, manage their time carefully, and make steady progress on their application materials.

Upcoming Application Deadlines

Students will complete their **third submission check next week**, giving us another opportunity to review their progress and ensure required documents are being prepared. Many universities have application deadlines in November and December, so students should now be finalizing essays, resumes, portfolios, recommendation requests, and other required materials.

Students who have not yet completed their **SAT or IELTS exams**, or who need to improve their scores, should register for and complete these assessments as soon as possible. Please remember that test scores may take time to become available, and students should check the specific requirements and deadlines for each university.

Mock University Interviews

This week, students received sign-up information for our upcoming **mock university interviews**, which will take place after Week Without Walls. Students will have the opportunity to practice responding to common interview questions, explaining their academic interests and future goals, and presenting themselves confidently. We encourage students to take this opportunity seriously and prepare as they would for a real university interview.

How Parents Can Help

As application deadlines approach, family support becomes especially important. Please take time to review your senior's application tracker together and discuss upcoming deadlines, outstanding documents, and testing requirements. Students should also be checking their email and university application portals regularly to avoid missing important updates.

The next several weeks will be an important period for our seniors. With good planning, consistent effort, and support from home and school, we hope to see students completing their applications with confidence and taking exciting steps toward their future.

Best regards,

Mrs. Jasmine



Dear Parents,

AP Research students are finishing up their surveys and preparing to begin their studies! Students have been working hard to develop their research questions, design their surveys or experiments, and prepare the materials needed to collect data.

Before starting their studies, students need to make sure their methods are ready, participants understand what they are being asked to do, and any required consent forms and school approvals are in place. Once everything is ready, students will begin recruiting participants and collecting data through surveys, experiments, interviews, or other research methods.

Over the next few weeks, students will focus on gathering data, organizing their results, and looking for patterns that help answer their research questions. They will also begin thinking about how their findings connect to previous research and whether their results support their original expectations. This information will eventually help them write their findings, analysis, and conclusion sections of the AP Research paper.

It is an exciting stage of the course as students move from planning their studies to conducting their own research. We look forward to seeing their progress as they continue developing their projects!



Dear Parents,

Happy November! I hope that you all had a fantastic month of October and a wonderful October Break. With the start of a new quarter and Week Without Walls, this is always an exciting time of the year with so much going on. While the first quarter has a lot of introductory activities and takes a bit of time to get into the routines of school once again, the second and third quarters are really where the bulk of the work gets done. Because of this, please make sure that the students are coming to class every day well-rested and ready to work hard and learn. I am excited to see all of the learning inside (and outside) of the classroom this month.

In **World Geography and Culture**, we are beginning our new unit on the continent of Africa. The students are hard at work reviewing all of the countries of Africa in preparation for the test at the end of the quarter. Some of the areas of focus during this unit will be imperialism and the Scramble for Africa, Apartheid in South Africa, ethnic conflict in Rwanda, and African Tribal nations. I know that the students are excited to learn about an area of the world they are not very familiar with.

In **Modern World History**, we are shifting our focus to the time period of 1450-1750. This time period sees an age of expanding empires. Some of these empires are land-based, like the Mughal Empire and the Ottoman Empire while others are maritime empires, like the British, Spanish, and Portuguese Empires. This is a time period of great discovery and cultural change. We began with a focus on the Medieval Europe and the Middle Ages and will then shift our focus to the Renaissance. I am really excited to see the students broaden their understanding of the world we live in through the study of history.

In **AP Human Geography**, we are into our third unit, which is all about culture. During this unit, the students are learning about diffusion, which is the process by which culture spreads. This is a very broad unit that focuses on a lot of complex topics like language, religion, race, and ethnicity. Over the next few weeks, the pace and rigor of the class will increase as we introduce new concepts. As long as the students are working hard, I know they will do a great job!

In **Foundations of Social Studies**, we are into our third unit, which is all about culture and identity. The students are exploring all of the components that make up culture and building their English vocabulary related to social studies. Our next unit is "people and places", where we will learn about population, migration, and how people in different places live.

In **AP Psychology**, we have finished up with part one of our second unit, which was all about the biological concepts related to psychology. We are now getting started with the second part of this unit and learning about sleep and sensation. Our next unit is about cognition and will cover concepts like perception, thinking, problem-solving, and memory. All of the information from this unit will be extremely valuable for the students when they take the AP Exam in May.

As always, if you have any questions please do not hesitate to contact me via email (andrew.brenzel@tcis.ac.th) at any time and I will do my best to respond as soon as possible. I am here to help and I am dedicated to ensuring that all students are deepening their understanding of social studies concepts during their time in my class. I hope you all have a nice November!

Sincerely,
Mr. Andrew Brenzel





Dear Parents,

The second marking period is upon us! The new quarter means new opportunities to get better as students and as people.

IB Economics: This is a challenging course by any standard. Students have learned about supply, demand and equilibrium in microeconomics so far, and now we are learning about the Price Elasticities of Demand. Intricate and subtle theories require extra work and attention, but that effort is surely worth it.

AP Economics: We are now covering GDP, unemployment and inflation in Unit 2. It is critical that all students master these particular concepts now, as we will build on all three concepts with increasingly difficult material as the year progresses.

Business Economics: We are now studying the impact of globalization on businesses and the global economy, with a particular emphasis on China, the United States, and how those countries interact now and may in the future. At the moment, we are studying the “big picture”, so students can begin a business career with a cursory understanding of the forces that are currently influencing the world. As the year progresses, students will focus more on how to achieve one’s personal goals in order to achieve optimal career outcomes.

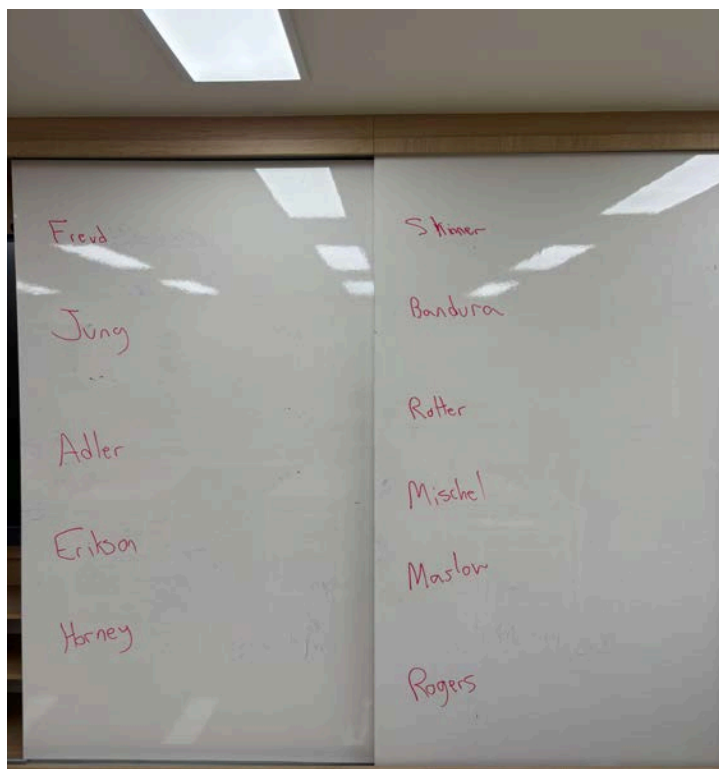
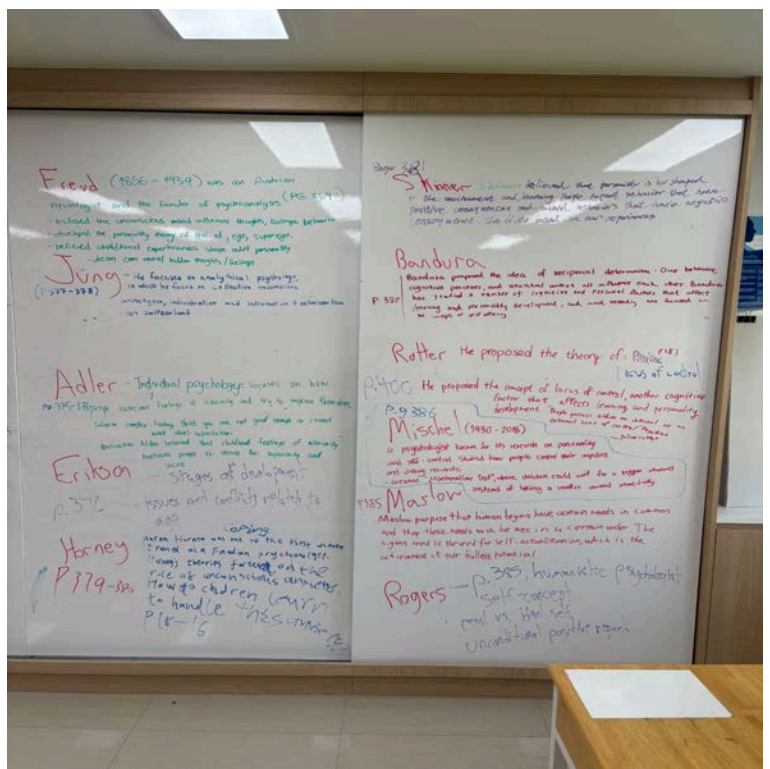
Psychology: Our Psychology class is now learning different theories about personality. Many of the theories come from eleven different giants of the Psychology field: Freud, Jung, Adler, Erikson, Horney, Skinner, Bandura, Rotter, Mischel, Maslow and Rogers. In the pictures below, the students were given these names and to answer this question: What did each psychologist do? Each student was assigned a psychologist with a partner, and then they figured out how each psychologist contributed to our understanding of human behavior. The students filled in the empty space on the board with knowledge, just as psychology allows us to understand ourselves and others with tested ideas.

Improving as a student requires both humility and a belief in one’s self, so I encourage all parents to both demand and encourage their children to strive to be their very best.

Questions or comments? Please reach out to me anytime by sending me an email at scott.gillette@tcis.ac.th

Sincerely,

Scott Gillette





Dear Parents,

AP Seminar students have officially begun their first AP Performance Task 1! Returning from break, students shared posters highlighting their personal research interests before forming teams based on shared topics. Since then, teams have established group norms, conducted preliminary research to develop strong research questions, and begun mapping out individual areas of investigation. This collaborative process challenges students to approach complex issues through multiple perspectives while developing their independent research skills.

In **College Prep**, students wrapped up their Quarter 1 Independent Reading Projects and shared their insights through book talks and writing reviews for a real audience on Goodreads. They have also selected their novels for Quarter 2 and are preparing for another round of independent literary exploration. Meanwhile, they've also begun exploring professional communication and résumé writing, using personality assessments and self-reflection to identify their strengths and consider how to communicate their skills and experiences effectively. Just yesterday, small groups of students analyzed the real résumés of myself plus other professionals and students.

IB English A students are diving into Arthur Miller's *The Crucible*, exploring how fear, reputation, authority, and social pressure influence the construction of truth in a new text type: a play! Students are also examining companion texts, including Sarah Burns's nonfiction book *The Central Park Five* and Ava DuVernay's television miniseries *When They See Us*, through our overarching inquiry question: Who has the power to construct truth? By analyzing texts across different media, students are learning how writers, playwrights, and filmmakers use medium-specific authorial choices and techniques to shape perspectives, communicate meaning, and influence audiences.

Senior Seminar students continue to make progress on their university applications, using personalized trackers to manage deadlines, testing requirements, and individual priorities. Alongside their application work, students have been reflecting on their growth and achievements through our schoolwide learner outcomes, identifying evidence of the skills and qualities they have developed throughout high school.

Warm regards,
Ms. Kelsey









Dear Families,

Welcome to Quarter 2!

We had a busy end to Quarter 1, ending with a reading comprehension assessment. I want to say how proud I am of everyone's work while we were online- it isn't always easy, but your students came prepared and worked hard!

As we move into the new quarter, I want to review some key information about how to help your students succeed. Our first quarter focused on a lot of grammar and vocabulary practice, helping us to build and review foundational English skills. In Quarter 2, we will be applying these skills for more academic tasks, including basic research and essay writing.

As most homework assignments are completed in class, I do expect students to be practicing English in a meaningful way for a minimum of 10-15 minutes per day. Students can choose to review class content from our Gateway textbook, or practice using other resources. Some options include:

- Making flashcards or using learning apps.
- Watching English videos or movies.
- Reading books from our class library or articles on [Newsela](#) (students have an account).
- Use review websites like [LearnEnglish Teens](#) (free to use online, A2-B1 level).
- Speak in English with friends.

As always, thank you for your support!

Best,
Ms. Kelly





Dear Parents,

October has been a busy and exciting month in Japanese I classes! Students completed Unit 2: Shopping with our Open Market Project, where they worked in groups to develop ideas for items they could sell at the upcoming Japanese Cultural Day. During the activity, students took turns acting as sellers and customers, practicing Japanese expressions and grammar learned in class, including demonstratives これ・それ・あれ・どれ (this, that, that over there, which one) and この・その・あの・どの (this, that, that over there, which + noun), vocabulary for everyday objects, and asking about prices using いくら (how much). This interactive project gave students an opportunity to apply their

Japanese communication skills in a real-life shopping situation.

We also began Unit 3, learning about days of the week, adverbs of frequency, and verb conjugations while preparing for Japanese Cultural Day on November 3. As part of our cultural learning, students worked in groups to research various topics related to Japan, including Culture Day (文化の日), Japanese festivals, autumn in Japan, traditional foods and games, anime, and manga. Students have been creating cultural display posters to share their findings with the school community.

