

Official High School Course Catalog



2019-2020

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Introduction

The TCIS high school course catalog is a comprehensive and interactive document that details our courses offered, graduation requirements, course syllabi, and teacher contact information. It will be updated throughout the 2019-2020 school year in an effort to provide students, parents, and community members with accurate information. Should you have any questions about the courses we offer or our graduation requirements, please contact [Mr. Robert Marto](#), HS Counselor, or [Mr. Thomas English](#), HS Principal.

2019-2020 High School Course Overview:

- Our high school curriculum is based on the Common Core State Standards, emphasizes trilingualism, and incorporates our Student Learning Outcomes

(Responsible Global Participants, Effective Communicators, Collaborative Workers, Independent Lifelong Learners, and Complex Thinkers)
- All high school students take eight courses per academic year
- High school classes are scheduled on a 2-day rotation, 80 minute blocks
- All high school students participate in our daily advisory program, 40 minute blocks

(SAT Preparation, College Application Preparation, Drop Everything & Read, Socratic Seminar, and HS Assembly)
- All high school courses are worth one credit
- Apart from AP Courses, high school courses are weighted on a 4-point grading scale
- Student schedules are individualized to satisfy each student's interests, learning needs, and goals

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

AP Courses Currently Offered at TCIS

[AP Biology](#)

[AP Language & Composition](#)

[AP Psychology](#)

[AP Art & Design](#)

[AP Chemistry](#)

[AP Calculus AB](#)

[AP Microeconomics](#)

[AP Chinese](#)

[AP Physics 1](#)

[AP Calculus BC](#)

[AP Macroeconomics](#)

[AP Japanese](#)

[AP Physics 2](#)

[AP Statistics](#)

[AP Studio Art](#)

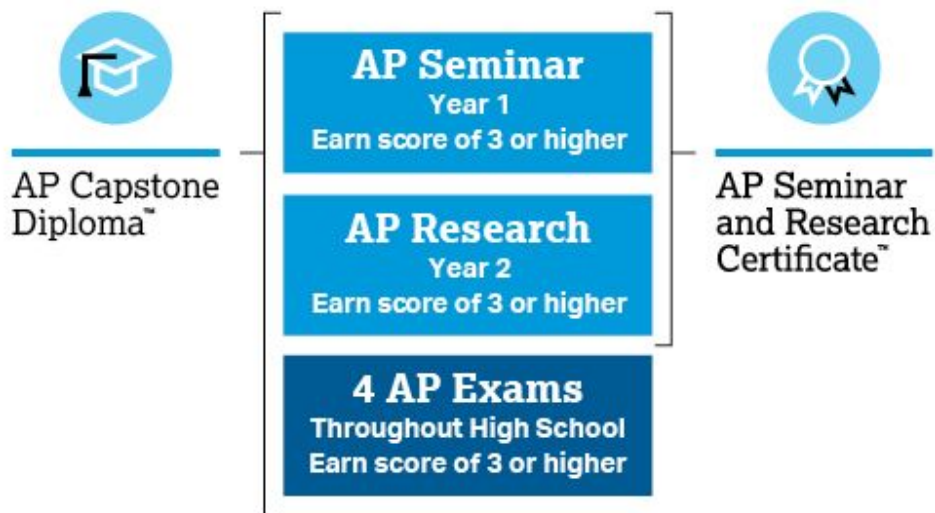
[AP Seminar](#)

AP Capstone

The Thai-Chinese has achieved the distinction of being an AP Capstone school, authorized by the College Board. AP Capstone is a diploma program from the College Board. It's based on two year-long AP courses: AP Seminar and AP Research. Rather than teaching subject-specific content, these courses develop students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. Students who complete the two-year program can earn one of two different AP Capstone awards, which are valued by colleges across the United States and around the world.

Students can earn the AP Capstone Diploma or the AP Seminar and Research Certificate. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma.

Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate.



Participating in AP Capstone can help students:

- Stand out to colleges in the application process.
- Develop key academic skills they'll use in college and beyond.
- Become self-confident, independent thinkers and problem solvers.
- Earn college credit: Many colleges offer credit for qualifying scores.

