



2018-19 Course Catalog

Information Regarding AP Courses:

The AP program offers high school students the equivalent of first year university study in a variety of areas at selected universities. Individual courses go into great depth and prepare students to take the external AP examination administered by the College Board based in the United States. The exams are taken to earn either advanced standing or university credit in the USA, Canada, and many other countries. Students applying to competitive schools in the US, Canada, United Kingdom or Taiwan should consider AP as a necessary component in preparing for admission. While AP coursework is demanding, it is beneficial to students, even those who do not perform well on the external exam because of the demand for critical thinking.

General Guidelines for Placement into an Advanced Placement (AP) Course

AP courses require a long-term commitment from students. AP courses are weighted more heavily (.5 points higher), so students can earn a higher GPA for completion of these courses. For these reasons, students must demonstrate the following before being admitted to AP courses:

- Most recent grade in subject area is a 'B+' (unless stated otherwise)
- 'B' or higher in most recent English course
- A high level of motivation, and an understanding and acceptance of the increased homework demand
- A commitment to complete all the requirements of the AP courses in which the student enrolls, *including* the external exam (students who fail to complete the end of year exam *will not* have their course weighted more heavily)
- Teacher recommendation and Student Services approval

*The above does not apply to AP Music, AP Art, or AP language courses, for which completion of certain courses *and* a teacher recommendation/approval is needed. Please see "Prerequisites" under each course for specific course requirements.

English

Philosophy

The English department at Thai–Chinese International School believes that in order to function well in an increasingly competitive and information–oriented society, students must possess excellent comprehension and communication skills. The role of the English teacher is to encourage students to think critically, examine effectively, and control language in both written and spoken form. These skills are also critical in the development of lifelong learning and responsible global participation. Writing skills are developed through reading and writing practice as well as through constructive criticism from peers and instructors. The study of literature should both challenge and stimulate students' minds by broadening their perception of the world and its people. In addition to the core literature-based curriculum, the language and composition sequence provides three English electives, all intended to be taken in conjunction with core studies and serve as general support for student efforts and skill-development in English, but may serve also as recommended courses (and required in certain cases).

Students will be able to:

- View the world through different cultures and perspectives and recognize that there is a common link among humans regardless of culture, distance, or time.
- Understand linguistic structures as they express ideas and present clear arguments.
- Expand upon the development of specific themes and literary concepts.
- Build on the reading, writing, listening, and speaking skills learned in middle school.
- Integrate technology and media into the content of the courses.

Four credits of English are required for graduation

English Intensive Program (EIP)

Teachers: Mr. Jim Hale and Mr. Scott O'Neill

Credit: To be determined

Course Length: 1 Year

Prerequisite: None

The English Intensive Program (EIP) offered at TCIS is for students who are new to learning English in an academic environment. The purpose of this course is to prepare students to be successful in their core academic courses. These include English literature, math, social studies and science, which are all taught in English.

In the EIP program, students will learn a variety of strategies that they can use to help them develop the skills necessary to speak, listen, read and write academic

English. Student's will work to increase their vocabulary by reading often and keeping a journal of new words, improve pronunciation by giving short presentations and communicating to their classmates, and writing short responses that have clear main ideas and provide specific details. The strengthening of these fundamental skills will ultimately lead to better performance in the many classes where academic English proficiency is a key to success.

English 9 (Required course for Grade 9)

Credit: 1

Course length: 1 year

Prerequisite: None

This class lays the foundation for the study of upper school language and literature. Students will develop speaking, reading, and writing skills to foster critical thinking and effective communication. Studying major genres of literature such as short story, poetry, nonfiction, drama, and novel, students will develop and expand on these skills, identify and analyze elements of literature. The study of Literature and Language will improve oral communication and research skills, utilize the writing process, and respond to the literature through both formal and informal writing and other activities. Major works to be read may include, but are not limited to, Romeo and Juliet, Lord of the Flies, The Princess Bride, Of Mice and Men, The Glass Menagerie, and selections from The Odyssey.

Text: Elements of Literature – Third Course, Holt: 2009

English 10: World Literature (Required Course for Grade 10)

Credit: 1

Course length: 1 year

Prerequisite: English 9

This course builds on the skills developed in English 9 in preparation for higher level Language Arts courses. The Grade 10 World Literature course explores literature from diverse cultural perspectives, and addresses novels and plays with Asian, African and South American writers. With each new cultural focus, students will learn how to read literature through a specific critical lens. Students will gain confidence in their capacity as literary critics as they develop tools to analyze literature. Students will also refine their understanding of the proper usage of mechanics and grammar in their writing. They will demonstrate their knowledge through oral presentations, group projects, formal essays, written narratives and extensive in-class discussion.

Text: Elements of Literature – Fourth Course, Holt: 2009

English 11: American Literature

Credit: 1

Course length: 1 year

Prerequisite: English 10

This course offers an historical approach to American authors. Working backwards in

time, we begin with a recent winner of the Pulitzer Prize for Literature. We then explore post-war culture through classics of the 50's and 60's. Following this is a study of the Economic Boom and Bust surrounding the Roaring 20's; we continue to explore issues related to the founding of America - racism, slavery, women's rights, poverty - as we move to classics from the turn of the century. We finish with a unit on American Romanticism and the colonization of America. In addition to exploring the history of the United States through the tool of literature, students will explore different styles and genres of writing, including novels, poetry, short stories, documents and expository essays. Students will use these to model their own works of poetry, stories and essays, and in doing so will also master the skill of accurately citing information from outside sources. Major works include those of Anthony Doerr, Mark Twain, F. Scott Fitzgerald, Jack London, J.D. Salinger, Robert Frost and James Fenimore Cooper.

English 12: British Literature

Credit: 1

Course length: 1 year

Prerequisite: English 11

This course is designed to introduce students to a broad range of periods and styles within British literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. As this is a senior-level course, a high level of independent discipline and a strong motivation to read challenging texts are absolutely necessary for participation and success. Above all, the course expects a willingness on the part of students to approach literature with an open mind and an inquisitive spirit. The format of the class is primarily discussion, with occasional supplementary lectures. Major works to be read may include, but are not limited to, selections from Beowulf and The Canterbury Tales, Hamlet, Gulliver's Travels, Frankenstein, "The Waste Land" and "Prufrock" and poetry by Byron, Wordsworth and Yeats.
Text: Elements of Literature – Sixth Course, Holt: 2003

AP English Language & Composition

Credit: 1

Course length: 1 year

Prerequisites: B+ or higher in English 11 and instructor approval

The purpose of this course is to help students “write effectively and confidently in their college courses across the curriculum and in their professional and personal lives.” (The College Board, AP® English Course Description, May 2007, May 2008, p. 6.) The course is organized according to the requirements and guidelines of the current AP English Course Description, and, therefore, students are expected to read critically, think analytically, and communicate clearly both in writing and speech.

This course is an intensive class designed to provide a university level experience where students analyze the styles of skilled fiction and non-fiction authors as they work toward developing their own writing. AP Language and Composition enables students to identify how an author's use of rhetorical techniques and stylistic devices lend themselves to the overall piece. Through close contextual reading, students negotiate a writer's purposes, audience expectations, and subjects, in addition to the way conventions and the resources of language contribute to effective writing. Students will compose for a variety of purposes: expository, analytical and argumentative.

Compositions that introduce complex central ideas and develop it with appropriate evidence drawn from primary and secondary sources.

As this is an advanced course, a high level of independent discipline and a strong motivation to read challenging texts are absolutely necessary to participation and success.

Mathematics

Philosophy

It is our belief that mathematics aids our students in developing and enhancing the ability to reason and deduce. By applying learned mathematics concepts to real world situations via story problems, projects, and group work; we aim to foster their sense of curiosity.

Students will be able to:

- Understand the connections of mathematical content-strands throughout the curriculum.
- Appreciate the connections between mathematics and real-world applications.
- Discover and analyze abstract mathematical concepts, use graphing calculators, computer software as expected throughout the curriculum.

3 credits of Math are required

Math 9

Credit: 1

Course length: 1 year

Prerequisite: Pre-Algebra or equivalent

Students will begin their development of the fundamental high school mathematics concepts including linear, quadratic and exponential functions, mathematical modeling, 2D and 3D figures, visual representations of data and sample space.

The course will emphasize a real-world application of these concepts and encourage problem solving and critical thought.

Students are required to purchase a TI 84 graphing calculator and must bring it to class each day.

Textbook: Core-Plus Mathematics, Course 1; McGraw-Hill 2015

Math 10

Credit: 1

Course length: 1 year

Prerequisite: Math 9 or equivalent

In this course, students will build on their understanding of fundamental math concepts from mathematics 9. Key topics include non-linear functions and systems, using matrices, geometric transformations in the coordinate plane, optimization, trigonometric functions and data analysis and probability distributions.

The course will emphasize a real-world application of these concepts and encourage problem solving and critical thought.

A TI84 graphing calculator is mandatory.

Textbook: Core-Plus Mathematics, Course 2; McGraw-Hill 2015

Math 11

Credit: 1

Course length: 1 year

Prerequisite: Math 10 or equivalent

In this course, students will apply their understanding of functions to polynomial, rational, logarithmic, and inverse functions. There will also be explorations of reasoning and proof strategies, inequalities and programming, circles and their properties, sequence and series and sampling in statistics.