In addition to classroom learning, students have been actively involved in preparing for the Japanese Culture Day event through performance rehearsals, booth planning, and organizing cultural activities. These preparations provide opportunities for students to explore Japanese culture beyond the textbook while reviewing and applying language skills from Units 1 and 2. Through collaboration, creativity, and hands-on experiences, students are developing not only their Japanese communication skills but also their teamwork and cultural understanding. We look forward to sharing their hard work with the TCIS community on November 3!







Dear Parents,

Here we are, moving along in Quarter 2, headed towards the winter break. All of our classes have covered the basics and we have moved into the application of skills and creation stages of the year. Many of our classes still focus on storytelling in different mediums as we focus on time management, interpersonal skills, creativity, problem solving and critical thinking. One of the first lessons we learn in the media development process is that “something will always go wrong.”

Journalism: Our students have been learning all of the different elements that go into a good news segment. We are learning to tell focused stories with strong characters. We now know that an audience will remember what they FEEL longer than what they KNOW. Using this knowledge, we are currently writing news stories focused on the recent floods that ravaged parts of Bangkok. Look for episodes of our Wednesday Show on [WTV](#) coming up before the end of the semester.

Theory of Knowledge: We have officially moved onto our Knowledge and Language unit as we begin to practice our academic writing as well. Students have been having wonderful in-class discussions as well as a few presentations. We are currently working our way through the theme of Knowledge and Language and will soon be writing our second practice Exhibition essay in preparation for our end-of-year TOK assessment. Only a few weeks to go before we begin our unit on Knowledge and Technology.

Film Lab: Our groups have finished the STN Horrorfest competition and made some really great short horror films. Look for them on our [Wolf TV](#) channel on YouTube. Moving forward, the students are now using their new camera skills to show us perspective. Our current forced perspective project is always a class favorite when we watch the films in class. Each group will make a film using camera tricks to force the audience to look at things in a different way than usual. Next up will be an action film before wrapping up the semester with individual final projects.

Advanced Film: Now that we have learned to analyze film, we have begun to use that knowledge to plan and write our own scripts. We have watched a feature and are discussing the intricacies of writing an in depth screenplay complete with context, backstory and subtext. Throughout the unit students will develop complex main characters with desires and obstacles in their paths that will keep the audience on the edge of their seats. Look for one of these scripts to be developed into a short film later in the year.

Digital Media: Our Silent Short Films are complete and we are turning our focus to making new online content. Students will model their new projects on their favorite content creators as we begin planning for our Blogging, Branding & Online Presence unit. Currently the students are figuring out their niche and creating personal profiles before they begin to create their first Vlogs. The various profiles should be able to keep our interest; from fast food reviews to mall reviews to music reviews, it seems like we have a wide variety of entertainment to choose from.





Dear Parents,

We've started Quarter 2, and it's a great time to build on everything we learned last quarter. Students have a fresh chance to set new goals, stay consistent, and grow even stronger in their work. A little extra effort and a positive attitude can make a big difference this quarter. We're excited to see what everyone can accomplish together.

Speech Communications

The students are preparing for upcoming debates and building strong arguments. They are researching topics, organizing evidence, and practicing clear delivery. Class discussions have been lively as they refine their speaking skills. The students are working hard and showing real progress in their confidence and presentation abilities.

Global Literature

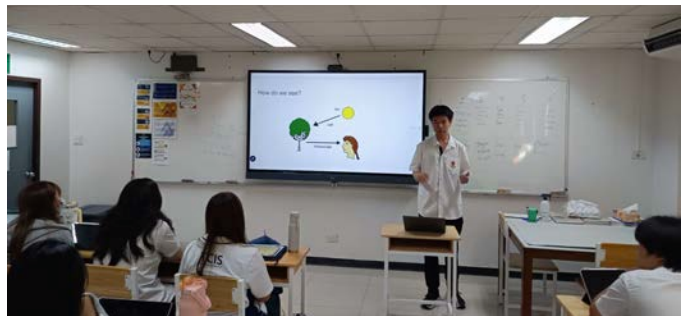
We are finishing our unit on South African authors and exploring the themes and historical context of their work. Students have been reading closely and discussing the writers' styles and messages. Soon we will begin studying Japanese authors and their contributions to world literature.

Creative Writing

The students are developing short stories and novellas, focusing on plot, character, and descriptive language. They are drafting, revising, and sharing their work with peers for feedback. The creativity and detail in their writing continue to improve. Everyone is working hard and staying focused on finishing strong pieces.

Foundations of Literature and Composition

The students are currently engaged in informational writing, developing the skills required to research topics, organize facts, and present ideas with clarity and precision. They are practicing the construction of thesis statements, the selection of supporting details, and the application of appropriate essay structure. These skills are being applied to authentic topics as students revise and refine their drafts. The class continues to demonstrate strong effort and steady progress in strengthening their academic writing.





Interactive Design & Game Development: Class Update

Our recent stretch of lessons has been a mix of physical wellness, psychology, and plenty of Rocket League. Here's a look at what students have been up to.

Stretch Before You Play: Gamer Wellness

Gamers deal with real muscle tension and soreness in the back, neck, and hands. Students learned why stretching matters, tried out a series of stretches for those areas, and then designed their own combo stretching routine based on their

personal gaming needs.

Posture and the Perfect Setup

Students explored how posture affects gaming performance and what challenges gamers commonly face in keeping good posture. They then planned their "dream" gaming setups with posture as the top priority. They have also started tracking their activity levels and gameplay performance, so we can look for patterns over time.

Rocket League: Game Plan Day

We took a breather and revisited our Rocket League development from September, continuing to develop the fundamental skills that can set you apart from the opposition.

Rocket League: Exploring Game Modes

Students experimented with new techniques in free play, set personal goals, and teamed up to try different game modes. Each mode demands a different play style, so students practiced adapting. They also reflected on how partnering up shaped their teamwork and communication.

Managing "Tilt"

Tilt is that frustrated, off-balance feeling that can take over after a bad play or a tough loss. Students learned what causes it, how to prevent it, minimize it, and recover from it, and how to reconcile with teammates afterward. They also practiced thinking through the consequences of tilt before they act on it.

Capstone: The Gamer's Guide to Psychology

To wrap up the unit, students are creating a "Gamer's Guide to Psychology" that pulls together what they've learned about the psychology of optimal gameplay. They are also reflecting on how the course has shaped their mindset and performance. **These guides will be featured at our upcoming parent-teacher conferences**, so be sure to ask your student about theirs!

Skills That Go Beyond the Game

Everything students practice in these activities is meant to travel with them. Building a stretch routine and a healthy workspace carries over to studying, working, and caring for their bodies. Spotting tilt and calming down applies to a tough test, a disagreement with a friend, or a stressful day. Setting goals, adapting to new situations, communicating with teammates, and reflecting on what worked are skills they'll use in every class, job, and relationship.

Ask your student: "What's one thing from game class you've used outside of gaming?" We'd love to hear the answers!





Dear Parents,

Geometry/Algebra II: In Geometry, students explored how lines and angles relate by studying parallel lines, transversals, and angle pairs. They used algebra to solve problems and practiced proving when lines are parallel. Recently, they reviewed slope and learned how to write equations of lines in different forms. These skills help build logical thinking and prepare students for more advanced geometric concepts.

Algebra II: In recent lessons, students explored advanced strategies for solving quadratic equations. They practiced completing the square and using the quadratic formula to find rational, irrational, and complex solutions. We also discussed how the discriminant helps predict the types of solutions a quadratic will have. These skills are key to developing flexible problem-solving approaches in algebra.

AP PreCalculus: The students explored rational functions and investigated how vertical asymptotes and holes defined their unique graphs. We practiced converting polynomial and rational expressions into equivalent forms while observing how transformations reshaped function graphs. The class collaborated to select, construct, and apply dynamic function models to real-world scenarios.

If you have any questions or concerns please email me at matthew.cannon@tcis.ac.th.





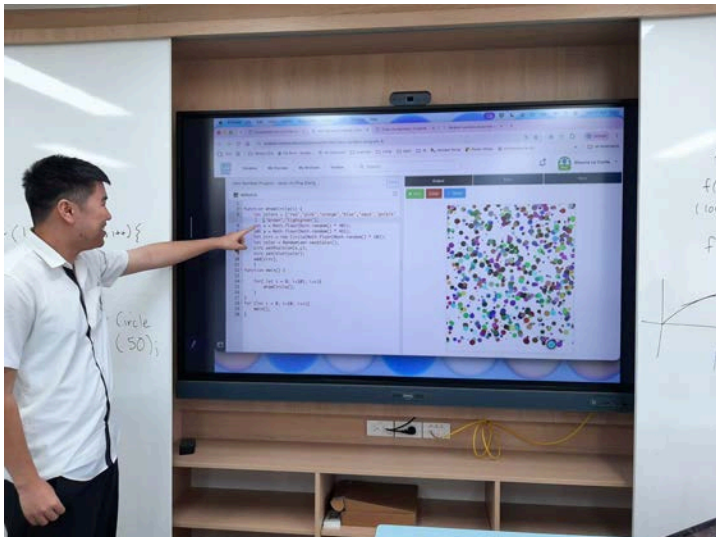
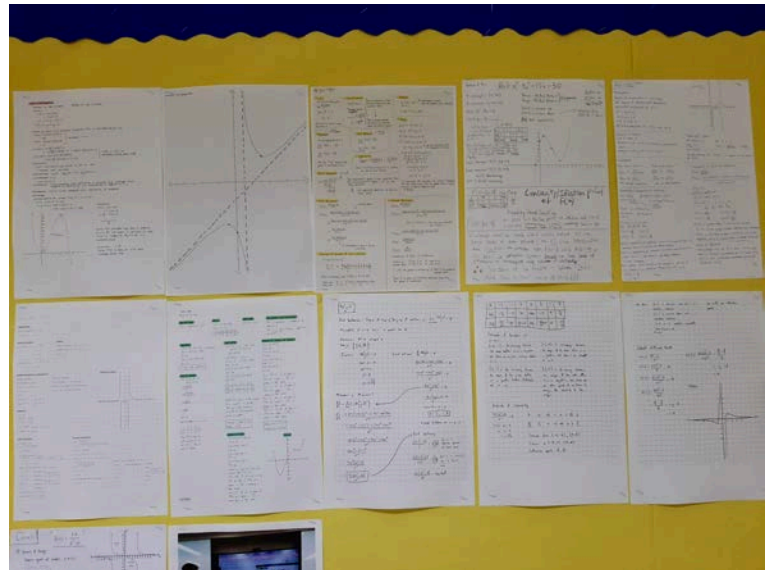
Dear Parents,

Now quarter 2 begins! In AP Computer Science, students are learning about writing full Java classes and we are getting to the level where students would be able to tackle a small number of AP Exam questions. As we progress we will gradually start to work on situations similar to what students will find on their external exam in May.

In AP Calculus BC students have completed summatives covering the entirety of AP Calculus AB plus additional BC topics involving integration and applications of integration. They have learned some advanced techniques that they might encounter again in universities such as National Taiwan University. The next two units are exclusive to AP Calculus BC and course content will be entirely new material until approximately the end of February.

In Coding class students are using Javascript, having already studied control structures and ways to “loop” to repeat code efficiently, and are now studying Javascript graphics in canvas which has been a good introduction to classes, objects and methods in Javascript. Ultimately the use of javascript will be reinstated into the study of web development to make interactive pages with interesting features like animations and forms that process inputs.

Finally, in Pre-Calculus studies are well on the way and students will tackle trigonometric functions and identities for the next several weeks. The class will focus on trigonometric functions and identities, exploring their properties, graphs, and relationships. Students will learn to apply trigonometric identities to simplify expressions and solve equations, and use trigonometric functions to model behaviours in science.

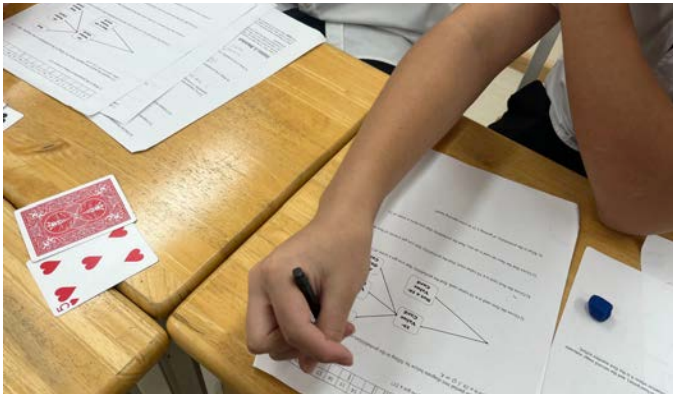
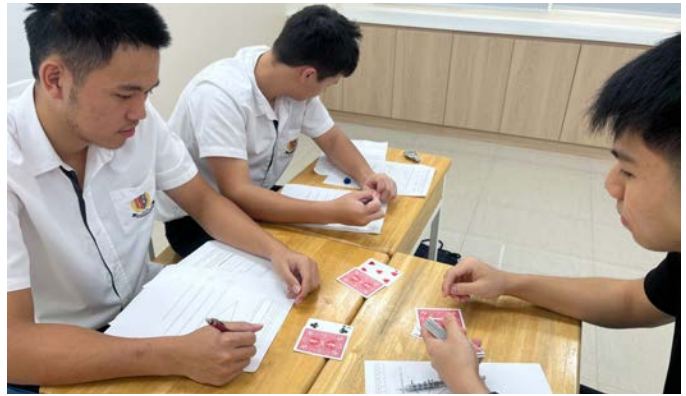
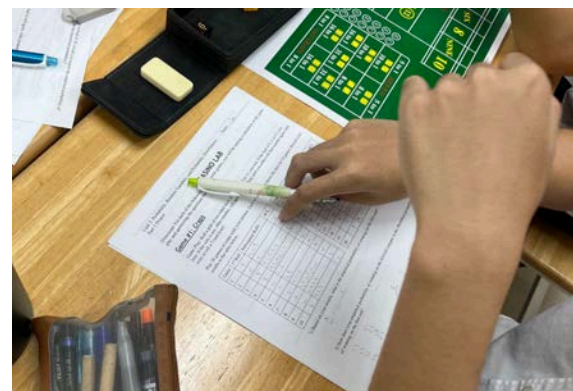




Dear Parents,

Quarter 2 has already begun and we are starting off with some interesting activities, more major assessments, and reaching some big milestones.