English

English 9 (Literature & Composition)

[English 9 Syllabus](#)

The grade 9 curriculum modules offer a wide range of quality texts that span the canonical to the contemporary. The grade 9 curriculum balances classic works by William Shakespeare, Sophocles, and Emily Dickinson with contemporary writing by authors such as Temple Grandin, Karen Russell, and Marc Aronson. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. The lessons within each of the modules are linked explicitly to the Common Core Learning Standards, and provide a rigorous and pedagogically-sound approach for how to bring the standards to life through thoughtful planning, adaption, and instruction.

Instructors: [Jim Hale](#) & [Scott O'Neil](#)

English 10

[English 10 Syllabus](#)

The grade 10 curriculum modules offer a variety of rich texts that engage students in analysis of literary and journalistic nonfiction as well as poetry, drama, and fiction. Classic and contemporary authors represented in the grade 10 modules include Christopher Marlowe, Amy Tan, Martin Luther King, Jr., Alice Walker, Malala Yousafzai, E.B. White, William Shakespeare, and Niccolò Machiavelli. Working with these texts, students build knowledge, analyze ideas, delineate arguments and develop writing, collaboration, and communication skills. The lessons within the modules are linked explicitly to the Common Core State Standards, and provide a rigorous and pedagogically sound approach for how to bring the standards to life through thoughtful planning, adaption, and instruction.

Instructor: [Jim Hale](#)

English 11

[English 11 Syllabus](#)

This course offers a holistic approach to language through literary genres. When we examine the literature that has come from various periods in history, we discover that the universal themes that still concern us today have been present since the early emergence of our language. We begin the school year with drama and end the year analyzing novels and short stories. These units will explore universal themes such as fate, bondage, power and ambition.

Framing this course are the essential questions: “What is the relationship between decisions and consequences?” and “How can you use language to empower,” as well as questions related to freedom, individuality and survival. In addition to these themes and concepts, students will also practice reading, writing, listening and speaking skills related to grammar, digital literacy, citing credible sources and structuring responses that outline context, purpose and forms of reasoning.

Instructor: [Tanya Sepela](#)

English 12

[English 12 Syllabus](#)

The Grade 12 curriculum modules offer a wide range of quality texts that engage students in analysis of autobiographical nonfiction, speeches, poetry, drama, and fiction. The grade 12 modules comprise classic and contemporary voices including Malcolm X with Alex Haley, Leslie Marmon Silko, Henry David Thoreau, Benazir Bhutto, Jared Diamond, William Shakespeare, Tennessee Williams, Jhumpa Lahiri, and Nikolai Gogol. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills.

Instructor: [Jim Hale](#)

AP Seminar

[AP Seminar Syllabus](#)

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Upon course completion, students can elect to receive an English credit or Social Studies credit.

Instructor: [Ted Persinger](#)

AP Language & Composition

[AP Language & Composition Syllabus](#)

The AP English Language and Composition course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and helps students become skilled writers when writing for a variety of purposes. Both their writing and their reading should make

students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

Instructor: [Tanya Sepela](#)

Mathematics

Algebra 1

[Algebra 1 Syllabus](#)

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.

Instructors: [Tom Blazey](#) & [Deirdre Leonard](#)

Geometry

[Geometry Syllabus](#)

This course will be an in-depth analysis of Euclidean Geometry focusing on reasoning and proof as they apply to polygons and circles. There will be a strong emphasis on problem solving using two-column proofs to study the relationship among parallel lines and transversals, special triangles, quadrilaterals and other polygons, as well as circles. A scientific calculator (such as Casio fx-350 or TI-84 plus) is mandatory.

Instructor: [Deirdre Leonard](#)

Algebra 2

[Algebra 2 Syllabus](#)

Students will examine further the algebraic concepts covered in Algebra I. An exploration of various functions and their properties will provide students with an understanding of how to describe, graph, translate, and solve nonlinear functions. Application of these concepts to real world situations will be emphasized.

Instructor: [Deirdre Leonard](#)

Pre-Calculus

[Pre-Calculus Syllabus](#)

Pre-Calculus is a rigorous transitional course which bridges the gap between Algebra and Calculus. It is designed mostly for students who wish to pursue higher levels of mathematics

in high school and/or college.

Instructor: [Tom Blazey](#)

Calculus

[Calculus Syllabus](#)

Calculus is designed to give students an overview of Calculus topics such as limits and continuity, derivatives, integrals, and their applications. While this course covers many of the same concepts found in Advanced Placement 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.