As an integrated math course, students will use previous secondary math skills and apply them to new, higher order topics.

A TI84 graphing calculator is mandatory.

Textbook: Core-Plus Mathematics, Course 3; McGraw-Hill 2015

Pre-Calculus

Credit: 1

Course length: 1 year

Prerequisite: C+ or higher in Math 11 or equivalent

In this course, students will further their understanding of functions, equations and their graphs. In preparation for calculus, they will also explore linear systems and matrices, trigonometric identities, sequences and series, and limits.

The course is an advanced level math, preparing students for math at the university level.

A TI84 graphing calculator is mandatory.

Required Text: Pre-calculus with Limits: A Graphing Approach, 5th Edition, Larson, Hostetler, Edwards

Probability and Statistics

Credit: 1

Course length: 1 year

Prerequisites: Math 11 or Pre-Calculus

This introductory course to probability and statistics will prepare students for applied statistics in business as well as the demands of a college-level statistics course. Topics include permutations and combinations, quantitative and categorical variables, normal distribution, standard deviation, sampling distributions (with an emphasis on normal distributions), inference for proportions, means, and regression, confidence intervals, and hypothesis testing. A graphing calculator is recommended.

Text: Understandable Statistics, 9th Edition. (Brase and Brase)

Calculus

Credit: 1

Course length: 1 year

Prerequisites: B- or higher in Pre-Calculus and instructor approval

This course is open to those who have proven their excellence in math. Calculus is designed to give students an overview of Calculus topics such as limits and continuity, derivatives, integrals, and differential equations. While this course covers many of the same concepts found in AP Calculus, it is not bound by the pace and rigor necessary for success on the AP Calculus exam. Therefore, this course best suits the student who is mathematically ready to learn Calculus but does not want the “stress” of AP Calculus. Students are required to purchase and to bring to class each day a TI 84 graphing calculator.

Textbook: Calculus for AP Cengage 2016 Edition by Larson & Battaglia

AP Calculus AB

Credit: 1

Course length: 1 year

Prerequisites: A- or higher in Pre-Calculus, B or higher in previous year’s English course, and instructor approval

This course is open to those who have proven their excellence in math. The AP-AB Calculus course consists of a full academic year of work in calculus. Topics that are covered include elementary functions, limits, differential calculus and integral calculus with applications. The AP syllabus is equivalent to college level Calculus I. Additional topics are covered after the AP exam. Problems are approached using the “rule of four”; algebraically, verbally, graphically, and numerically. All students are required to take the AP/AB exam in May. This exam is not part of the course but a passing score (3-5) usually earns a semester course credit and placement

in college. Students are required to purchase and to bring to class each day a TI 84 graphing calculator.

Textbook: Calculus for AP Cengage 2016 Edition by Larson & Battaglia

AP Calculus BC

Credit: 1

Course length: 1 year

Prerequisites: B+ or higher in Pre-Calculus, B or higher in previous year's English course, Calculus AB and/or Instructor Approval

This course is open to those who have proven their excellence in upper level math. Calculus BC covers all topics in AB with extensions and additional information. Topics that are covered include elementary functions, limits, differential calculus and integral calculus with applications, series and sequences, polar coordinates, and vectors. The AP syllabus is equivalent to college level Calculus I & II. Additional topics are covered after the AP exam. Problems are approached using the "rule of four"; algebraically, verbally, graphically, and numerically. All students are required to take the AP/BC exam in May (students will receive a BC and AB sub score). This exam is not part of the course but a passing score (3-5) usually earns a semester course credit (2 semester course credit if the score is high). Students are required to purchase and to bring to class each day a TI 84 graphing calculator.

Textbook: Calculus for AP Cengage 2016 Edition by Larson & Battaglia

Science

Philosophy

The goal of the Science department at TCIS is to develop creative, inquisitive, technologically adept learners with the skills to ask and answer questions. We believe that scientific learning should be hands-on and applicable to real life. Through extensive use of laboratory experiments, projects, portfolios, computer probes and the Internet, students are being prepared for the science of the future.

Students will be able to:

- Make informed science choices.
- Know and be aware of their role and responsibility in shaping the environment of the future.
- Use scientific procedures to design and conduct investigations.

3 credits of Science are required

Biology (Required for Grade 9)

Credit: 1

Course length: 1 year

Prerequisite: None

In this required course, students investigate the living world around them using

cooperative groups, laboratory experiment, dissections, and field trips. We look at how living things fulfill the basic requirements of life from the cell to the entire organism. Topics include physiology of the human body and evolutionary differences between organisms. Recent advances in genetics and AIDS will be discussed.
Text: Modern Biology, Holt: 2007

Chemistry (Required for Grade 10)

Credit: 1

Course length: 1 year

Prerequisite: Biology

In this course, students will develop skills in measurement, laboratory techniques, cooperative group work and presentations. Units of study are: scientific method, atomic structure, chemical bonding, chemical reactions, reaction rates, stoichiometry, thermochemistry, gas laws, solutions, acids and bases and organic chemistry. An independent project will be completed and used in a school wide science fair or class presentation.

Text: World of Chemistry; McDougall Littell (Zumdahl, Zumdahl, DeCoste); 2008

Environmental Science

Credit: 1

Course length: 1 year

Prerequisite: Biology

Global warming, pollution, and poverty are some of the problems that are caused by mankind and their abuse of the environment. This course will introduce the students to issues of our environment and the impact of mankind's response to planet Earth. Students will learn about the different ecosystems, biodiversity and population, our natural resources, climatic changes, and our reliance and responsibility to the environment. It is aimed at bringing awareness, concern and understanding of unresolved global issues, and looking for new approaches to global problem solving.

Text: Environmental Science, Holt: 2008

Human Anatomy and Physiology

Credit: 1

Course length: 1 year

Prerequisites: B or higher in Biology and completion of Chemistry

The course is for those interested in science-related fields. Anatomy and physiology is a discussion and laboratory based study of the human body. The study will range from molecules, cells, body systems, and processes. Dissection of a cat and other appropriate organs will compliment course work. This course is designed for college preparation, especially for biology and health career majors.

Textbook: The Essentials of Human Anatomy and Physiology 11th ed., Marieb

Physics

Credit: 1

Course length: 1 year

Prerequisites: Biology and Chemistry

Students will develop skills in measurement, laboratory procedures, cooperative group work and making presentations. Units of study will include: kinematics, dynamics, momentum and energy, the laws of conservation of mass and energy, rotational motion, static and current electricity and magnetism. Students will learn to use scientific procedures to design and conduct investigations. An independent project will be completed and used in a school wide science teach day.

Text: *Physics*, Serway and Faughn, Houghton Mifflin Harcourt: 2017

AP Biology

Credit: 1 year

Course length: 1 year

Prerequisites: Biology, Chemistry, Math 10/Algebra II, B+ or higher in previous year's science course, B or higher in previous year's English course, and instructor approval

AP Biology is designed to be the equivalent of a college introductory Biology course. The course is for students with a particular interest in and aptitude for Biology. Students who are planning to major in the Biological Sciences are strongly advised to take this course. Mathematical skills commensurate with simple geometry and statistics are required. The course includes a very valuable laboratory component with 12 major labs within the year.

Text: *Biology in Focus*, Campbell, AP Edition

AP Lab manuals

AP Chemistry

Credit: 1 year

Course length: 1 year

Prerequisites: Biology, Chemistry, B+ or higher in previous year's science course, B or higher in previous year's English course, and instructor approval

AP Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first year of college. Students who are planning to major in chemistry or a related field in university are strongly advised to take this course. This course is structured around the six big ideas articulated in the AP Chemistry curriculum framework provided by the College Board: (1) Structure of matter, (2) Properties of matter-characteristics, states, and forces of attraction, (3) Chemical reactions, (4) Rates of chemical reactions, (5) Thermodynamics, (6) Equilibrium. A special emphasis will be placed on the seven science practices, which capture important aspects of the work that scientists engage in, with learning objectives that combine content with inquiry and reasoning skills. The course also provides opportunities for students to develop, record, and maintain evidence of their verbal, written, and graphic communication skills through laboratory reports and scientific investigations. Students are provided the opportunity to engage in a minimum of 16 hands-on laboratory experiments integrated throughout the

course while using basic laboratory equipment to support the learning objectives listed within the AP Chemistry Curriculum Framework. The laboratory investigations used throughout the course allow students to apply the seven science practices defined in the AP Chemistry Curriculum Framework. At minimum, 6 of the required 16 labs are conducted in a guided-inquiry format.

Text: Chemistry, 6th edition, Zumdahl

AP Physics I

Credit: 1

Course length: 1 year

Prerequisites: Biology, Chemistry, B+ or higher in previous year's science course, A- or higher in Pre-Calculus **or** an A- in Physics, B or higher in previous year's English course, and instructor approval

AP Physics 1 is organized around six big ideas that bring together the fundamental science principles and theories of general physics. These big ideas are intended to encourage students to think about physics concepts as interconnected pieces of a puzzle. The solution to the puzzle is how the real world around them actually works. The students will participate in inquiry-based explorations of these topics to gain a more conceptual understanding of physics. Students will be encouraged to approach problems in their own way and to learn from each other.