In Pre-Calculus we are beginning our transition to trigonometric functions. It's time to return to the triangle! In AP Calculus AB we are finishing up unit 3 and have come to a close to all the different methods and rules for finding derivatives of functions. In IB Math AI we have started looking at topic 4, statistics and probability, where we can take the skills that we will learn here and really apply the AI (application and interpretation). We have begun looking at sampling methods and data collection. In AP Statistics we have been hard at work completing assessments and projects. This week has been our most interesting, as we explore the statistics of casino games. Looking at the probabilities of craps, blackjack, and roulette, by playing simplified versions of the games and recording real results has given students a more practical understanding of probabilities.



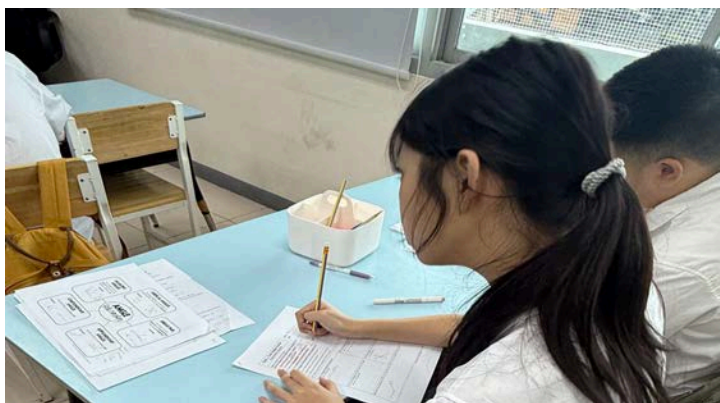


Dear Parents,

This week in **Geometry**, students are halfway through Unit 3: Parallel & Perpendicular Lines. As we continue through the unit, students are beginning to recognize how closely our new concepts connect to what they learned in Unit 1: Basics of Geometry—you could even say the two units are *parallel* to one another, no pun intended!

Students are currently exploring parallel lines, transversals, angle pairs, and angle relationships. They are learning how these relationships can be used to determine missing angle measures and justify their mathematical reasoning. As we move forward, students will begin working with parallel line proofs, using previously learned definitions, properties, and angle relationships to support their conclusions.

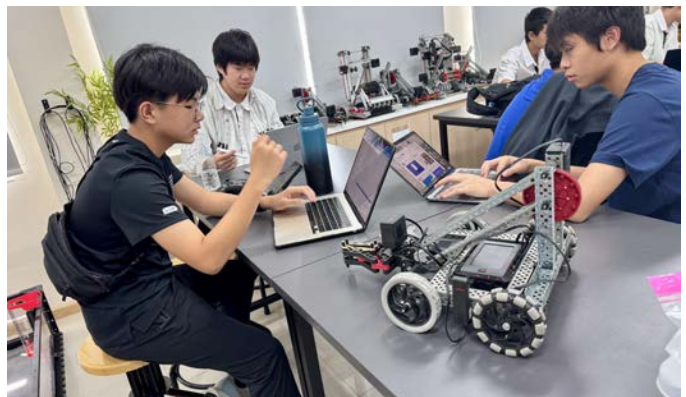
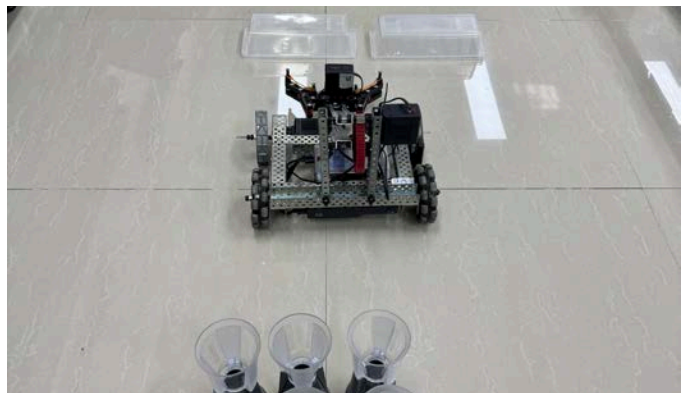
I am excited to see students making connections between units and realizing how the concepts they learned earlier in the course continue to build upon one another.





Dear Parents,

Intro to Robotics: October brought opportunities for Intro to Robotics students to put their programming and problem-solving skills into practice. Through Clawbot troubleshooting scenarios and “Code Detective” activities, students identified errors, predicted robot behaviour, and explained corrections involving motor direction, speed, movement units, and command sequencing. They also worked on their Movement Unit Final Challenge, combining course planning, pseudocode, and VEX C++ programming to collect and deliver objects while navigating obstacles. Testing and reflection encouraged students to refine their solutions and develop confidence as independent problem solvers.

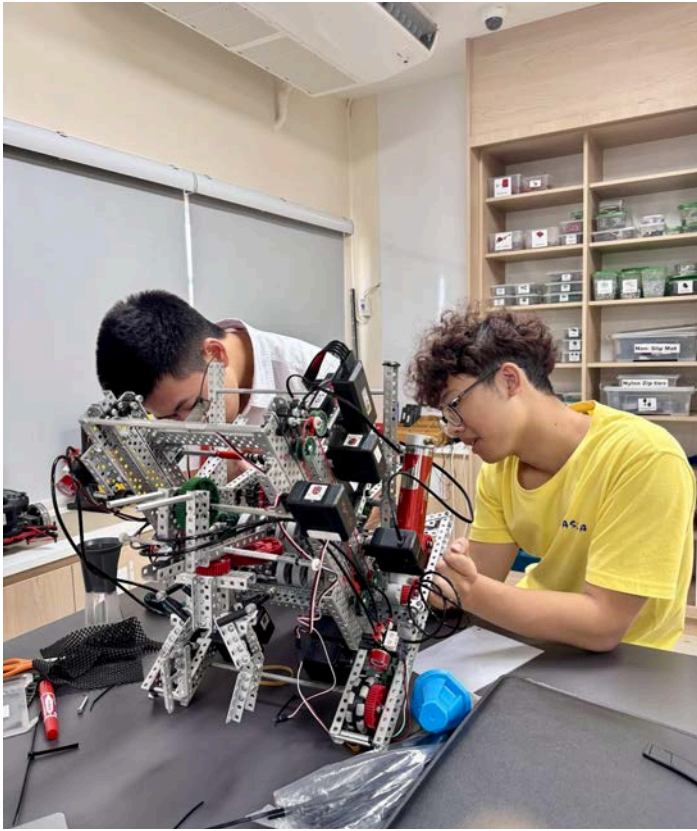
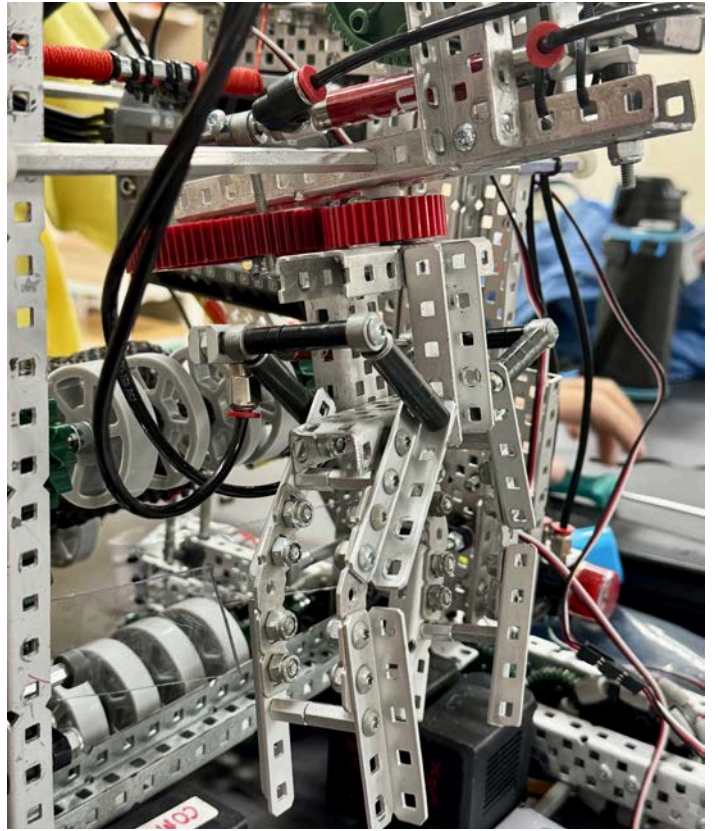
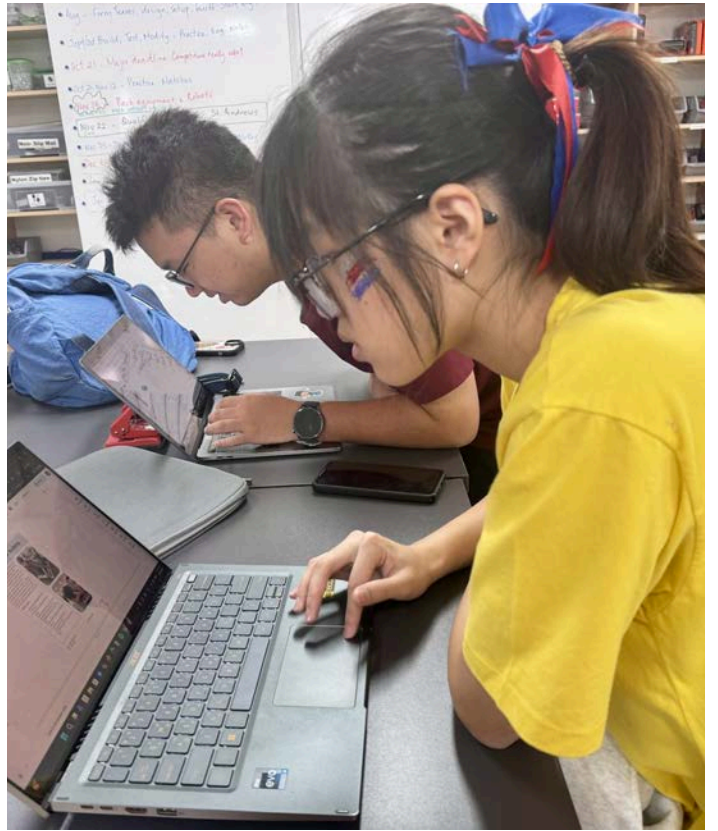


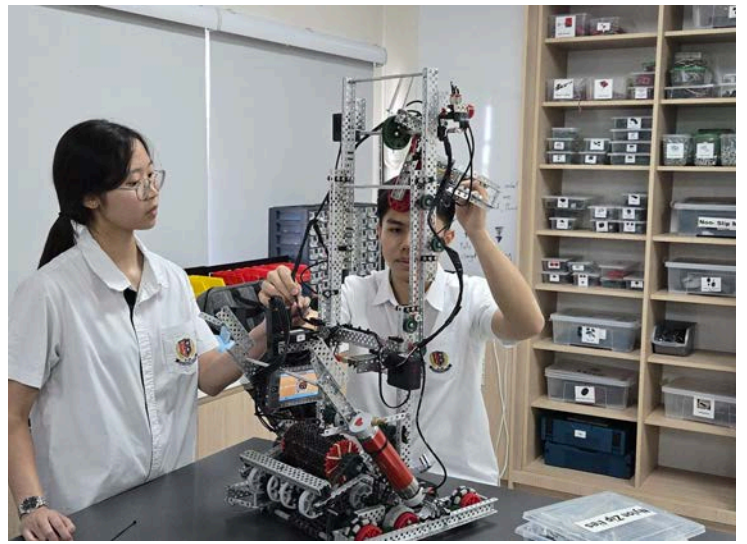
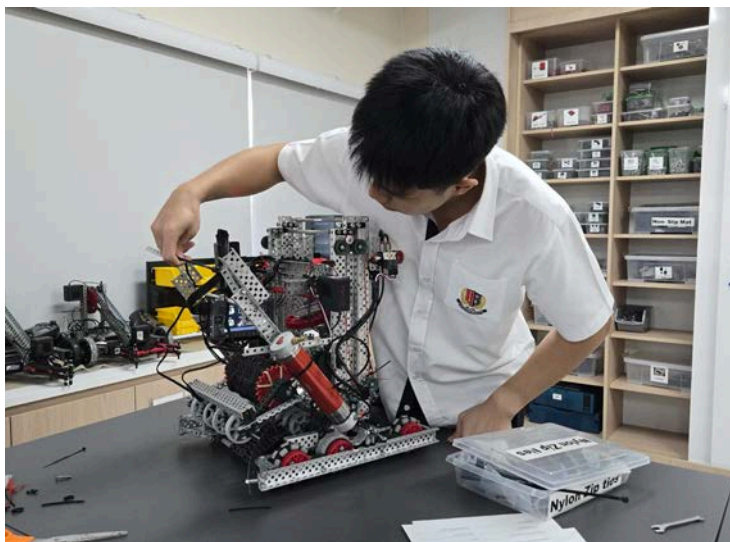
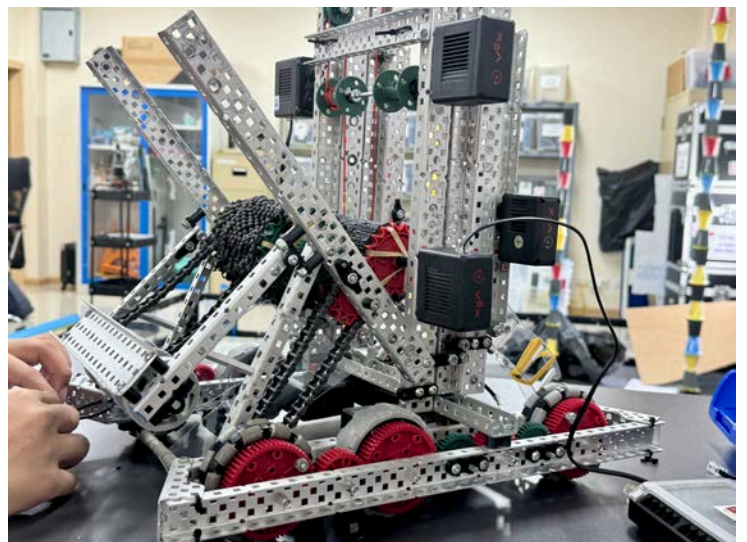


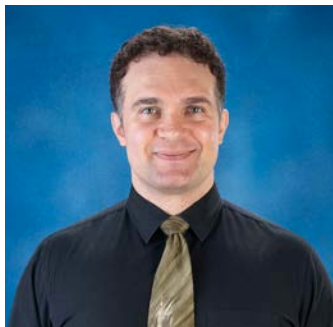
Advanced Robotics

In October, Advanced Robotics students continued developing their competition robot through hands-on building, testing, and refinement. The CyberWolves engineering notebook documents improvements to the intake and claw, including adjustments to roller heights, wheel supports, chains, and gripping positions to improve object collection and transfer. Students also installed electronic and pneumatic components, organized wiring, coded the controllers and used field testing to identify mechanical problems. By documenting design decisions and working together on improvements, students strengthened their engineering skills, collaboration in preparation for their first tournament of the season.









Dear Parents and Guardians,

October has certainly brought its challenges. The flooding affected our classes, and we all did our best to make the most of online learning. After a week of tests, we enjoyed a well-deserved break following our Double Ten Day celebrations. This gave students some time to rest, reflect on what they learned during the first quarter, and return ready to begin the second quarter.

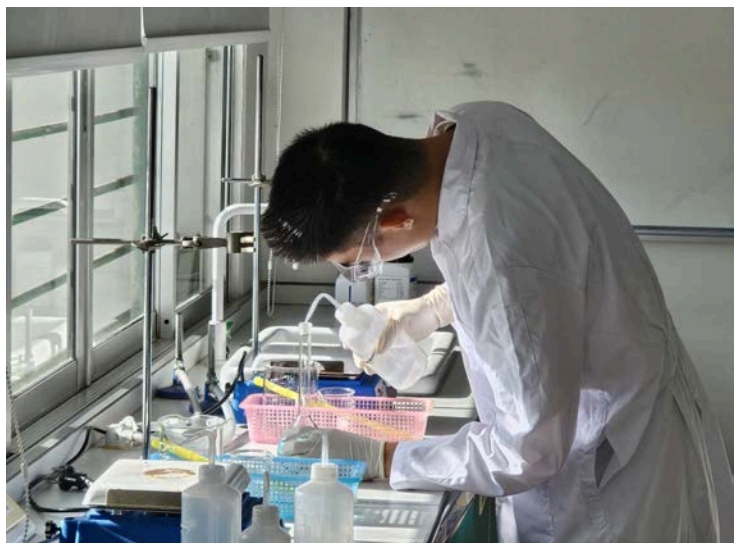
In **Chemistry**, we have begun our first laboratory! Students are exploring what happens to energy during phase changes using a substance with an interesting property: it can remain liquid even below its normal freezing point, a phenomenon known as supercooling. This gives students an opportunity to connect the concepts we have studied in class with real observations. Along the way, they are also developing important laboratory skills, including careful observation, measurement, and recording data.

In **AP Chemistry**, after spending much of the first quarter working through challenging chemistry concepts, we are taking some time to focus on laboratory skills and practical applications. Students are working through a more complex laboratory that explores how calibration curves can be used to analyze data. They are also learning to look critically at experimental procedures and identify possible sources of error. These skills are essential for producing reliable results and understanding what experimental data can, and cannot, tell us.

In **IB Chemistry**, we are moving forward with some newer concepts while continuing to revisit ideas from the previous chemistry course. Building a strong foundation remains important, especially when tackling more advanced topics. We are also reinforcing the importance of stoichiometry and learning to include quantitative uncertainties when reporting measurements. These skills help students develop greater precision in their calculations and a better understanding of the limitations of experimental results.

In **Health Science**, we ended the first quarter by exploring different diets. Students completed a project investigating various dietary approaches and critically examined some of the claims presented in a documentary about plant-based diets. The goal is to help students make informed decisions about their health by evaluating evidence rather than simply accepting claims at face value. We are now continuing our unit on physical health by exploring the benefits of exercise and how to approach physical training safely and effectively.

As we settle into the second quarter, it is important that students maintain consistent study habits and keep up with their coursework. Please remind your child to check Google Classroom regularly for assignments, announcements, and upcoming assessments, and to complete homework on time rather than letting it accumulate. A little review each day can make a significant difference when it is time to prepare for a test. Thank you for your continued support as we work together to help students build good habits and make steady progress.





Dear Parents,

Welcome to the second quarter! Students explored important physics concepts through problem-solving, mathematical reasoning, and real-world applications. As we proceed with the new quarter, we look forward to building on this foundation and developing students' conceptual understanding, analytical skills, and confidence in applying physics principles.

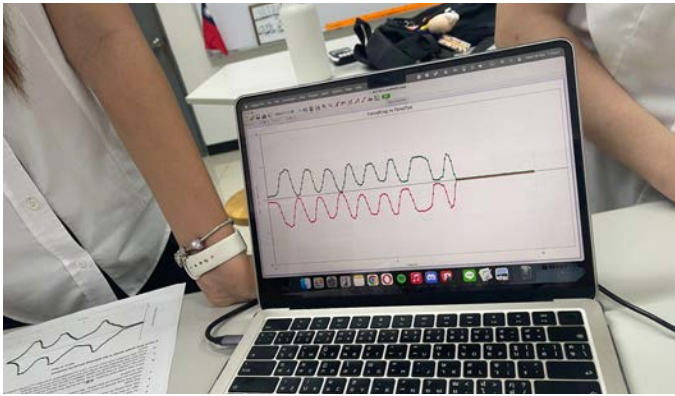
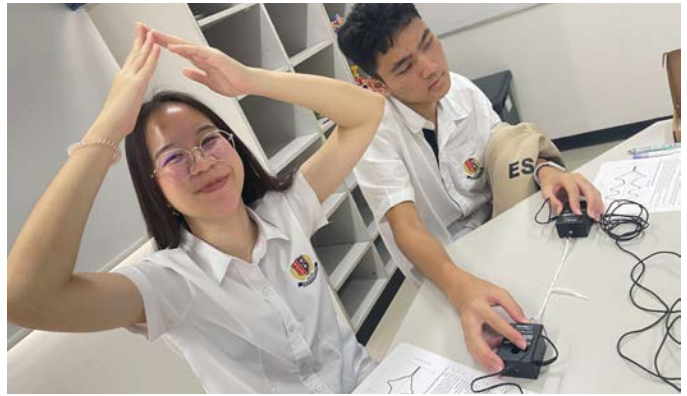
Physics – Forces and Newton's Laws: During this quarter, students explored the concepts of forces and motion, focusing on Newton's three laws of motion. They learned how forces affect the motion of objects, how to represent forces using free-body diagrams, and how to apply Newton's laws to solve problems involving everyday situations. Students also developed their skills in identifying balanced and unbalanced forces and understanding the relationship between net force, mass, and acceleration. By the end of this quarter, students will build on these foundations by applying their understanding of forces to more complex situations and strengthening their ability to explain physical phenomena using scientific reasoning and mathematical models.

AP Physics 1 – Work, Energy, and Power: In AP Physics 1, students completed a unit on work, energy, and power. They investigated how work transfers energy to or from a system and explored the relationships among kinetic energy, gravitational potential energy, and mechanical energy. Students also applied the work-energy theorem and the principle of conservation of energy to solve problems involving moving objects and changing energy states. During this quarter, students will continue developing their problem-solving strategies and applying these concepts to increasingly challenging scenarios, with an emphasis on conceptual understanding, and mathematical accuracy.

AP Physics 2 – Electric Circuits: During the first quarter, AP Physics 2 students studied electric circuits, exploring the relationships among electric current, voltage, resistance, and electrical power. They applied Ohm's law and Kirchhoff's circuit rules to analyze circuits containing resistors connected in series and parallel. Students also examined how electrical energy is transferred and dissipated in circuit components and developed strategies for solving multistep circuit problems. As we enter the second quarter, students will build on this knowledge by tackling more complex electrical systems and strengthening their ability to interpret circuit diagrams, apply physics principles, and justify their solutions through clear mathematical and conceptual reasoning.

IB DP Physics – Rigid Body Mechanics: In IB DP Physics, we have just begun our unit on rigid body mechanics. Students are exploring how forces can cause objects to rotate as well as translate, introducing important concepts such as torque, moment of inertia, angular acceleration, and rotational equilibrium. They will investigate how the distribution of mass affects rotational motion and how the principles of rotational mechanics can be applied to real-world systems, from simple levers to rotating objects. Throughout this unit, students will develop the analytical and mathematical skills needed to connect rotational motion with the mechanics they have previously studied, while also practising the inquiry, critical thinking, and problem-solving skills central to the IB Physics programme.

Thank you for your continued support and encouragement. I look forward to another productive quarter as students deepen their understanding of physics, strengthen their scientific thinking, and make meaningful connections between classroom learning and the world around them.





Dear Parents,

A new quarter has begun, and it has been wonderful to see students building on their learning through inquiry, experimentation, collaboration, and reflection.

Last quarter, students explored important biological concepts while developing the skills to ask questions, investigate, communicate their understanding, and connect science to the world around them.

Here's a look at some of the learning taking place across our Life Science classes.

Biology: Connecting Science to Everyday Life

Students have begun exploring **cell transport**, including **diffusion, osmosis, and active transport**. Building on their reflections from last quarter, students were first given an opportunity to **research and make connections to everyday experiences** before formally learning the concepts in class. Working in groups, they investigated familiar examples such as:

- How a tea bag releases substances into a cup of water
- How the smell of food spreads through a room
- How substances move from areas of higher to lower concentration

Students then shared their findings with the class, giving them a strong foundation for understanding cell transport before moving into the formal biology behind these processes.

AP Biology: Investigating Osmosis

AP Biology students put their understanding of **tonicity and osmosis in plant cells** into practice through an investigation using potato tissue. Students worked with **hypertonic, hypotonic, and isotonic solutions** and observed how differences in solute concentration affect the movement of water into and out of plant cells. The investigation provided an opportunity to move beyond simply knowing the definitions and use **experimental evidence to understand osmosis in a biological system**.

Anatomy & Physiology: From Learning to Communicating

Students brought their study of the **muscular system** to a close through a research and presentation task. Each student selected a **disease or disorder related to the muscular system**, researched the condition, and created a poster to communicate their findings. The presentations were followed by **student-led Q&A sessions**, giving students the opportunity not only to share what they had learned but also to respond to questions and explain their understanding.

IB Biology: Investigating Cell Membranes

IB Biology students are currently learning about **cell membranes and the movement of substances into and out of cells**. As part of their practical learning, students investigated **stomatal density in leaves**. They compared:

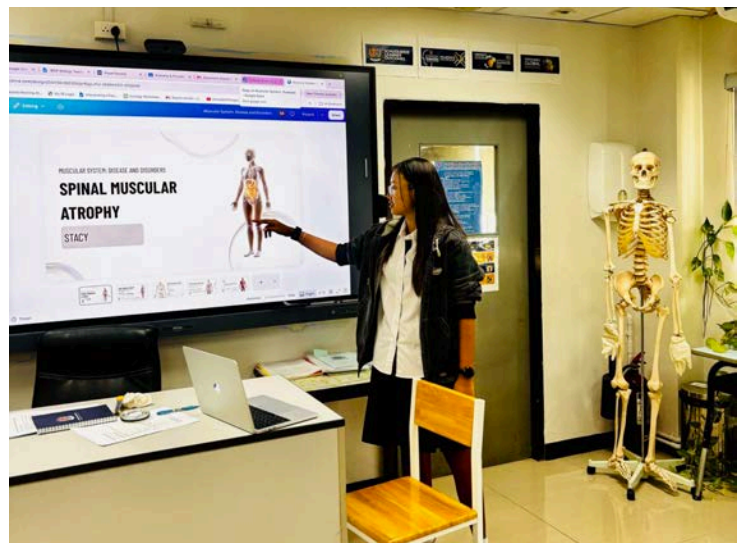
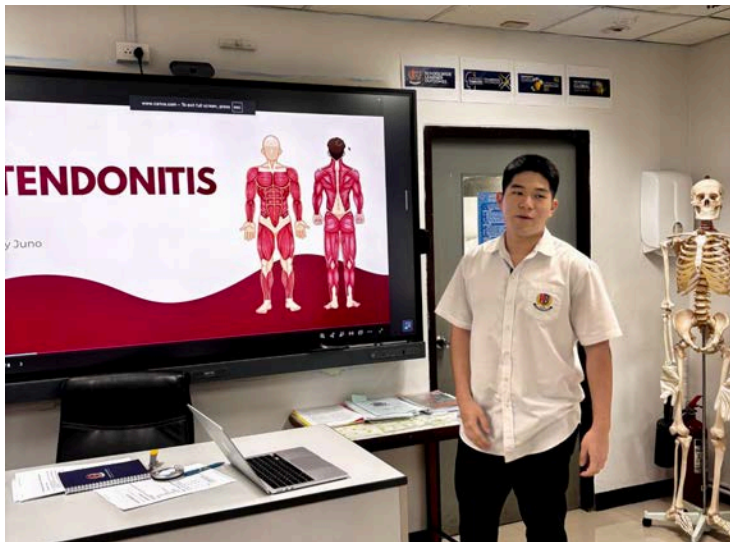
- Leaves exposed to **sunlight and shade**
- The **upper and lower surfaces** of leaves

Students collected and analysed evidence to investigate how stomatal distribution may vary depending on the conditions and location within a leaf. This practical investigation allowed students to connect **cell structure, plant adaptations, gas exchange, and environmental conditions** through their own observations and data.