Big Ideas:

Big Idea 1: Objects and systems have properties such as mass and charge. Systems may have internal structure.

Big Idea 2: Fields existing in space can be used to explain interactions.

Big Idea 3: The interactions of an object with other objects can be described by forces.

Big Idea 4: Interactions between systems can result in changes in those systems.

Big Idea 5: Changes that occur as a result of interactions are constrained by conservation laws.

Big Idea 6: Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.

Text: Giancoli, Douglas C. . *Physics: Principles with Applications*. 7th Edition updated. Upper Saddle River, NJ: Prentice Hall/Pearson Education, 2016. ISBN 1-292-05712-2.

Social Studies

Philosophy

The Social Studies Department believes that creating active and involved citizens is paramount to the improvement of society. Increases in global trade and technology demand that students have the cognitive tools to examine and analyze intercultural, political, economic, and social systems in order to engage in today's multi-cultural world.

Students are expected to have both critical and interpretive skills to understand concepts such as historical trends, economic development, foreign affairs, gender and ethnic identity, post-colonial issues, population changes, and immigration.

Students will be able to:

- Analyze the behavior and performance of individuals in various group and social settings.
- Develop and refine numerous skills related to psychology, anthropology, history, archeology, geography, political science, sociology, economics, and the humanities.
- Demonstrate excellent research, critical thinking, written and oral presentation skills.
- Identify and explain social and historical trends in the context of an ever-changing contemporary world.

3 credits of Social Sciences is required

Modern World History (Required course in Grade 9)

Credit: 1

Course length: 1 year

Prerequisite: None

This course adopts a “big picture” view of world history, stepping back to see the world as an interconnected whole. You will learn details about specific countries and regions, while viewing those details in a larger, cross-regional and global context. While highlighting the world’s diversity, we will also make connections and comparisons across cultures. We will examine history from a global perspective, seeking to identify common patterns in historical events around the world. This class will make use of a variety of themes to consider key concepts and ways of thinking that will help organize information and enhance our understanding of world history. After a brief introduction to ancient history, we will spend most of our time on the world post-1500 (c.e.)

Online Text: History Alive: World Connections

U.S. History (Required course in Grade 10)

Credit: 1

Course length: 1 year

Prerequisite: Modern World History

Ch. 1: organize and evaluate hist. information

Ch. 2: apply analytic models to diff. situations

Ch. 3: evaluate analytic models for p.o.v.

Ch. 4: critique and create evaluation criteria

Ch. 5 & 11: predict historic events

Ch. 6 & 7: synthesize global solutions

Ch. 8 & Sup.: appreciate intelligent synthesis

Ch. 9, 10, 12: research and rewrite educ. goals

Students enrolled in U.S. History will learn to think and write critically about the events and issues that have shaped the history of United States.

Sociology

Credit: 1

Course length: 1 year

Prerequisite: English 9

Course description: This Sociology course is designed to introduce students to the study of society. Sociology focuses on the systematic understanding of social interaction, social organization, social institutions, and social change. Major themes in sociological thinking include the interplay between the individual and society, how society is both stable and changing, the causes and consequences of social inequality, and the social construction of human life. Understanding sociology helps discover and explain social patterns and see how such patterns change over time and in different settings. By making vivid the social basis of everyday life, sociology also develops critical thinking by revealing the social structures and processes that shape diverse forms of human life.

Economics

Credit: 1

Course length: 1 year

Prerequisite: Modern World History, U.S. History

Students will investigate the topics of intro Micro, Macro, and global economies and the associated principles and theories. This course explores fundamental practices and principles of economies such as the use of; economic reasoning, problem solving, and decision making. This course provides understanding of major contemporary economic problems and systems through a survey of scarcity, supply and demand, market structures, business organization, economic institutions, money and financial systems, the role of government in monetary and fiscal policies, procedures, consumers, unemployment inflation, and business cycle.

Psychology

Credit: 1

Course length: 1 year

Prerequisite: English 9

This course focuses on individual behavior and why an individual thinks, feels, and reacts to certain stimuli. Major emphases will be placed on research methods, stages in childhood and adolescence, how the brain works, altered states of consciousness, psychological testing, and psychological disorders.

AP Psychology

Credit: 1

Course length: 1 year

Prerequisite: Successful completion of: Modern World History and U.S. History, B+ or higher in previous year's social science course, B+ or higher in Biology, B or higher in most recent English course, and instructor approval

The AP Psychology course is academically challenging and designed to prepare students for the Advanced Placement Psychology Exam. The course focuses on the systematic and scientific study of human behavior and mental processes. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students will become acquainted with the study of research methods, statistics, and ethical issues.

Text: Zimbardo, Psychology w/ Discovering Psych., AP Edition, 2009 and Kasschau, Understanding Psychology, Glencoe McGraw Hill w/Time Magazine, 2001

AP Human Geography

Credit: 1

Course length: 1 year

Prerequisites: Modern World History, U.S. History, B+ or higher in previous year's social science course, B or higher in most recent English course, and instructor approval

In this course students are introduced to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface.

Units of study include population, migration, culture, language, religion, ethnicity, political geography, economics development, industry, agriculture, and urban geography. Emphasis is placed on geographic models and their applications. We will examine and discuss national and international policies, attitudes and their correlation to today's global connectivity.

Text: Human Geography: People, Places and Culture 9th Edition by DeBlij

AP Economics

Credit: 1

Course length: 1 year

Prerequisites: Modern World History, U.S. History, B+ or higher in previous year's social science course, B or higher in most recent English course, and instructor approval

AP Macroeconomics is designed to give you a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination, and also develops your familiarity with economic performance measures, economic growth, and international economics.

AP Microeconomics is to provide a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

Text: Economics, edition 17. McConnell and Brue. 2008.

Chinese Language

Philosophy

Our Mandarin Language Program is communication-oriented and proficiency-based. We believe grammar and vocabulary, must be learned in the context of the target language used whenever possible. The skills of listening, speaking, reading and writing, as well as critical thinking, must be continually developed in a student-centered classroom. Authentic materials and situations are used as often as possible. Language-learning strategies are taught, and risk-taking by students is encouraged so language learners have the tools with which to handle unfamiliar materials.

Our program seeks to continually enhance an awareness of the Chinese culture we embed authentic culture in instruction. Both Mandarin learning and assessment focus on successful communication. Because one of the primary missions of the school is to develop fluency in Chinese, students must be enrolled in and successfully complete one Mandarin course annually while enrolled at TCIS.

At the conclusion of our program, students will be able to:

- Use the language as a powerful tool for communication.
- Use the language most effectively to understand the world around them.
- Solve problems reason and make choices.
- Appreciate the beauty, richness, values, and usefulness of their language.

*The following courses are designed for native speakers of Mandarin

4 years of Chinese study is required

The following courses are intended for Native Chinese speakers.

AP Chinese Language and Culture 9

Credit: 1

Course length: 1 year

Prerequisites: Instructor approval

This course is designed for native speakers of Mandarin who wish to maintain and further develop proficiency especially in understanding the Chinese ancient classics. Instruction focuses on reading and stating the philosophy of Chinese classics and writing skills. These students are required to sit the AP exam.

Text: Chinese text vol. 9; Supplemental readings and materials

Chinese Language and Literature 9

Credit: 1

Course length: 1 year

Prerequisite: None

This course is designed for native speakers of Mandarin who wish to maintain and

further develop proficiency in their native language. Instruction focuses on a foundation of writing basic Chinese characters centered on daily life and the use of homonyms, homographs, and frequently confused words. Students develop language skills while focusing on topics of Chinese festival and culture.

Text: Chinese text vol. 9; Supplemental readings and materials

Chinese Language and Literature 10

Credit: 1

Course length: 1 year

Prerequisite: Chinese 9

This course continues to develop the native language skills from Chinese Grade 9. It emphasizes writing more difficult characters and study of homonyms, homographs, and frequently confused words found in everyday life. Students learn more about topics of Chinese culture while focusing on reading and stating the philosophy of Chinese classics and writing skills.

Text: Chinese text vol. 10; Supplemental readings and materials

Chinese Language and Literature 11

Credit: 1

Course length: 1 year

Prerequisite: Chinese 10

This course continues to develop the native language skills from Chinese Grade 9 and 10. Instruction stresses Chinese composition. Students learn to write complete sentences and simple compositions using homonyms, homographs, frequently confused words, idioms, and proverbs. Varied topics of Chinese culture are a focus of student learning.

Text: Chinese text vol. 11; Supplemental readings and materials

Chinese Language and Literature 12

Credit: 1

Course length: 1 year

Prerequisite: Chinese 11

This course is designed to build on native speaker language skills from Chinese Grade 11. It also prepares students interested in attending universities in Taiwan, and has to take the University Entrance Exam in July. The instructional focus continues on composition writing through which students will strengthen their vocabulary and writing skills of Chinese Grade 11. Improvement of listening, reading and written communication in Chinese is continued based on topics of Chinese culture. Students who have not previously sat for the AP exam may opt to do so at the conclusion of this course.