Looking Ahead

As we move further into the quarter, students will continue to develop not only their **biological knowledge**, but also the skills of **scientific inquiry, experimentation, analysis, collaboration, and communication**. The goal is for students to see Biology not simply as a collection of facts, but as a way of **understanding and investigating the living world around them**.







Dear Parents,

The TCIS Zoo: Bringing Biomes to Life

Our high school Environmental Science students are combining creativity and research in **The TCIS Zoo**! Each student chooses an animal, folds a small origami version, and prepares a short presentation exploring its native biome.

Using our Chapter 6 biome lessons as a guide, students investigate climate, vegetation, and the adaptations that help their animals survive. They also create climatographs showing monthly precipitation and average temperatures for a location within their animal's native range, connecting climate patterns to life in the wild.

The activity culminates in a classroom zoo exhibition, where students introduce their animals and complete a “Zoo Passport” as they learn from classmates. With eight students contributing their own exhibits, our miniature zoo offers a creative way to explore biodiversity and the importance of protecting habitats.

TCIS | HIGH SCHOOL ENVIRONMENTAL SCIENCE

The TCIS Zoo

An origami animal and biome research exhibition

Your mission is to become the expert curator of one animal exhibit. Fold a small origami animal, investigate its native biome, and explain how climate shapes the plants and resources your animal depends on.

Name Rita Animal parrot

Student Investigation Worksheet

Part A — Climate observations

For each of the six mystery locations, students complete the following table.

Climate	Temperature pattern	Rainfall pattern	Predicted biome
A	Hot all year	High rainfall all year	Tropical Rainforest
B	Warm to hot	Very little rainfall	Hot Dessert
C	Warm all year	Wet and dry seasons	Tropical Savanna
D	Cold winters, warm summers	Rainfall all year	Temperate Duceose Forest
E	Extremely cold winters, short summers	Low rainfall, mostly in summer	Taiga
F	Very cold winters, cool summers	Low rainfall all year	Tundra

CHAPTER 5

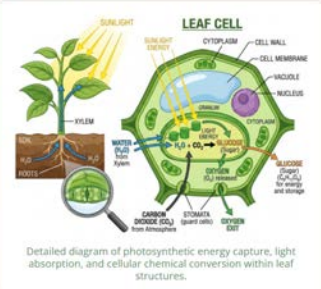
Photosynthesis & Energy Capture

Photosynthesis is the fundamental biological process by which plants, algae, and photosynthetic bacteria capture solar energy and convert it into chemical energy stored in carbohydrates (sugar molecules).

CHEMICAL EQUATION



Producers (Autotrophs) Organisms that manufacture their own food from inorganic substances using light or chemical energy. Producers form the base of almost all ecological food chains by manufacturing their own food.



Detailed diagram of photosynthetic energy capture, light absorption, and cellular chemical conversion within leaf structures.

Carbon Cycle

Photosynthesis: Plants absorb carbon dioxide or (CO₂) from the atmosphere and then use the sunlight to convert it into organic carbon, such as lignin.

Respiration: Plants, animals, and other organisms break down organic molecules for energy. The carbon is released as a CO₂ and moves back into the atmosphere or water.

Decomposition: Bacteria and fungi break down dead matter, producing carbon.

Combustion: The burning of various substances produces carbon dioxide.

Human activity: The burning of fossil fuels increases the amount of greenhouse gases in the atmosphere.



Nitrogen Cycle

Nitrogen Fixation: Certain bacteria convert atmospheric N₂ into forms that organisms can use.

Nitrification: Other bacteria convert ammonium into nitrite and then nitrate.

Assimilation and Ammonification: Plants absorb nitrogen from the soil and animals obtain nitrogen by eating plants or other animals. When organisms produce waste or die, decomposers break down the organic nitrogen in their tissues.

Denitrification: Bacteria convert NO₃⁻ back into N₂ gas. Nitrogen returns to the atmosphere.

Fertilizer: adds large amounts of nitrogen compounds to soil. Excess nitrogen can run off into water and cause algae blooms, which can harm or kill aquatic organisms.

Phosphorus Cycle

Weathering: Plants take up phosphorus from the soil.

Plant Uptake: Plants take up phosphorus from the soil.

Decomposition: When organisms die, decomposers break down the organic phosphorus in their tissues.

Runoff: Phosphorus is carried by water into lakes and oceans.

Sedimentation: Phosphorus is stored in the bottom of lakes and oceans.

Comparison

Two similarities

- All three cycles move elements between living and nonliving parts of ecosystems.
- Human activities can alter all three cycles.

Three Differences

- Carbon has a major atmospheric gas phase, mainly as CO₂.
- Nitrogen has a major atmospheric reservoir, mainly N₂.
- Phosphorus does **not** have a major atmospheric gas phase.

If a lake gets too much fertilizer containing nitrogen and phosphorus, these extra nutrients can cause algae to grow very quickly, creating an algal bloom. When the algae die, decomposers break them down and use up oxygen in the water. This causes oxygen levels to drop, which can harm aquatic organisms. Therefore, the nitrogen and phosphorus cycles can work together to cause algal blooms and low oxygen levels in the lake.



Dear Parents,

經歷了淹水線上課程以及國慶活動，迎來了第一學季的假期，目前已進入第二Quarter目前中文各班的課程進度如下：

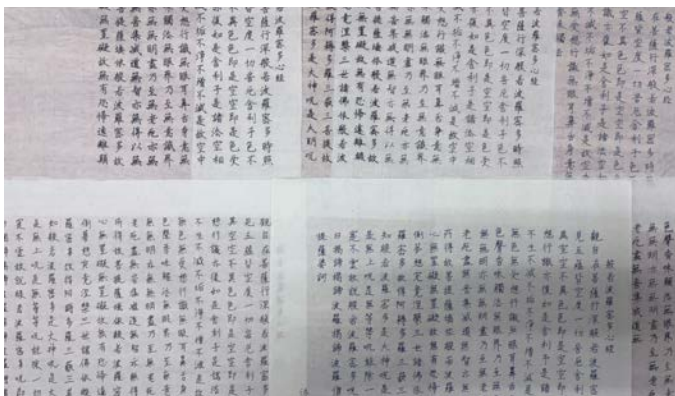
- G9AP: 新詩
- G10: 琦君作品: 髻
- G11: 《黃州快哉亭記》
- G12: 水滸傳: 林冲夜奔

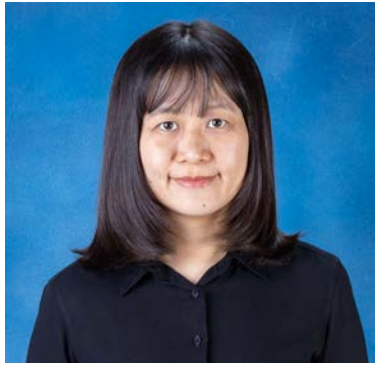
After navigating online classes during the flooding and participating in the National Day activities, we have finally arrived at the first-quarter break. We are now entering the second quarter.

The current curriculum progress in each Chinese class is as follows:

- **G9 AP:** Modern Chinese Poetry
- **G10:** Qi Jun's literary work *The Bun* (《髻》)
- **G11:** *The Pavilion of Delight in Huangzhou* (《黃州快哉亭記》)
- **G12:** *Water Margin* (《水滸傳》): Lin Chong's Night Escape (《林冲夜奔》)

Warm Regards,
Ms. Jane





Dear Parents,
Here are the topics we learned last month:

AP Chinese: A Taste of Home

AP Chinese students explored how regional dishes reflect hometown identity and memories. They created an original song with AI assisted and an activity poster, combining culture, music, and creativity.

Modern Literature 1: Road Safety Awareness

After learning about transportation, students designed road safety posters to promote safe and responsible behavior on the road while practicing practical Chinese communication.

Modern Literature 2: Tech Sales Challenge

Students became salespeople and promoted technology products through role-play, practicing how to describe product features, explain benefits, and persuade potential customers in Chinese.







Dear Parents and Guardians,

This quarter, students continue to explore Chinese through everyday life, culture, personal experiences, and meaningful questions. Here is a glimpse of what has been happening in our classrooms!

CFT 9 – Taiwanese Night Markets 台灣的夜市

Students began by introducing their favorite Thai desserts, connecting prior knowledge with our new topic. We then explored Taiwanese night market culture and popular street foods, while learning how to describe different tastes and textures in Chinese. The unit will conclude with a short assessment and the song “夜市 Oh Yes” by Won Fu (旺福) for a fun cultural connection.

CFT 10 – Shopping 購物

Students explored different online shopping habits and compared the advantages and disadvantages of online and in-person shopping. We also discovered Taiwan’s unique receipt lottery culture (統一發票兌獎) and its connection to everyday life. Next, students will apply their language skills through an AP-style four-panel comic writing task.

PCCW – The STAR Method

Students are learning to use the STAR Method (Situation, Task, Action, Result) to organize and reflect on meaningful personal experiences. This helps them move beyond simply describing what happened to explaining their actions, growth, and learning. These reflections will gradually develop into their college application personal statements and portfolios.

IB Chinese B – Clothing & Identity 服飾與身份認同

How does clothing express our cultural identity? Starting with the recent Hanfu (漢服) revival in China, students are exploring how clothing connects with identity, history, and cultural pride. We will continue with the qipao (旗袍) and Zhongshan suit (中山裝) before examining cultural appropriation through authentic social-media discussions. Through a TOK lens, students will consider how perspective, context, and interpretation can shape the meaning of cultural symbols.

Thank you for your continued support as our students learn to connect Chinese with the world around them.

Sincerely,
Ms. Vicky

糖絲卷- 陳武金 August



泰國有許多有名的甜點，比如：芒果糯米飯、椰汁彩絲冰、泰式煎餅等等。我最喜愛的泰國甜點是糖絲卷，泰國人們會隨時都可以吃，你也可以在大城府看到這樣的甜點。糖絲卷裡面五顏六色，例如：金色、綠色、粉紅色，還有其他的顏色。餅皮口感又軟又嚼勁，裡面的糖絲入口即化。這種甜點的口味又甜又美味，是泰國非常受歡迎的點心之一。



泰式甜點：椰汁彩絲冰

洪慧君



泰國有許多的很好吃的甜點，例如：糖絲卷、芒果糯米飯、椰汁彩絲冰等等。我最喜歡的泰國小吃就是椰汁彩絲冰，因為我很喜歡粉條的口感。它是用麵粉跟斑蘭葉做的，所以粉條是綠色的，再加上甜甜的椰汁，口味又鹹又甜，非常美味。椰汁彩絲冰會在潑水節的時候吃的，因為那時候很熱，所以吃著冰的甜點就會感覺又涼爽又輕鬆。



泰式甜點 -千層糕 高芷蘭



泰國有許多有名的甜點，比如：芒果糯米飯、黃金點心、香蕉煎餅等等。我最喜愛的泰國甜點是千層糕，泰國人們會在傳統的好運活動上或是生日的時候吃，也會用來送朋友以希望感情更好，你也可以在市場看到這樣的甜點。千層糕一般是五顏六色，每一層上面都有一層白色的椰奶。這種甜點的口味又香又甜，是泰國非常受歡迎的點心之一。



泰式和菓子 | 林馨玉



泰國有很多很好吃的甜點，比方說，圓子湯、黃金點心和金絲卷等等。我喜歡很多泰國甜點，但是我選泰式和菓子因為非常美味。泰國人們會在節慶聚會的時候吃泰式和菓子，你也可以在潑水節時看到這個甜點。泰式和菓子有很多顏色，都是使用不同的食物做的。這種甜點的口味大多很甜，但是還有鹹的味道，是泰國非常受歡迎的點心之一！



泰國甜點：金絲卷

林又威Marvyn



泰國有許多有名的甜點，比如：芒果糯米飯、糖絲卷、香蘭葉甜糕等等。我最喜愛的泰國甜點是金絲卷，泰國人們會在泰國新年、婚禮和儀式的時候吃，你也可以在傳統泰式甜點店，泰式餐廳和當地市場看到這樣的甜點。金絲卷是黃色的，金絲卷代表了長壽、永遠的愛和富有。這種甜點的口味又甜又好吃，是泰國非常受歡迎的點心之一。



泰式煎餅-蔡旦柏 Poon



泰國有許多有名的甜點，比如：香蕉煎餅、芒果糯米飯、金絲卷等等。我最喜愛的泰國甜點是泰式煎餅，泰國人們會在涼季和泰國的節日的時候吃，你也可以在市場看到這樣的甜點。泰式煎餅是咖啡色的，外面有脆脆的餅皮，裡面有好吃的糖絲和糖霜，泰式煎餅是小吃。這種甜點的口味又甜又鹹，是泰國非常受歡迎的點心之一。





Individual Work: Typing Practice (30 mins)

Essential words: 試吃、打折、網路、購買、碎、發票/收據、退換貨、現場、好處、壞處、早知道、馬上

Grammar:

1. ...的時候
2. S. + 就 + (adv.) + verb.
3. 只有...才...
4. 一...就





Dear Parents,

This month, students are exploring the art of poster headline and copywriting design. Visual texts communicate directly through fundamental elements: points, lines, shapes, and colors. To transform visual impact into powerful messaging, students are mastering four strategic headline formulas:

- **Inspirational Quotes & Spirit:** Connects core personal qualities with an individual's name to inspire action (*Core Trait/Spirit + Name*).
- **Contrast & Transformation:** Highlights growth by mapping the journey from struggle to success (*From Hardship + To Achievement*).
- **Intriguing Questions:** Hooks attention by sparking curiosity about accomplishment (*How/Why + Reaching Success*).
- **Rhythmic Parallelism:** Creates memorable cadence through balanced structure (*4-Word Phrase + 4-Word Phrase*).

After the October break, students also shared exciting stories from their autumn holidays. Scan the QR code below to listen to audio recordings of students reading their holiday experiences aloud!

我的秋假故事

侯詩誼

這個假期，我和男朋友一起去吃飯，星期天到星期四到媽媽的公司幫忙。下午每一天都去吃好吃的，吃到媽媽都開始覺得吃不下去了。除了吃喝玩樂，我還睡了很多天的懶覺，睡到睡不下去了。

我們吃了日本餐，海鮮，義大利餐，和印度菜。但我還是最喜歡義大利的麵和甜品，比如提拉米蘇。我男朋友說他最喜歡的是蝦，和另一家的義式乳凍。媽媽說如果家蓋好了，等著回去自己做甜品，就不用出來花錢了。

雖然這個假期很短，但是我覺得是我今年最開心，最舒服的假期。很可惜我的男朋友需要先回學校，而我星期五到星期天需要去比賽。總的來說，這週過得很愉快，期待下次見面的日子能快點到來。

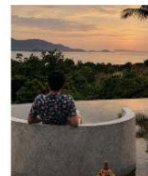


我的秋假故事

羅弘知

这个假期，我星期天和女朋友一起去了The Weeknd的演唱会。现场非常热闹，气氛也很好，我们玩得特别开心。之后，我和家人一起去了Koh Samui，住了四天。我们在那里划皮划艇、逛商场，还在海边和游泳池玩了很多时间。有一天，我在游泳池里待了三个小时，却忘记给后背涂防晒，所以晒伤得很严重，整个人也晒黑了很多。虽然有这么小意外，但总的来说，这次假期让我非常放松，也让我暂时离开了学校带来的压力。可惜假期感觉过得特别快，很快就结束了。

<https://voca.ro/14ALqdThhDDV>

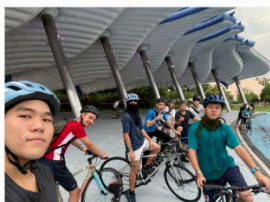


我的秋假故事

李鈞儒

這個假期，我在家很輕鬆的打電動，有時候也去打籃球，或是跟我的朋友出去玩。這一個假期我沒有做什麼特別好玩的，但是我專注於我的假期來放鬆，不用擔心學校工作的壓力。

我和十一年級的朋友去騎腳踏車，騎完就去吃肯德基，星期天我去Swish 56 Sukhumvit 和泰國國手練習打球，也見到新的朋友和他們一起打球。這一個假期是我最後一個在高中的十月假期，有一點苦樂但是很放鬆！



我的秋假故事

蔡理溫

這個秋假，我要去上輔導課。上完課時，我和我的媽媽一起去城市裡的購物中心。我沒有來過這裡，所以我們買了一些東西，吃冰淇淋，和去看外面的巨型噴泉。

我在家時，有時候感到很無聊，我出門時才發現一些白色的石頭。我覺得它圓圓的形狀像小海豹一樣，所以我在石頭上畫臉。我覺得他很可愛，所以我把這些石頭收下來。



第二部分：詞語使用升級！海報標題 4 大策略 - 蔡理溫

策略類型	寫作公式 / 特點	你的名人標題範例
1. 名言/精神式 (鼓舞)	核心特質/精神+人物名稱	追逐夢想永遠不嫌晚：李安
2. 對比轉折式 (加強)	從困難/低潮+到成就/突破	30歲時失業到台灣最有名的導演
3. 提問引發式 (引起注意)	如何/為什麼+達成成就	如何指導了十多有名的電影
4. 雙句對仗式 (節奏感)	四字句 + 四字句	藝術激情、堅持不懈



- 困難/低潮：
- 特質/精神：
- 成就/突破：
- 關鍵動詞：

TCIS SPECIAL EVENT

林書豪

從落選到傳奇

堅持追夢，突破自我

從哈佛畢業、NBA落選，到「林來瘋」席捲全球，再到2019年NBA總冠軍，林書豪用堅持與努力突破限制，走出屬於自己的籃球之路。

林書豪人物專題分享

10月5日 | TCIS校內特別活動

TODAY

Hosted by TCIS

相信自己，把握機會，勇敢追夢！

馬雲

JACK MA

屢敗屢戰，終將改變世界

從英文老師到阿里巴巴創辦人

一次次被拒絕，沒有讓他停下腳步。
把失敗化為訓練，靠堅持不懈扭轉局勢。

從挫折中學習，從行動中改變。

杭州 → 英文老師 → 1999 阿里巴巴 → 2014 紐交所上市

2026 華語名人系列

林希妤

— 中國職業高爾夫球員 —
Lin Xi Yu

用高爾夫，走向更大的世界

堅持讓夢想更靠近

「永遠相信自己，因為努力會帶來回報」
— 林希妤

中國女子職業高爾夫球員林希妤從小參加國際比賽，經歷了巨大的壓力和挑戰。2016年里約奧運會僅獲第38名，但她沒放棄，而是不斷訓練、調整狀態並總結經驗。2020年東京奧運會她進步到第9名，2024年巴黎奧運會更獲得銅牌。她的經讓我明白，面對失敗時不能輕易放棄，要堅定信念、調整心態，勇敢面對挑戰。

關於林希妤

- ★ 中國職業高爾夫球員
- ★ 1996年出生於中國河北廊坊
- ★ 2012年轉為職業選手
- ★ 2017年成為LPGA最年輕的中國球員
- ★ 2022年在LPGA賽事中奪冠，成為首位獲得LPGA冠軍的中國選手
- ★ 代表中國參加多項國際賽事，持續在世界舞台發光發熱

「高爾夫不只是比賽，更是一場與自己的對話。」
— 林希妤



Dear Parents,

In October, our Thai 10, 11, and 12 students explored the unit “**Thai Language: The Identity of Thailand**” through different aspects of the Thai language and culture.

Thai 10 students studied Thai classifiers, exploring their usage, origins, and connections to Thai ways of life and cultural beliefs. They also analyzed how classifiers reflect Thai culture and society, and how changes in society have led to the development of new classifiers or new ways of using existing ones to suit changing social contexts.

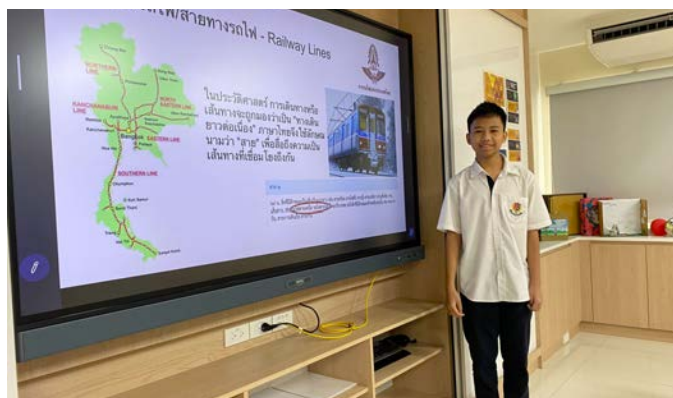
Thai 11 students learned about different levels of language, formal vocabulary, and appropriate language use in various communication contexts. They applied their knowledge through role-play presentations, such as newspaper reporters, royal correspondents, and local news reporters.

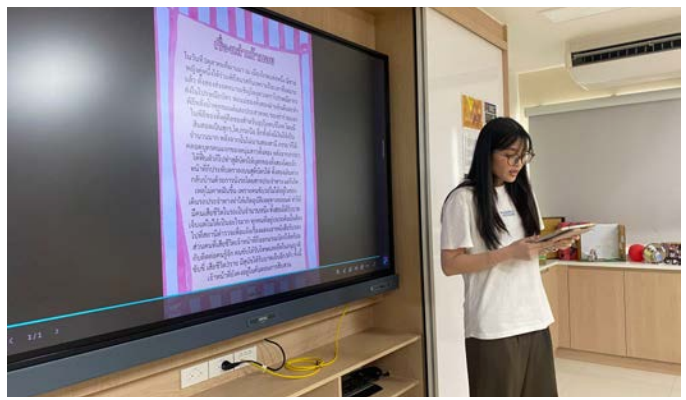
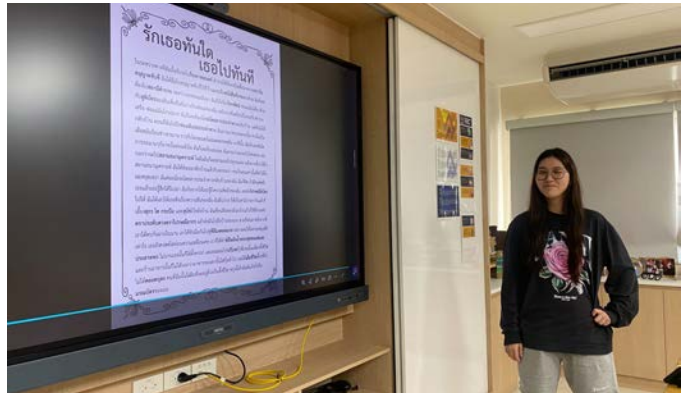
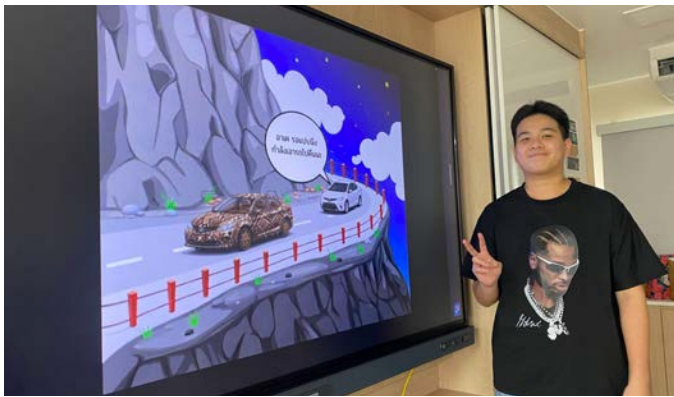
Thai 12 students explored Thai idioms in depth through research and critical thinking to understand their meanings and cultural significance. They also created picture puzzles based on Thai idioms, challenging their classmates to guess the expressions. The activity was both fun and challenging, showcasing students’ creativity and their ability to play with language.

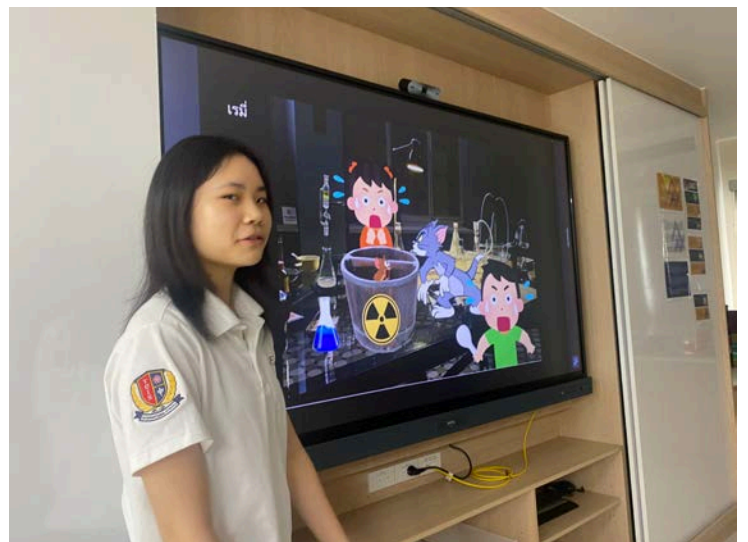
Through these activities, students developed their Thai language skills while gaining a deeper appreciation of Thai culture and identity.

HER Club Collaborates for Cancer Awareness

HER Club joined forces with Future Beyond Cancer and NJHS for a cancer awareness campaign to promote cancer prevention and support the community. Activities included making pink and blue ribbons, creating awareness posters and videos, fun awareness games, and creative activities for students. Funds raised through sales and donations will be donated to the National Cancer Institute of Thailand.











Dear Parents,

Recently, students across our Thai classes have been exploring the Thai language, literature, and culture through a variety of engaging activities.