Text: Chinese text vol. 12; Supplemental readings and materials

The following courses are intended for Non-Native Chinese speakers.

*4 years of Chinese study is required

Chinese 9

Credit: 1

Course length: 1 year

Prerequisites: Chinese 8 and/or instructor approval

This course is designed for non-native speakers of Mandarin who wish to maintain and further develop proficiency they achieved in the elementary and middle school.

Instruction focuses on reading and understanding the philosophy of Chinese writing skills. This course will also teach some simplified characters.

Objectives:

- Participating in short exchanges of common and familiar topics and contexts with accuracy and fluency (e.g. giving personal information, giving simple descriptions of people, objects and places, expressing basic needs and wants, planning schedules, making simple purchases, ordering food, talking about daily life and interests).
- Using vocabulary for familiar objects, places and activities.
- Mastery of Chinese Phonetic System or Pinyin Romanization.
- Introduction to the organization of Chinese script.
- Reading of text materials to reinforce the development of speaking
- Reading a limited range of authentic written materials (e.g., signs, posters).
- Active writing mastery of approx. 100 characters to reinforce reading and speaking skills.
- Expanding knowledge of the cultural environment and cultural practices through language.

Text: Chinese Text for Thai Language Speakers Vol. 12

Chinese 10

Credit: 1

Course length: 1 year

Prerequisites: Chinese 9 and/or instructor approval

This course is designed for non-native speakers of Mandarin who wish to maintain and further develop proficiency developed in Chinese 9 and earlier. Instruction focuses on reading and understanding the philosophy of Chinese writing skills. This course will also teach some simplified characters.

Objectives:

- Reading to reinforce the development of speaking skills
- Continued development of reading a limited range of authentic written materials (e.g. signs, posters, timetables).
- Active writing mastery of approx. 200 characters to reinforce development of reading and speaking skills.
- Writing to meet simple practical and expressive needs (e.g., writing simple notes and messages, postcards, posters).
- Expanding knowledge and awareness of the cultural environment, beliefs, and

perspectives of the Chinese through language.

- This course will also teach some simplified characters.

Text: Everyday Chinese Book 2A; Supplemental readings and materials

Chinese 11

Credit: 1

Course length: 1 year

Prerequisites: Chinese 10 and/or instructor approval

This course is designed for non-native speakers of Mandarin who wish to maintain and further develop proficiency developed in Chinese II or earlier. Instruction focuses on reading and understanding the philosophy of Chinese writing skills. This course will also teach some simplified characters.

Objectives:

- Reading of text materials that accompany the development of speaking skills and context knowledge
- Continued exposure to authentic written materials (e.g. signs, advertisements, web pages).
- Expanding mastery of characters written from memory to reinforce development of reading and speaking skills.
- Writing in response to reading, meet simple practical and expressive needs (e.g. writing notes and messages, postcards, posters, and taking notes from conversation).
- Expanding knowledge of the cultural environment, beliefs, and perspectives through language.
- This course will also teach some simplified characters.

Text: Everyday Chinese Book 2B; Supplemental readings and materials

Chinese 12

Credit: 1

Course length: 1 year

Prerequisites: Chinese 11 and/or instructor approval

Objectives:

- Reading of text materials that accompany the development of speaking skills and context knowledge.
- Continued exposure to authentic written materials.
- Expanding mastery of characters written from memory to reinforce development of reading and speaking skills.
- Writing in response to reading, meet simple practical and expressive needs.
- Expanding knowledge of the cultural environment, beliefs, and perspectives through language.
- This course will also teach some simplified characters.

Text: Everyday Chinese Book 3

AP Chinese Language and Culture 12

Credit: 1

Course length: 1 year

Prerequisites: Successful completion of Chinese 11 and instructor approval

Objectives:

- Reading and discussion of contemporary lifestyle and social issues (e.g. equality, population, crime, the environment).
- Reading and discussion of traditional Chinese culture as conveyed in traditional Chinese mythical and folk tales.
- Developing a comparative knowledge and awareness of the cultural practices, lifestyles, beliefs, and perspectives of contemporary Taiwanese and Chinese.
- Introduction to the organization of newspapers; simple readings from newspapers.
- Reading of simple authentic poems, stories and selections written for a young audience.
- Writing in response to readings, for informational presentations, and to satisfy a growing range of authentic communicative needs.
- Learning to use Chinese dictionaries and other language resource materials.
- Preparation for AP Chinese Exam.
- This course will also teach some simplified characters.

Text: Everyday Chinese Book 3; Supplemental readings and materials

Chinese 1 (Grade 9-12)

Credit: 1

Course length: 1 year

Prerequisite: None

This course is designed for students new to TCIS and the study of Mandarin. The goal is to build student's ability so that they can proceed to Chinese 2 within one year.

Text: 1000 Words Mandarin L1-20

Chinese 2 (Grade 9-12)

Credit: 1

Course length: 1 year

Prerequisite: None

This course is designed for students who never studied in Chinese 1 or have studied Chinese for 120 hours. The goal is to build student's ability so that they can proceed to Chinese 3 within one year.

Text: 1000 Words Mandarin L21-40

Chinese 3 (Grade 9-12)

Credit: 1

Course length: 1 year

Prerequisite: None

This course is designed for students who ever studied in Chinese 2 or have studied Chinese for 240 hours. The goal is to build student's ability so that they can proceed to

Chinese 4 and/or AP Chinese level within one year.
Text: 1000 Words Mandarin L41-60

Chinese 4 (Grade 9-12)

Credit: 1

Course length: 1 year

Prerequisite: None

This course is designed for students who ever studied in Chinese 3 or have studied Chinese for 360 hours. The goal is to build student's ability so that they can be proficient on listening, speaking, reading and writing.

Text: 1000 Words Mandarin L61-80

Thai Language

Philosophy

The Thai department provides 3 strands of learning that are Thai language, Thai literature and history-social studies. Our curriculum follows The Thai Ministry of Education's core curriculum. Students are expected to learn and understand the 3 strands through 8 units of study, including Thai language as an identity of Thailand along with the changing of Thai language and globalization. Students will be learning by analyzing the characters and situations in both Thai literatures and contemporary literary works. Thai department encourages students to explore their creative thinking by create various styles of documentary. The study of historical discourse will broaden their knowledge in order to understand the past and apply to use in the present and future. Thai department also concerns about students' behavior and morality. So, we stimulate students to participate in Thai cultural events in order to develop their collaborative abilities. In addition, Thai department has integrated Thai culture with environmental issue to implant conscious mind of our students. Those will challenge students' skills of learning that they can apply to their future.

4 years of Thai is required for Thai Natives

The following courses are designed for native speakers of Thai.

Thai Language and Literature 9

Credit: 1

Course length: 1 year

Prerequisite: None

This course lays the foundation for learning Thai in high school level. Student will practice their critical thinking in all units of study. For Thai grammar, students will learn the "Tri-yang" as an important concept of Thai language especially for orthography and will use this knowledge to understand the changing of Thai usage in the present day. This class offers an intimate approach to the masterpiece of Thai literature "Khun

Chang Khun Phaen". Thai department believes that literature is the one of the best source for students to learn and understand "life". Meanwhile, the selected contemporary literary works will be the sources that reflect the society they have lived nowadays. Students will focus and discuss in the topic of materialism in Thai society. Students will synthesize information from various sources to create their own travelogue, which promote the environment saving idea. Students will learn Thai history: Ayutthaya 1st collapse and King Naresuan's victory through discourse. In order to prepare students ready for being a good citizen, Thai department encourages every student to join cultural activities. As freshmen, students will take these chances to learn from their seniors and cooperate with others.

Text: Muthayom Suksa 3

Textbook developed by Thai Department

Thai Language and Literature 10

Credit: 1

Course length: 1 year

Prerequisite: Thai 9

This course will build on the skills developed in Thai grade 9 in preparation for higher-level Thai courses. Students will study "Laksananam" or classifier and word construction as Thai identity. Students learn to understand and analyze the origin of teenagers' language therefore they can choose to use properly. Students will study Thai literature "Mattanaphatha" that will guide them to understand and realize the ways of life. "Mattanaphatha" reflects norms and social values about Thai women on King Rama VI era, which still on Thai people's mind. The selected contemporary literary works, various styles and more complicated will be show and reflect the society of stress. Students are expected to relief the stresses practically. Students will create historical documentary by using various techniques that make the documentary alive. Students also learn to be thoughtful person who think of others, society and environment through working with their groups in Thai culture events.

Text: Muthayom Suksa 4

Textbook developed by Thai Department

Thai Language and Literature 11

Credit: 1

Course length: 1 year

Prerequisite: Thai 10

This course continues to develop students' language skills, especially, for the usage of language in different levels. Students will learn how to communicate with people from various statuses appropriately and effectively. This course encourages students to use critical thinking to analyze characters and situations from the masterpiece literature "I-No" in order to understand complex thoughts that benefit to their lives. The contemporary literary works which present the society's conflicts will stimulate students to analyze the origin of the problems and find the way to live understandingly. Students will learn the history about disputation between Thai and France during the King Rama

V's reign. Learning history through discourse will open their minds to understand ancestors' decision and prepare students for present and future. As a junior of high school level, students will participate in Thai cultural events as a leader or planner. So, students will have a chance to practice organizing and cooperating with both lower and upper class.

Text: Muthayom Suksa 5

Textbook developed by Thai Department

Thai Language and Literature 12

Credit: 1

Course length: 1 year

Prerequisite: Thai 11

As a last school year, Thai Department encourages seniors to be aware of living in the real world. All of the students' knowledge from G.9-G.11 will be applied in the seniors' class. Our focus is 'lateral thinking'. Students will communicate their thoughts and ideas effectively and think out of the box. Learning Thai language and wisdom, especially Thai idioms and rhyme, can help them realize the intelligence of Thais and be proud of Thai language. Students will understand their life deeply through learning the biography of admirable persons. Seniors will more concern in the meaning of life and make life be meaningful. For Thai literature, they will learn more complex literature, LiLit Pralor, which reflects the human nature and significance. This year, students will be considered their self-esteem through studying a contemporary literary works, which is about 'Identity'. In the part of historical study, seniors will learn the revolution during King Rama VII, from monarchy to democracy. Students will realize that problems in the past are affected to the present. When they understand the history, they can make the future differently. As a senior, Grade 12 students will run Thai cultural activities, especially Wai Kru ceremony, in order to present their learning potential and be a good role model.

Text: Muthayom Suksa 6

Textbook developed by Thai Department

The following courses are intended for Non-Native Thai speakers:

Thai I

Credit: 1

Course length: 1 year

Prerequisite: None

Students will be able to:

- Acquire enough skills for basic communication.
- Thai alphabets and simple vowels.

Themes explored:

- Learning about greetings and introductions and exchanging personal information.
- Introducing family and talking about friends.
- Talking about daily routine and chores and weekend plans, and making an

appointment.

- Talking about direction and location.
- Making purchases, and ordering in Thai restaurant.
- Discussing Thai daily life style.
- Discussing weather and participating in leisure activities.

Thai II

Credit: 1

Course length: 1 year

Prerequisites: Thai I and instructor approval

Students will continue to:

- Develop communication skills and deepen their understanding of Thai culture.
- Develop the four linguistic skills of reading, listening, speaking and writing through a thematic and communicative approach.

Themes explored:

- Exchanging greetings in Thai-speaking communities, talking to and about friends, and introducing family.
- Jobs and professions
- Thai traditional festival and belief.
- Thai traditional costumes in different era.

Thai III

Credit: 1

Course length: 1 year

Prerequisites: Thai II and instructor approval

Students will be able to:

- Develop communication skills according to the age and the relationship of people.
- Demonstrate listening proficiency and reading comprehension.
- Increase knowledge of historical perspectives to include major Thai historical events.

Themes explored:

- Understand conversations, dialogues, and questions relating to topics, which have been practiced orally or read in class.
- Read with general comprehension materials related to current news and articles.
- Write the essay to express their idea and interest.
- Apply the knowledge to the various projects such as performance, multimedia, literary works, etc.

Thai IV

Credit: 1

Course length: 1 year

Prerequisites: Thai III and instructor approval

Goals of the course:

- Increase use of language skills for purposeful communication.
- Communicate through official written Thai.
- Expand Thai cultural knowledge and historical perspectives to include major Thai historical events.

Themes explored:

- Recognize Thai grammar and use efficiently
- Respond to questions, participate in dialogues and conversations and initiate commands and questions on topics that have been studied in class.
- Read selected Thai literature.
- Analyze the elements of Thai literature and apply to use in their real lives.
- Write documents by using official Thai Language

Physical and Health Education

Philosophy

The physical education and health department is dedicated to the belief that personal well-being is based on the development of physical, mental, emotional, and social health. To meet this goal, the structure of the P.E./Health course is focused on enhancing these areas to help students develop a healthy lifestyle. Students will work towards developing intrinsic motivation that fosters a healthy lifestyle. The interaction of classroom work and active participation gives the students a connection between theory and application.

Students will be able to:

- Exhibit a healthy and physically fit lifestyle through an understanding of health and fitness.
- Develop their knowledge, and awareness of health and team sports.
- Identify the relationship between physical fitness and health problems.
- Identify with concepts of a healthy lifestyle and learn to integrate these concepts.
- Analyze health and fitness information by reviewing different modalities.
- Develop short- and long-term personal health/fitness plans.

2 credits of Physical Education are required

PE/Health 9

Credit: 1

Course length: 1 year

Prerequisite: None

Physical Education/Health in Grade 9 will contribute to the overall education of our students by helping them lead a purposeful and valuable life through an understanding of a state of wellness. The program is designed to provide each student with experiences in fitness, aquatics, health and a variety of team sports. Students will

develop their personal and social skills. They will also learn how to monitor and maintain a healthy level of physical fitness.

Physical Education for Grade 9 offers a wide variety of activities that lead to high activity levels. Fitness development is built in to all units on a regular basis and a lifetime fitness testing battery is administered during the semester. Skill development and evaluation are part of every unit. The Units of Study include: aquatics, soccer, softball, floor hockey, fitness/weight training, badminton, volleyball, rugby/football, basketball and aerobics. Most units are approximately three weeks and include one week of health education. Grades are based on attendance, participation, written tests, skills evaluations, and semester exams.

Health is designed to teach students skills related to health care, safety and medical care. Topics covered may include decision making, nutrition, eating disorders, stress, mental disorders, communication, human sexuality, conflict resolution, introduction to sex education, sexually transmitted diseases, effects of drugs, alcohol and tobacco, and first aid and safety.

Text: Life tracks; Essentials of Health, Harcourt Brace: 1996 Glencoe Health, California, USA: 1999

PE/Health 10

Credit: 1

Course length: 1 year

Prerequisite: PE/Health 9

Physical Education/Health in Grade 10 is designed to provide each student with experiences and participation in personal fitness, cardiovascular fitness based upon the American Fitness Alliance (AFA), aquatics, a variety of team sports and health. PE/Health 10 is designed to emphasize individual responsibility for attaining and maintaining wellness through social, mental, emotional, and physical health.

Physical Education for Grade 10 emphasizes skill development in a variety of lifetime activities. There is an emphasis on a positive attitude and taking responsibility. Students participate in seven or eight sport and recreational activities such as aquatics, soccer, softball, floor hockey, fitness/weight training, badminton, volleyball, rugby/football, basketball and aerobics. Grades are based on attendance, participation, readiness for class, skills evaluations, written tests, and semester exams.

Through a wellness and holistic approach, students learn: responsibility for their own health, mental and social health, family and interpersonal relationships, stress management, HIV/AIDS, sexually transmitted diseases, drug, alcohol, and tobacco abuse (and water safety instruction). The development and improvement of motor skills and physical fitness is an expected outcome of this course.

Text: Life tracks; Essentials of Health, Harcourt Brace: 1996 Glencoe Health, California, USA: 1999

Strength and Conditioning for Males

Credit: 1

Course length: 1 year

Prerequisite: None

*This course does not satisfy graduation requirements for PE/Health 9-10

This course is designed to be a high-level, high-intensity fitness class in which students will develop their strength and endurance through varied practical applications and training techniques in aerobic and anaerobic programs. These will include weight training, running, aquatics, and team sports. Units of study will incorporate lifting programs and techniques, speed developments, plyometrics, explosiveness training, agility drills, and key principles in anatomy/physiology/kinesiology.

Strength and Conditioning for Females

Credit: 1

Course length: 1 year

Prerequisites: Open to all students grades 11 – 12.

*This course does not satisfy graduation requirements for PE/Health 9-10

This course will focus on the development of a personalized approach through healthy active living through participation in a variety of sports and recreational activities traditionally not taught within the standard Physical education curriculum but that have the potential to engage students interest throughout their lives. Students will be given the opportunity to refine their skills, decision making, conflict resolution, and interpersonal skills.

Overall expectations of the students will be to demonstrate competence in applying complex movement skills and principals. They need to apply the guidelines and strategies that will enhance their participation in the recreational and sport activities that will be taught in each unit. Specifically students will be graded on their ability to develop and combine movement skills in a variety of physical activities such as skating in hockey and driving during golf. Apply taught movement principals in sports such as golf, tennis, squash, racquetball, lawn bowling etc.

They will need to apply the specific rules and guidelines for participation in these recreational sports and activities including team, group, dual and individual activities. Students will need to apply strategies and tactics to improve and enhance their performance in these activities, which for the most part will be new to the individual.

Prerequisite: Physical Education 9-10 or with PE Department/Student Services Dept. approval.

Co-Ed PE

Credit: 1

Course length: 1 year

Prerequisites: Open to all students grades 11 – 12

Grade 11-12 Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in specific areas. The student will participate in activities that include (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility and body composition), (2) team sports, (3) individual or dual sports, (4) aquatics and (5) outdoor pursuits. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluations and general participation. This course is open to both females and male students.

Visual Arts

Philosophy

Visual Arts is a fulfilling subject where all students learn about processes while enjoying personal experimentation and increasing their creativity. Welcoming to all, students are encouraged to find their artistic voice while learning about themselves through expressive content. Students will work with a range of materials in order to improve skills and gain confidence in their abilities. During the year student artwork will be featured on campus and students will have opportunities to enter off campus contests.