Thai 9TMT presented *Phami* word riddles and learned about the three groups of consonants in Thai.

Thai I explored the meaning of the Thai national anthem and practiced singing it to better understand Thai society and national identity.

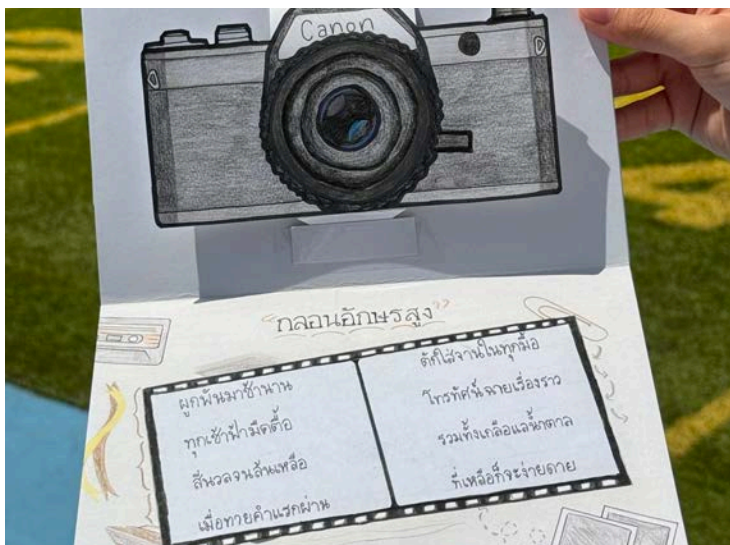
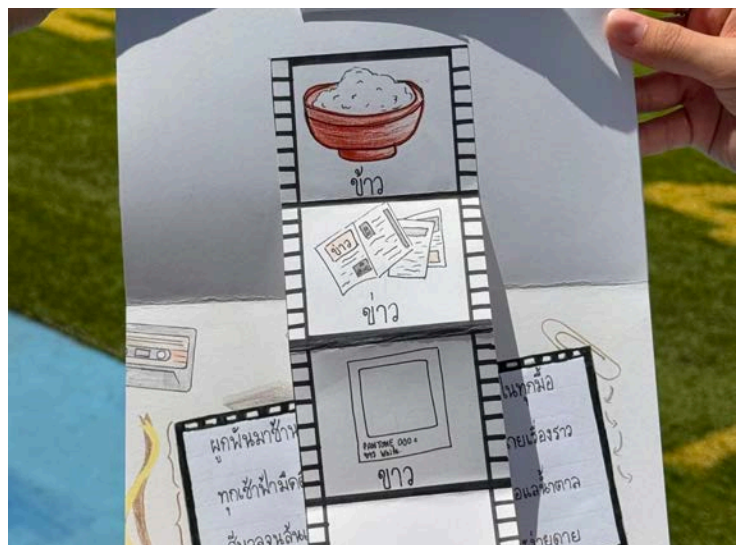
Thai II studied the Thai literary work *Rachathirat: The Story of Makatho* and learned about the Mon people and their cultural connections with Thai society.

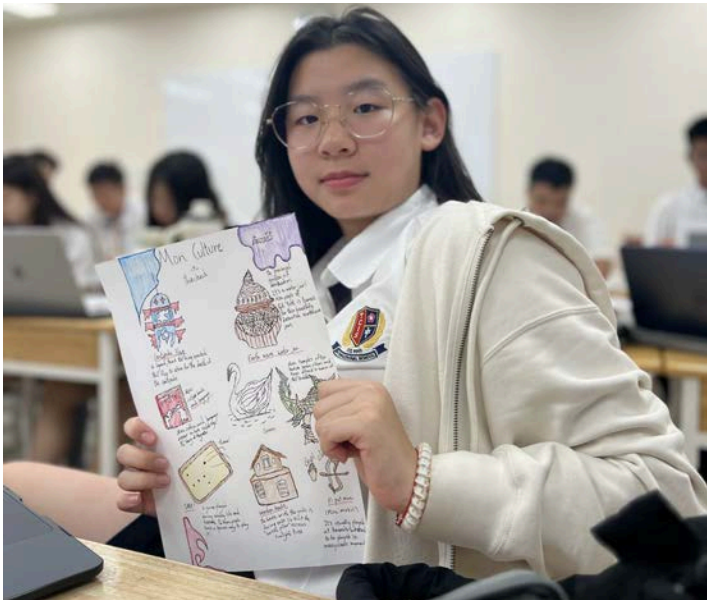
Thai III practiced listening to and reading royal news headlines, applying their knowledge of royal vocabulary and formal language.

Thai IV explored Thai beliefs about tree spirits and female nature spirits, discussing how these beliefs reflect Thai culture, traditions, and people's relationship with nature.

Upcoming Event : Loy Krathong Celebration on November 24th, 2026









Dear Parents,

The excitement is building as our two High School Pop Ensemble classes and HS Band Club prepare to take the stage at the Halloween Festival this Friday! Students have been working hard to rehearse their pieces, refine their musical details, and bring their performances together. With the festival just around the corner, rehearsals are now focused on polishing each performance, strengthening ensemble coordination, and adding those final touches that will make their music shine.

For our Pop Ensemble students, this unit has presented an exciting creative challenge: preparing both a cover song and an original mashup to perform at the festival. While cover songs allow students to develop their performance skills through interpreting existing music, the mashup project takes their learning a step further. Students have been exploring music theory to deconstruct songs, analyse their musical elements, and discover how different tracks can be combined into one cohesive arrangement. From finding compatible keys and tempos to blending melodies and harmonies, students are putting their musical understanding into practice in creative and collaborative ways.

I am especially looking forward to hearing the students' unique mashups, which showcase not only their musical skills but also their creativity, experimentation, and individual artistic choices. Meanwhile, our HS Band Club members are bringing their own repertoire to life through collaborative rehearsal and performance preparation.

I am incredibly proud of the commitment, teamwork, and musical growth our students have demonstrated throughout this process. I look forward to seeing them share their hard work, creativity, and love of music with the TCIS community this Friday. Get ready for a spooktacular celebration filled with great music and plenty of Halloween spirit!







TCIS Dance Highlights

Dear Parents,

Celebrating New Beginnings, Growth, and the Joy of Dance

October has been an exciting and memorable month for our dance students at TCIS!

A Special Milestone for High School Dance

We are incredibly proud to celebrate the **first-ever TCIS High School Dance performance** during our Friday Assembly!

Our students worked hard to bring their performance to life, and the warm welcome from the TCIS community made the experience even more special. The cheers, applause, and encouragement from fellow students and teachers created an unforgettable atmosphere and made our dancers feel right at home on stage. It was a wonderful way to kick off the school year and, hopefully, the beginning of many more performances to come!

Beyond learning choreography and mastering dance techniques, our Dance program aims to help students discover their confidence, embrace challenges, express themselves, and understand the importance of teamwork and resilience.

As we continue to develop the Dance program at TCIS, I hope to create more opportunities for students to explore their creativity, develop their skills, and discover their own rhythm. Every small step forward is worth celebrating, and I cannot wait to see how much more they will accomplish.

🎥 **Watch Our High School Dance Performance:** <https://l1nq.com/kokcl54>

Celebrating Double Ten Day with TTASCA Dance

October also brought another exciting performance as our TTASCA members took the stage in the celebration of Double Ten Day! Our talented students brought incredible energy, enthusiasm, and stage presence to the celebration. Their dedication and teamwork made the performances a joy to watch, and it was a wonderful opportunity to celebrate culture through dance.

Looking Ahead

With more exciting performances on the horizon, our dancers will soon begin preparing for their next opportunity to take the stage!

Thank you to our students, teachers, parents, and the entire TCIS community for your continued encouragement and support.

We can't wait to show you what's next! ✨

Ms. Phoebe
High School Dance | TCIS



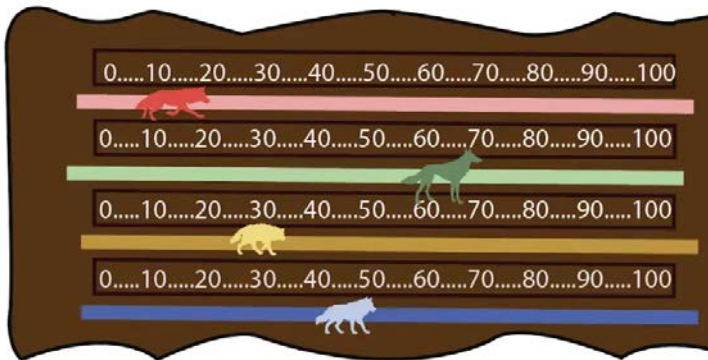
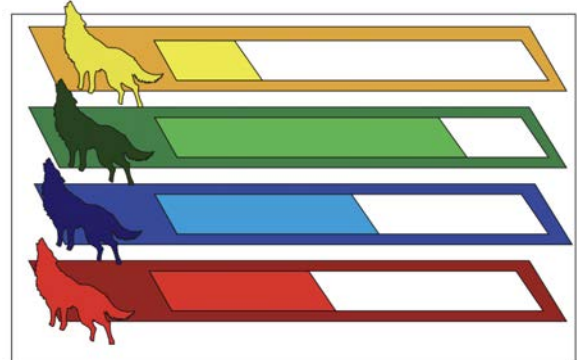
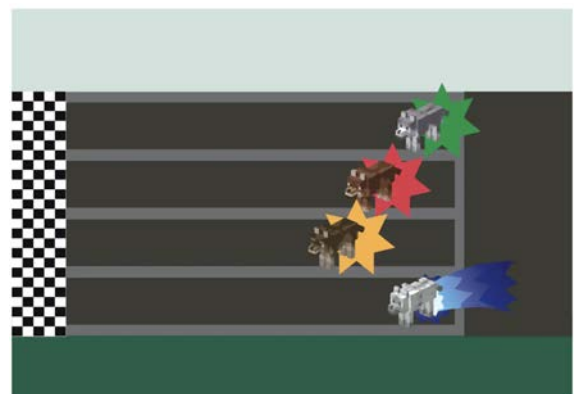


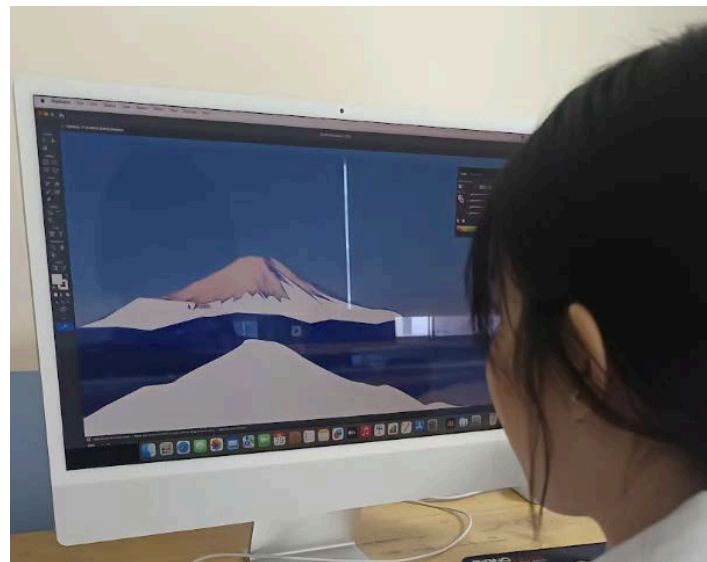
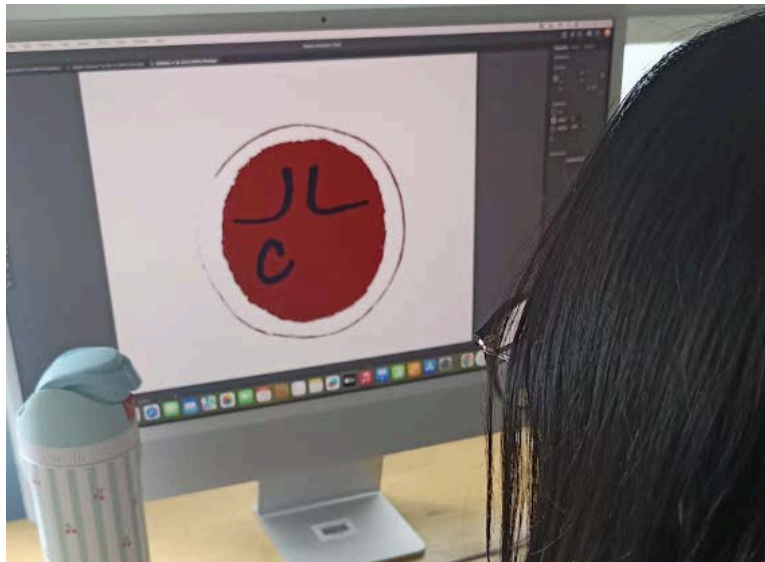
Dear Parents,

Throughout October, students have been developing their creativity and practical design skills through a range of exciting projects. In Digital Art, students have been exploring branding and visual communication, learning how to create effective designs that communicate a clear message. They have applied these skills to designing signs and promotional materials, considering colour, typography, layout and visual identity.

In Design Technology, students have been working on practical projects to support the school community. This included designing and 3D printing products for the Halloween Fair, allowing students to experience how their ideas can be developed into functional, real-world products. Through these activities, students have strengthened their skills in digital modelling, problem-solving and manufacturing.

Students have also been collaborating with members of the school community on projects such as designing scoreboards and developing school mascots. These projects have encouraged students to consider the needs of their clients while balancing creativity, functionality and appearance. Overall, October has provided valuable opportunities for students to apply their design knowledge to meaningful projects that contribute to school life.







Dear Parents,

High School PE

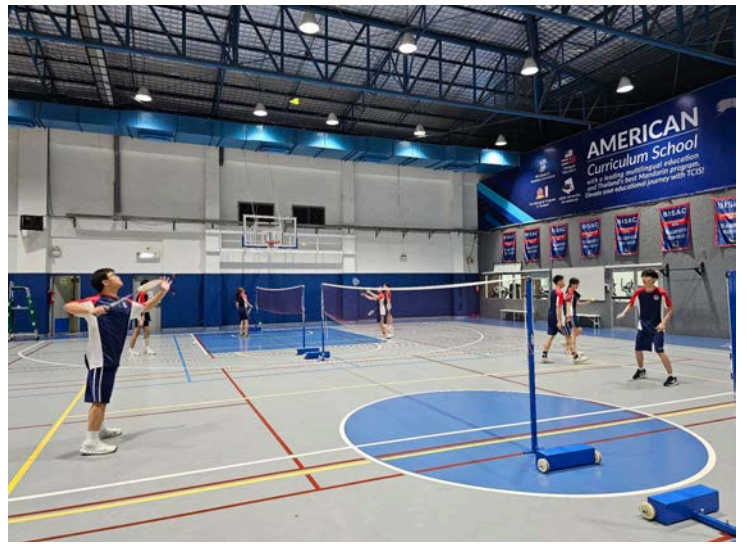
High School PE classes have been busy honing their skills in badminton while keeping up with their fitness routines. This week, we launched our class team competitions! Students were split into two teams to kick off a high-energy, multi-day tournament. It has been awesome to see the competitive drive and hear the students cheering each other on as the tournament unfolds.

High School Personal Fitness

Personal Fitness students kicked off Quarter 2 by diving into muscular anatomy. We are pairing theoretical knowledge of the body's main muscles and their functions directly with practical application in the weight room, teaching students how to target and train those specific muscle groups effectively.

Varsity Volleyball Our Boys Varsity Volleyball team has caught fire, stringing together a series of impressive wins. The team is looking strong, playing with great momentum, and is fully locked in as they prepare to make a championship run at the end-of-season tournament this weekend.





Pre K / Grade 2 Menu A



Week Days	Monday 02-Nov-26	Tuesday 03-Nov-26	Wednesday 04-Nov-26	Thursday 05-Nov-26	Friday 06-Nov-26
Morning Break					
Morning Snack	เฟรนช์โทสต์	คุกกี้เนยสด	มาร์เบิลเค้ก	ชาลาเปา	ชีสโกแลตสติ๊ก
Lunch Menu					
Salad	สลัด	สลัด	สลัด	สลัด	สลัด
Main Western	ไก่อบน้ำผึ้ง	ไก่อบ	หมูอบ ซอสเกรวี่	สวิตช์พอร์คอบอล	ไก่อบ
	หมูสไลด์ทานออฟ	ปลาอบ ซอสมะเขือเทศ	ปลาอย่าง	พาสต้าแอบโต และเห็ด	ไข่ต้ม
	บรอกโคลี	ข้าวโพดหวาน	แครอทผัดเนย	ฟักทองอบ	แครอทอบ
	มันบด	มันอบ	มันฝรั่งสไลด์แบ็กชีส	มันต้ม	เฟรนช์ฟรายส์
Main Thai	ผัดกะเพราไก่ **ไม่เผ็ด	ไก่กระเทียม	ไก่ผัดต้นหอม	ไก่เทอริยากิ	หมูทอด
	ไข่เจียว	ต้มจืดผักกาดขาว หมูสับ	ไข่ต้ม	ปลากอดกระเทียม	ปลาเนื้อ
	ข้าวสวย	ข้าวสวย	ข้าวสวย	ข้าวสวย	ข้าวสวย
Noodles	ก๋วยเตี๋ยวลูกชิ้นหมู	ก๋วยเตี๋ยวไก่ตุ๋น	うどんหมู	เส้นใหญ่หมูสับ, ลูกชิ้น	สุกี้
Fruits	ผลไม้สดตามฤดูกาล	ผลไม้สดตามฤดูกาล	ผลไม้สดตามฤดูกาล	ผลไม้สดตามฤดูกาล	ผลไม้สดตามฤดูกาล
Dessert					ขนมหวาน
Afternoon Break					
Afternoon Snack	ปอเปี๊ยะกุ้งชีส	เดมิชปูอัดมาโย	พัฟผัดเสื่อ	มินิชีสโกแลตครัวซองต์	สำหรับห่อไก่, กุ้ง

Pre K / Grade 2 Menu A



Week Days	Monday 02-Nov-26	Tuesday 03-Nov-26	Wednesday 04-Nov-26	Thursday 05-Nov-26	Friday 06-Nov-26
Morning Break					
Morning Snack	French Toast	Butter Cookie	Marble Cake	Steamed Buns	Chocolate Sticks
Lunch Menu					
Salad	Salad	Salad	Salad	Salad	Salad
Main Western	Roasted Honey Chicken	Roasted Chicken	Roasted Pork with Gravy	Swedish Pork Balls	Roasted Chicken
	Pork Stroganoff	Baked Fish with Tomato Sauce	Grilled Fish	Pasta with Chicken Ham & Mushrooms	Scrambled Egg
	Broccoli	Sweet Corn	Sauteed Carrots	Baked Pumpkin	Baked Carrots
	Mashed Potatoes	Roasted Potatoes	Maxim Potatoes	Boiled Potatoes	French Fries
Main Thai	Stir Fried Chicken with Basil **No Chili	Garlic Chicken	Stir Fried Chicken with Spring Onions	Teriyaki Chicken	Fried Pork
	Thai Omelet	Chinese Cabbage Soup with Minced Pork	Boiled Egg	Fried Fish with Garlic	Steamed Fish
	Steamed Rice	Steamed Rice	Steamed Rice	Steamed Rice	Steamed Rice
Noodles	Pork Ball Noodles	Braised Chicken Noodles	Pork Udon	Minced Pork & Pork Ball Noodles	Sukiyaki
Fruits	Seasonal Fresh Fruits	Seasonal Fresh Fruits	Seasonal Fresh Fruits	Seasonal Fresh Fruits	Seasonal Fresh Fruits
Dessert					Dessert
Afternoon Break					
Afternoon Snack	Shrimp & Cheese Spring Roll	Crab Stick & Mayo Danish	Butterfly Puff	Mini Chocolate Croissant	Seaweed Shrimp & Chicken Roll

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">• racial or ethnic origin• political opinions• religious or philosophical beliefs• sexual behavior• criminal records• health data, disability• trade union information• genetic data, biometric data, or any data which may affect the data subject in the same manner as to be prescribed by the PDPC.

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 2026/2027](#)

[TCIS Yearbook 2025-26](#)

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)

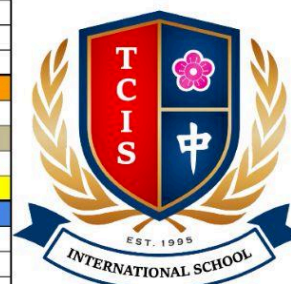
Email: nurse@tcis.ac.th

Phone 02-751-1201 ext. 220

Calendar 2026/2027

2026-2027 Calendar

Created 22 September 2025						
Month	M	T	W	T	F	Date
Jul '26			1	2	3	14-21 New Teachers Orientation : 14 July
	6	7	8	9	10	22-27 All Teachers Orientation : 22 July
	13	14	15	16	17	22-24 Registration Day : 22-24 July
	20	21	22	23	24	27 New Students Orientation : 27 July
	27	28	29	30	31	28-30 King's Birthday 28, Asanha Bucha Day 29, Buddhist Lent Day 30
Aug '26	3	4	5	6	7	3 First Day of School : 3 August 2026
	10	11	12	13	14	12 Mother's Day
	17	18	19	20	21	
	24	25	26	27	28	
	31					
Sep '26		1	2	3	4	9 Online Learning Day ECE on Campus
	7	8	9	10	11	
	14	15	16	17	18	14 PD (No students) : 14 September
	21	22	23	24	25	24 Wai Kru
	28	29	30			End of Quarter 1 : 9 October
Oct '26				1	2	Begin Quarter 2 : 19 October
	5	6	7	8	9	9 Double 10 Day Ceremony
	12	13	14	15	16	13 King Rama 9 Memorial Day and October Break
	19	20	21	22	23	23 Chulalongkorn Day
	26	27	28	29	30	22 Parent Teacher Conferences (No students) : 22 October
Nov '26	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	16-20 Week Without Walls
	23	24	25	26	27	24 Loy Krathong
	30					
Dec '26		1	2	3	4	7 Father's Day Compensation (5th Father's Day)
	7	8	9	10	11	
	14	15	16	17	18	18 End of Q2 and S1 (90 days) : 18 Dec 2026 / Student Dismissal @ 11:30am
	21	22	23	24	25	/ PD Day for Teachers afternoon
	28	29	30	31		
Jan '27					1	
	4	5	6	7	8	
	11	12	13	14	15	Begin Quarter 3 : 18 January 2027
	18	19	20	21	22	
	25	26	27	28	29	29 Parent Teacher Conferences (No students) : 29 January
Feb '27	1	2	3	4	5	4 Chinese New Year Celebration (Half Day)
	8	9	10	11	12	5 Chinese New Year Day
	15	16	17	18	19	19 Makha Bucha Day Compensation (21st Makha Bucha Day)
	22	23	24	25	26	
Mar '27	1	2	3	4	5	
	8	9	10	11	12	End of Quarter 3 : 26 March 2027
	15	16	17	18	19	
	22	23	24	25	26	PD Days (No students) : 17-19 March
	29	30	31			Begin Quarter 4 : 29 March 2027
Apr '27				1	2	8 Songkran Celebration (Full Day)
	5	6	7	8	9	9 Chakri Day (substitution day)
	12	13	14	15	16	
	19	20	21	22	23	12-16 Songkran Holidays
	26	27	28	29	30	
May '27	3	4	5	6	7	4 Coronation Day
	10	11	12	13	14	
	17	18	19	20	21	20 Visakha Bucha Day
	24	25	26	27	28	
	31					
Jun '27		1	2	3	4	3 Queen's Birthday
	7	8	9	10	11	End of Q4 and S2 (90 days) : 11 June 2027/Student Dismissal at 11:30 am
	14	15	16	17	18	
	21	22	23	24	25	Summer School Begins : 14 June to 2 July 2027
	28	29	30	1	2	



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<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

Staff Contact List

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<p>Dr. James ECE & Elementary & WASC james.cooke@tcis.ac.th Dr. James' Google Site</p>	<p>Dr. Richard Head of Middle School richard.poulin@tcis.ac.th Google Site</p>	<p>Mr. Kevin Head of High School kevin.curran@tcis.ac.th Mr. Kevin's Google Site</p>
		
<p>Ms. Jasmine Curriculum Coordinator</p>		

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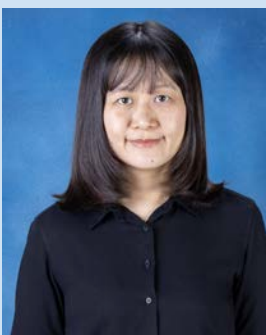


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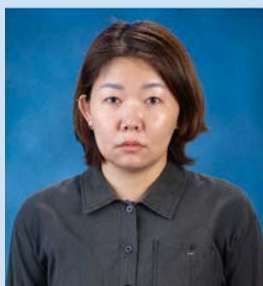
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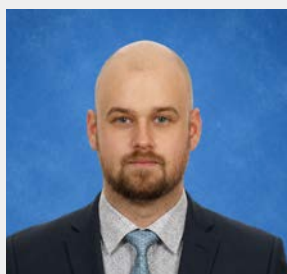
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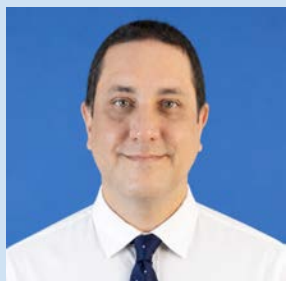
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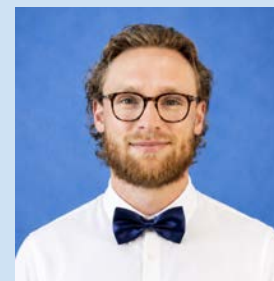
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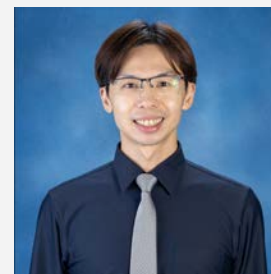
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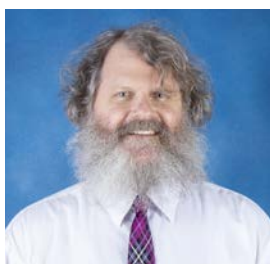
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Ms. Kelsey



Mr. Jonathan



ELL



Ms. Baimon

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	Mr. Matt Cannon Room 344 matthew.cannon@tcis.ac.th Google Site		

<h2>SCIENCE DEPARTMENT</h2>



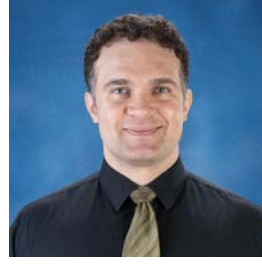
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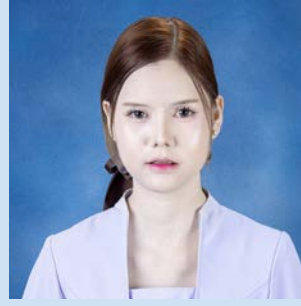
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