Students will be able to:

- Express themselves through creative thinking and application.
- Apply a variety of two and three-dimensional artwork with appropriately chosen media.
- Apply design elements and principles to visually and linguistically communicate individual feelings, moods and ideas.
- Show sensitivity to their environment by creating artistic statements expressing personal viewpoints.
- Demonstrate an understanding of aesthetic values.
- Understand how art varies within and from a particular historical period or style.
- Understand how artworks are tempered by culture and history.

Art I

Credit: 1

Course length: 1 year

Prerequisite: None

Art 1 is a foundation course builds on skills so that students may continue to grow in

their artistic pursuits. Students who did not take prior art classes are most welcome to join. Over the course of the year, students will explore and experiment with a wide variety of media in order to gain a deeper understanding of processes including charcoal, pencil, Primsacolor, watercolor, oil pastel, and acrylic paint. Emphasis will be placed on the elements and principles of design, and how they may be applied to creation. The course is geared towards assisting our learners in becoming well-rounded individuals who can apply the language of art while finding their artistic voice through creativity.

Required Materials: Students will need a sketchbook, basic art supplies at home and may need to purchase a canvas.

Graphic Design and Digital Arts

Credit: 1

Course length: 1 year

Prerequisite: None

The Graphic Design and Digital Arts curriculum is designed to provide students with basic knowledge and skills necessary for study in the graphic design profession. This is a basic course with an emphasis on communication through use of concepts, type and images. Students taking this class will further their understanding of design, advertising, illustration, and digital media. The course includes development of design layout skills, product design, typography, prototype creation, photo manipulation and an introduction to logo design. Adobe Illustrator and Adobe Photoshop will be used for our core curriculum, however students will also physically render some of their designs. Developing original and innovative ideas is encouraged throughout the curriculum. Once they have completed projects, the students will critique their own and each other's work, giving them a chance to interact with others and work as a team, much like professionals.

Required Materials: Students who take this course will need have a sketchbook.

Advanced Art

Credit: 1

Course length: 1 year

Prerequisites: Art I and instructor approval

Advanced Art is the perfect course for students who want to further enhance their artistic skills and creative expression. The class is structured to allow greater exploration of concepts while refining each individual's skills so that students find their artistic voice whilst establishing maturity in their art and creativity. Over the course students will explore materials including: conte, ink, watercolor, acrylic paint, charcoal, chalk pastel and colored charcoal. Artwork created in Advanced Art can be used towards a students' AP Art portfolio.

Required Materials: Students will need a sketchbook, basic art supplies at home and may need to purchase a canvas.

Art History

Ms. Elizabeth Jendek

Credit: 1

Course length: 1 year

Prerequisites: Open to grade 11 and 12 students only

This course is strongly recommended for students who wish to pursue fine arts, design, film or study architecture beyond high school, however all grade 11 and 12 students are welcome to sign up for the class.

Art History is a course in which students will gain a timeline-based understanding on the development of art from ancient times through to the 1900's. Students will gain a broader understanding of history and art, and be able to see meaning in art pieces. They will learn about the effect of culture on art and how each period was actually a reflection of the people of that period. Students will design art history presentations, power points, make use of various current forms of media, keep an artistic journal and create smaller scale pieces of art. Students will also get to learn about restoration techniques through mock hands-on projects.

Required Materials: Students who take this course will need a sketchbook.

AP Studio Art: Drawing

Credit: 1

Course length: 1 year

Prerequisite: Advanced Art and instructor approval

AP Studio Art: Drawing is designed with the idea that students can take a college-level art class while still in high school. By taking this course, students can earn a college credit and further polish their artistic skills and ideas. Additionally, students will develop a mastery of concepts, composition and execution of drawing. (C2)

This very fulfilling course teaches students a variety of concepts and approaches in mark making, so that the student is able to demonstrate a range of abilities and versatility with technique, problem- solving and ideation. In classes, previously taught skills will be polished and mastered via lessons and individual instruction in order for students to gain a wider and enriched understanding of media and processes. Lessons will allow students to explore a wide variety of mark making possibilities as well as further explore art history and different conceptual ideas.

AP Studio Art Drawing requires a sustained investigation of all three aspects of portfolio development including a Breadth, Concentration and Quality section totaling twenty-four

pieces. (C1) As the year progresses, students will be able to plan and produce a masterful body of work that investigates strong underlying visual ideas in drawing that grows out of a coherent plan of action or investigation. (C3) Students are expected to challenge themselves artistically while maintaining a high standard. Students who take AP Studio Art must show a strong commitment to work outside of school hours. Please note that artwork created in Advanced Art may be used towards the AP Studio Art Drawing requirements.

Required Materials: Students will need a sketchbook and good quality art supplies to complete the portfolio.

Music and Theater Arts

Philosophy

The music department focuses on musical literacy and accessibility for all students. All High School students at TCIS will have equal opportunity to excel in the music program. Standards for the TCIS music program are quite high, but music classes remain enjoyable and desirable for all.

Performance is an important aspect of our music program, and students have many opportunities to showcase their talents throughout the school year.

Students will be able to:

- Appreciate instrumental and vocal music.
- Perform publicly in different settings for large groups of people.
- Improve on instrumental/vocal techniques and music reading skills.
- Understand and appreciate a variety of musical genres.
- Read and write music through the study of music theory.
- Have an understanding and appreciation of music history.
- Develop skills students can carry into adulthood.

Wind Ensemble

Credit: 1 (Course can be repeated for credit)

Course length: 1 year

Prerequisites: Previous Wind Band experience, or instructor approval

Wind Ensemble is designed to provide high school students with the opportunity to develop their skills as a wind band musician. Students are expected to participate in all concerts, festivals, and school performances. Repertoire will be chosen from existing band arrangements as well as chosen and arranged by the ensemble members and director. By the end of the semester, students should be able to demonstrate substantial improvement on their instrument of choice. Music theory, aural skills, sight reading, tuning, and performance technique will be discussed regularly, and students will be expected to engage in these discussions accordingly. Evaluation for this course will be

based on students' ability to play their instrument, to sight read music, and to effectively collaborate with others.

Required Materials: Musical scores and arrangements as provided by the school. Students at this level are expected to own their own instrument, but some instruments will be available for loan through the school. Students may be expected to provide their own consumable materials such as reeds, mouthpieces, sticks, mallets, and strings.

String Ensemble

Credit: 1

Course length: 1 year

Prerequisites: Grade 8 String ensemble or instructor approval

String Ensemble is designed to provide Upper School students with the opportunity to continue developing their skills as a classical musician. It includes instruments such as the violin, viola, cello or double bass. The standards for this course are drawn from the National Standards for Art Education (NSAE), and focus on playing an instrument, alone and with others, a varied repertoire of music in an artistically sensitive style. Music theory, aural skills, sight reading, tuning, and performance technique will be discussed regularly, and students will be expected to engage in these discussions accordingly. Evaluation for this course will be based on students' ability to play their instrument, to sight read music, and to effectively collaborate with others.

Students are expected to participate in all concerts, festivals, and school performances.

Text: Repertoire will be chosen from existing music arrangements as well as chosen and arranged by the ensemble members and director.

Required Materials: Musical scores and arrangements as provided by the school. School will provide instruments as viola, cello or double bass except violins. Students may be expected to provide their own consumable materials such as bow, rosin and strings.

Guitar Ensemble

Credit: 1 (course can be repeated for credit)

Course Length: 1 year

Prerequisite: None

Guitar Ensemble is designed for both beginning students who wish to improve their ability to play guitar. The course will require solo, small group, and full-class performances. These performances will sometimes involve singing alone and with others. Students will perform songs of their own choosing, but the instructor may assign additional songs as necessary. Students will produce at least one concert each semester, and everyone enrolled is required to attend and participate in these

performances. Topics covered include chords, scales, rhythmic patterns, and sight reading. Popular music history will also be covered in this class, as students learn the origins of rock and pop music, and how that affects music today. Students will be evaluated based on their own individual improvement in guitar-playing ability, as well as their ability to listen and to speak intelligently about music that they hear.

Required Materials: Students must provide their own acoustic guitar. Steel string guitars are preferred, but Classical-style acoustic guitars are okay.

Percussion Ensemble

Credit: 1 (course can be repeated for credit)

Course length: 1 year

Prerequisite: None

Percussion Ensemble is designed to provide High School students with a performance ensemble option if they feel that Wind Band and Orchestra are not suitable for them. This class will focus on playing drum set, hand drums, samba drums, mallet percussion (i.e., marimba, xylophone, glockenspiel), and other types of percussion instruments. It is ideal for students who did not learn a string or wind instrument in middle school, or who have a strong piano background, and are interested in playing in a performance group with others. Music Repertoire will be chosen and arranged by the class with Mr. Jay's help. Instead of focusing on mostly classical music, the group will also perform popular and folk music from around the world. The class will be evaluated on participation, effort, and performance opportunities.

Required Materials: The ensemble will use mostly school-owned instruments for this class. However, there may be a small fee required for purchasing mallets and drum sticks.

High School Chorus

Credit: 1

Course Length: 1 year

Prerequisite: Instructor approval

This course is designed for students who love singing with and without preparation. Through adequate training they will gain the aural sensibility and learn to respect the voice of others by listening in order to create the timbre of the ensemble. The polyphony "a cappella" will be introduced to build the stability of the individual groups and to find the sound balance between the groups.

All of the singers will need to focus on the technical aspects of singing. We will approach the methods of the Alexander technique and Feldenkrais therapy for relaxing the body and the vocal chords. Students will learn to sing with their natural voice without constrictions.

This course will also help students to learn and develop their music reading skills. They will study to sight read the vocal notations as chorales. All students are expected to participate in all concerts, festivals, and school performances. The advanced students will be assigned a solo part for the performances.

Text: Repertoire will be chosen from existing music arrangements as well as chosen and arranged by the ensemble members and director.

Rock Band

Credit: 1 (course can be repeated for credit)

Course length: 1 year

Prerequisite: Audition/Conversation with Mr. Jay

Rock Band Ensemble is a performance class for students who are already good at either singing or playing an instrument such as guitar, bass, drum set, or piano. Students will form small-group 'rock bands' to play full-band arrangements of Pop and Rock songs from the 1950's - today. Students will also learn how to write and record their own songs in the school's new recording studio.

Required Materials: Guitar and Bass players must own their own instrument.

Music and Culture (Formerly known as Introduction to Music Theory)

Credit: 1

Course length: 1 year

Prerequisites: Grade 8 String Ensemble or instructor approval

This course is designed for all the music lovers, players or not players, who are interested in different aspects of music such as history, theory and music in the world. The course won't be only the overview of the music history from ancient world to our modern age, but will also focus on specific topics chosen by students. We will talk about the relations between music and art, music and architecture, music and the Kings in of Europe.

The basic music reading and writing will be focused on the historical notations. We will also learn music writing with the digital program "Finale".

The wide part of the course will be music appreciation through audio and video Medias. The comparison and discussion on different interpretations of the music will be one of the most frequent activities the classroom.

Through the studies of the ethnomusicology nowadays we are able to know many interesting music of from different cultures. We will study and compare their scales, harmony, rhythm, and investigate why?

Textbook: W.W. Norton "A History of Western music

AP Music Theory

Ms. Li-Chou Chen - licho@tcis.ac.th

Credit: 1

Course length: 1 year

Prerequisites: Music and Culture/Introduction to Music Theory and instructor approval

This is a comprehensive course covering the basics of Music Theory, Ear Training, and Sight Singing equivalent to what is taught during Level 1 courses at a major United States university Music Department. Students will learn how music functions on technical levels, and they will study how to recognize intervals and musical functions by listening and singing. Students will also study working with music composition software and arrange their own works. This class is in preparation for the AP Music Theory Examination.

A background in piano is strongly recommended, but not required.

Text: Tonal Harmony, Glencoe: 2007 with Workbook with Audio CD, Glencoe, 2007 R.W. Ottoman "Music for sight singing

Drama & Theater Arts

Credit: 1 (Course can be repeated for credit)

Course length: 1 Year Elective

Prerequisite: None

The Drama & Theater Arts course's focus is on developing a student's appreciation for theater and acting. Students will also write short "Skits" that will be performed at least once a quarter at HS Assemblies, and will also perform one "Major" Production that will be performed in the spring. Students are expected to attend live performances through the year, which may require a small fee for tickets and transportation. Expected learning outcomes include developing stronger public speaking skills, overcoming stage fright, learning to memorize scripts and monologues, and portraying emotion verbally and non-verbally. Teamwork is essential for success in this class, as students' grades depend almost entirely on participation, collaboration, and involvement.

World Languages

Philosophy

The language courses are designed to culturally and linguistically prepare students to participate in a global society. The students are required to be active participants in 'real' communication.

Japanese Language

Japanese I

Ms. Anna Newman - anna.newman@tcis.ac.th

Credit: 1

Course length: 1 year

Prerequisite: None

Students will be able to:

- Acquire enough skills for basic communication.
- Simple mastery of Hiragana and Katakana alphabets.

Themes explored:

- Learning about greetings and introductions and exchanging personal information.
- Talking about friends, and introducing family.
- Making purchases, and ordering in a restaurant.
- Talking about daily routine and chores and weekend plans, and making an appointment.
- Talking about the school campus, asking directions and locations, and talking about activities in the past.
- Visiting a city, describing a place visited, discussing weather, and favorite leisure activities.

Students will experience the culture through field trips, cooking, movies, games, etc.

Text: Genki, Level 1; The Japan Times (Banno et al.): 2005

Japanese II

Ms. Anna Newman - anna.newman@tcis.ac.th

Credit: 1

Course length: 1 year

Prerequisite: Japanese I or Basic Japanese Skill (instructor approval)

Students will be able to:

- Develop communication skills and deepen their appreciation of the country and culture that the target language is used.
- Develop the four linguistic skills of reading, listening, speaking and writing through a thematic and communicative approach.
- Communicate with reasonable accuracy while speaking or writing within the themes explored.
- Learn Kanji characters.

Themes explored:

- Describing people/places, talking about fashion, exchanging personal information, discussing school.
- Expressing preferences and talking about favorite people.
- Discussing traditional and modern culture, talking about meals and how to cook.
- Comparing different destinations and planning for vacation, talking about the weather.
- Discussing experience and the vacation in the past, describing health condition, visiting hospital.
- Having a guest from Japan, describing housing situation, guiding your guest around your city.

Students will experience the culture through field trips, cooking, movies, games, etc.
Text: Genki, Level 1; The Japan Times (Banno et al.): 20

Japanese III

Ms. Anna Newman - anna.newman@tcis.ac.th

Credit: 1

Course length: 1 year

Prerequisite: Japanese II and instructor approval

Students will be able to:

- Develop communication skills according to the age and the relationship of people.
- Expand the cultural knowledge of Japan.
- Develop skills to get necessary information through the target language.
- Increase use of language skills for purposeful communication.
- Learn Kanji characters.

Themes explored:

- Expressing what students want to be in the future.
- Exploring how Japanese react to natural disaster such as earthquake.
- Comparing the ecology management between the students' countries and Japan.
- Understanding high technology goods in daily life and the background of the creation.
- Creating Japanese poem.

Students will experience the culture through field trips, cooking, movies, games, etc.
Text: Genki, Level 1 (1st semester); Genki, Level 2 (2nd semester)

Japanese IV

Ms. Anna Newman - anna.newman@tcis.ac.th

Credit: 1

Course length: 1 year

Prerequisite: Japanese III and instructor approval

Students will be able to:

- Develop more practical application of the language.
- Acquire how to use honorific verbs and humble expressions, which are important in Japan.
- Students will be able to use the language corresponding with various occasions and generations.
- Expand the present and historical cultural knowledge.
- Develop skills to get a variety of information through the target language.
- Learn about 100 Kanji characters.
- Be prepared for the Japanese Language Proficiency Test level N3

Themes explored:

- Exploring Osaka culture and dialect.
- Comparing young generation in the students' countries and in Japan.

- Creating Japanese poem.
- Understanding school and cultural events and background.
- A certain topic which each student is interested in and write the essay as a final project

Students will experience the culture through field trips, cooking, movies, games, etc.
Text: Genki, Level 2; The Japan Times (Banno et al.): 2005

AP Japanese

Ms. Anna Newman - anna.newman@tcis.ac.th

Credit: 1

Course length: 1 year

Prerequisite: Japanese III or IV and instructor approval

In this course, students will learn how to use the four language skills (speaking, listening, reading, and writing) in real-life situations. Students, in pairs and small groups, will engage in discussions, interviews, and debates, give presentations, and write articles on a variety of topics throughout the course. Through various speaking, listening, reading, and writing activities in and out of class, students will acquire a solid knowledge of grammar, vocabulary, and kanji. They will learn how to manipulate the Japanese language for better comprehension. They will practice circumlocution and paraphrase when they do not know the exact Japanese expressions.

Newspaper articles, films, voice blogs, and other authentic materials are used to help students expand vocabulary, kanji, and structures, and to provide them with opportunities to understand Japanese culture through experiences and observations. Scaffolding activities, such as pre reading/pre listening activities and graphic organizers, will be provided to support students' comprehension of the materials for native speakers.

The course will provide ample opportunities for students to learn about and express their opinions on Japanese culture, society, and people, as well as to deepen their understanding about differences and similarities between Japanese culture and their own.

Korean Language

Korean I

Credit: 1

Course length: 1 year

Prerequisite: None

Description: Korean 1 is the beginning course for those who have no prior Knowledge in Korean. This class is aimed for basic conversational fluency, to acquire reading skill and to learn grammatical structure and writing skill at the simple sentence level. This class will include important information and explanations of those conversational

patterns in grammatical and pragmatic terms. This class also provides sociolinguistics and socio-cultural information especially when language is linked with culture.

- Students will be able to read and write Korean alphabet HANGUL
- Students will be able to comprehend Korean grammar structure
- Students will be able to make questions and requests politely using the honorific indicator –si
- Students will be able to describe quantity of items using appropriate number systems and noun counters
- Students will be able to give basic information about one's immediate environment and everyday life in the present tense

Topics of Korean

- Talking about personal information
- Asking telephone Number
- Greetings
- Family
- School life
- Daily routine

Text : GANADA Korean 1/GANADA Korean language institute.

Korean II

Credit: 1

Course length: 1 year

Prerequisite: Korean 1

Description: This class for learners who have taken Korean 1 or have some prior knowledge of Korean language and culture.

This class will include important information and explanations of those conversational patterns in grammatical and pragmatic terms. This class also provides sociolinguistics and socio-cultural information especially when language is linked with culture.

- Students will be able to identify the main idea(s) and important information in Korean videos, television program
- Students will be able to comprehend main texts and short conversations during classroom instruction and also with peers in face-to-face interactions
- Students will be able to initiate and sustain conversations face-to-face with native speakers
- Students will be able to understand age-appropriate formality and speech levels, and demonstrate comprehension of the polite style of speech

Topics of Korean 2

- Talking about experience in past
- Talking about plan
- Using transportation method

- Location and direction
- Going shopping and Bargaining
- Describing people and places

Text : GANADA Korean 1/ GANADA Korean language institute.

Korean III

Credit: 1

Course length: 1 year

Prerequisites: Korean II and instructor approval

Students will be able to:

- Develop proper communication skills in specific circumstances
- Acquire skills necessary for obtaining relevant information in Korean
- Comprehensively use Hangul to communicate in written Korean
- Expand the cultural understanding of Korean Culture
- Use future tenses and grammar patterns to explain future plans

Themes explored:

- Discussing cultural traditions of Korea and comparing to those in students' country
- Describing health conditions and weather
- Special events and how to celebrate the day
- Discussing rules and manners and asking permission
- Discussing future plan, jobs and career

Text: GANADA Korean 2 / GANADA Korean language institute

Korean IV

Credit: 1

Course length: 1 year

Prerequisites: Korean III and instructor approval

Students will be able to:

- Communicate with clear pronunciation and appropriate expressions within the themes explored.
- Develop listening proficiency and reading comprehension skills through various materials.
- Understand and present cultural similarities and differences between students' country and Korea using target language.
- Write an essay with given topic in target language.
- Be prepared for the TOPIK (Test of Proficiency in Korean) intermediate level (Level 3~4).

Themes explored:

- Suggestions and searching solutions in Troubling Situation.
- Planning for Studying Abroad.
- Attending an Interview.
- Sharing show reflection after watching the show.

Career and Technical Education

Philosophy

The Career & Technical Education Department believes its role is to help students become technology literate, well-informed, critical-thinking citizens of the 21st Century. The Career & Technical Education Department offers courses that introduce students to the business, computer and technology skills they need to be successful in our rapidly-changing society.

Students will be able to:

- Describe the social, political, economic, and legal factors that impact international business, including how cultural differences, export/import opportunities, and current trends in a global marketplace can influence an entrepreneurial venture.
- Apply communication strategies, both technology-based (such as video and 3-D CAD mediums) and otherwise, that are effective tools for successful business relations.
- Understand the changing role of technology in our society and how robotics and CAD engineering are a leading part of this evolution.

*All students are assessed a mandatory business class fee of 1000 baht per student. The class fee funds supplemental learning opportunities and course specific technology initiatives.

Introduction to Robotics

Credit: 1

Course length: 1 year

Prerequisite: Instructor approval

This is a course aimed to introduce students to the basics of robotics from a practical approach. Students will plan, build and modify a robot that has the following features: is programmable, mobile, able to sense its surroundings, and able to be expanded to include additional sensors, remote control capability, etc. The fundamental precepts of robotics programming will be emphasized. The course materials will center on the Lego Mind storms NXT kit and corresponding curriculum created by Carnegie-Mellon University. If funding and time is available, the class may generate team(s) to participate in local First Lego League robotics competitions.

Robotics II

Credit: 1

Course length: 1 year

Prerequisites: Introduction to Robotics I and instructor approval

The Robotics II course is designed to advance the students' learning about robotics principles and programming to a higher-level. Utilizing the VEX robotics kits as the learning platform, students will explore real-world robotics in more depth, studying microcontrollers, wireless and radio robot communications, robot vision systems, walking algorithms and RobotC programming language. Another main goal of the Robotics II course is to field TCIS team(s) to participate in local/regional robotics competitions involving VEX robotic competition events at other international schools

Robotics III/IV

Credit: 1

Course length: 1 year

Prerequisites: Robotics II/III and instructor approval

The Robotics III and IV courses are designed to advance the students' learning about robotics principles and programming to an advanced level. The same as Robotics II, utilizing the VEX robotics kits as the learning platform, students will explore real-world robotics in more depth, studying micro controllers, wireless and radio robot communications, robot vision systems, walking algorithms and Robot C and Easy C programming language. The Different from Robotics II, the main goal of the Robotics III and IV course is to make TCIS team(s) to participate in regional robotics competitions and have the chance to go for the World VEX Robotics Championship in U.S.A.

Media Productions

Credit: 1

Course length: 1 Year

Prerequisite: Instructor approval

This course can be taken for credit more than once

This yearlong course is designed to build skills and knowledge of video editing and production from the ground up. A variety of team-based and individualized projects allow learners the opportunity for complete hands-on involvement in pre-production, production and post- production. Animation, audio, television commercials and digital film shorts will also be explored. The proper use of cameras, microphones and non-linear editing tools will also be studied.

The WTV component of the course is where high school students develop proficiency in the operation of digital video and still cameras, image editing software, non-linear video editing software as well as the more common computer software applications. In addition to developing technical competence in using these sophisticated tools, students will also polish their communication skills and command of the English language by producing television programs that will be aired school wide.

Audio Productions

Credit: 1 (course can be repeated for credit)

Course length: 1 year

Prerequisite: None

Audio Production is a class focusing on the recording, editing, mixing, mastering, and reproduction of sound. Students will learn about the many different types of professional audio equipment and the fundamentals of using them. Topics include operating a mixer, setting up and using microphones, and working in Digital Audio Workstations. Students will also learn about Equalization, dynamics processing, delay, reverb, compression, and a variety of other audio tools to make things sound better. Finally, students will be trained to provide the schools with essential audio services, such as operating the sound board at school meetings, talent shows, assemblies, and concerts. They can then provide high-quality recordings of these events so others can listen to them later.

Required Materials: Students must own an Apple MacBook; Non-Apple Laptops are not compatible with the software required for this course.

3-D Computer-Aided Design (CAD)

Credit: 1

Course length: 1 year

Prerequisite: Instructor approval

3D CAD is used for design in the architectural, consumer products, automotive, aerospace and medical industries. This course of study empowers students to explore complex design ideas in 3- Dimensional computer models, in any of the referenced industries. Students can use 3D CAD to visualize geometry and other mathematical concepts, and design everything from games and toys to models of spaceships and cars. CAD skills are required in most technical jobs and are an integral component of computer literacy. Computer software programs including Google Sketch up will be used during the course of instruction.

Introduction to Coding

Credit: 1

Course length: 1 year

Prerequisite: None

Introduction to Coding is a project based, student led course in which students will learn and apply the basics of computer programming. This course is open to any high school student showing interest in programming, whether they arrive with no previous knowledge of programming or they have a working knowledge of one or more programming languages. Students will begin by learning the basics of a computer's architecture, algorithms and object oriented languages. Groups will pursue projects of their choice, which may include cell phone app programming, web design/programming, Raspberry PI programming or another approved direction of their choice, through innovative cloud based group workspaces.

Accounting I

Credit: 1

Course length: 1 year

Prerequisite: None

In this introduction to accounting, students will have the opportunity to explore the fundamentals of accounting and how they apply to the real-world. This includes the use of source documents, financial statements, and accounting software. The prime objective of Principles of Accounting is to introduce students to the double-entry system of accounting for sole proprietorships. Students will understand the accounting cycle and learn how to complete financial reports and operate payroll procedures.

This course will also help students develop an understanding of their own personal and professional skills as they relate to the world of business in the hopes of encouraging a future in accounting or other related business careers.

Text: Glencoe Accounting, first-year course, 2015

Accounting II

Credit: 1

Course length: 1 year

Prerequisite: Accounting I

In this course, students will build upon their understanding of the basic accounting principles learned in Accounting 1. Students will use their understanding of the accounting cycle to consider accounting practices of partnerships, corporations and merchandising businesses. Attention to how these concepts apply to business in everyday life will be stressed. The course will use digital accounting software as well as manual methods.

Text: Glencoe Accounting, first-year course, 2015

College Prep

Credit: 1

Course length: 1 year

Prerequisite: For Grade 11 and 12 students only

College Prep is required for all 12th graders. As students prepare for university life or a career, they'll need to acquire the knowledge and skills essential for success. The College Prep course will cover a wide range of topics, including: discovering your personality type, researching prospective universities, exploring majors and careers, developing valuable study/work habits, researching employment trends and data, writing college essays and conducting mock interviews, preparing applications for North American, European, Australian, and/or Asian universities, attending university fairs and presentations, studying for standardized tests (i.e. SAT, IELTS), and creating various projects and presentations related to university preparation and career development.