Instructor: [Tom Blazey](#)

Math Applications

[Math Applications Syllabus](#)

This course will enable students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs; create household budgets, and prepare for personal income tax; use proportional reasoning; estimate and measure daily units. Students will consolidate their mathematical skills as they solve problems and communicate their thinking as it applies to math encountered in daily life.

Instructor: [Tom Blazey](#)

AP Statistics

[AP Statistics](#)

The AP Statistics course introduces students to the major concepts and tools for collecting, organizing, analyzing and drawing conclusions from data. There are four main themes evident in the content, skills and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

Instructor: [Shaun LeConte](#)

AP Calculus AB

[AP Calculus AB](#)

Building enduring mathematical understanding requires understanding the why and how of mathematics in addition to mastering the necessary procedures and skills. To foster this deeper level of learning, AP Calculus AB is designed to develop mathematical knowledge conceptually, guiding you to connect topics and representations throughout the course and to apply strategies and techniques to accurately solve diverse types of problems.

Instructor: [Shaun LeConte](#)

AP Calculus BC

[AP Calculus BC](#)

Building enduring mathematical understanding requires understanding the why and how of mathematics in addition to mastering the necessary procedures and skills. To foster this deeper level of learning, AP Calculus BC is designed to develop mathematical knowledge conceptually, guiding you to connect topics and representations throughout the course and to apply strategies and techniques to accurately solve diverse types of problems. Calculus BC includes all topics covered in Calculus AB plus additional topics, and is designed to qualify you for placement and credit in a course that is one course beyond what's granted for Calculus AB.

Instructor: [Shaun LeConte](#)

Science

Biology

[Biology Syllabus](#)

Biology also meets the Life Science requirement for graduation from Thai Chinese International School. Biology covers the characteristics and processes associated with biological systems. Students will enhance their skills in laboratory analysis, problem solving, and critical thinking with respect to ethical and environmental concerns in biology. Students will be introduced to cell biology, energy transformations, genetics, heredity, evolution, population studies and ecology.

Instructor: [Linda Hong](#)

AP Biology

[AP Biology Syllabus](#)

Advanced Placement Biology Course was designed for high school students who like to challenge themselves and the ones that are looking to further their studies in the field of life science. This course is equivalent to a 2 semester introductory biology course at college level. The pre-requisites of this course are to completion of high school Biology and high school Chemistry. The goals of the AP Biology course are to help students develop a conceptual framework for modern biology; gain an appreciation of science as a process; and to be a complex thinkers and problem solvers, effective communicators, independent life-long learners as well as collaborative workers and responsible global participants.

Instructor: [Linda Hong](#)

Chemistry

[Chemistry Syllabus](#)

This course will equip students to address the following essential questions as identified within the Next Generation Science Standards: What is the universe, and what goes on in stars? How can one explain the structure, properties, and interactions of matter? How can one explain and predict interactions between objects and within systems of objects? How is energy transferred and conserved? How are waves used to transfer energy and send and store information? How do people model and predict the effects of human activities on Earth's climate?

Instructor: [Mark Hamas](#)

AP Chemistry

[AP Chemistry Syllabus](#)

The purpose of Advanced Placement Chemistry is to provide a college level course in chemistry and to prepare the student to seek credit and/or appropriate placement in college chemistry courses. This course enables students to deepen their understanding of chemistry through the study of structure and states of matter, energy changes and rates of reactions, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem-solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information.

Instructor: [Mark Hamas](#)

Anatomy & Physiology

[Anatomy & Physiology Syllabus](#)

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.

Instructor: [Linda Hong](#)

Environmental Science

[Environmental Science Syllabus](#)

Environmental science is a multidisciplinary course, integrating biology, ecology, geology, environmental science, chemistry and physics. It is designed to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and preventing them.

Instructor: [Linda Hong](#)

Physics

[Physics Syllabus](#)

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.

Instructor: [Adam Taylor](#)

AP Physics

[AP Physics Syllabus](#)

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.

Instructor: [Adam Taylor](#)

AP Physics 2 (Independent Study)

Instructor: [Adam Taylor](#)

Social Studies

Modern World History

[Modern World History Syllabus](#)

The World History course is designed to be the equivalent of a two-semester introductory college or university world history course. In World History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides themes that students explore throughout the course in order to make connections among historical developments in different times and places: 1) migration and settlement; 2) politics and power; 3) work, exchange, and technology; 4) geography and the environment; and 5) culture and society.

Instructor: [Joseph DeGaetano](#)

Global Issues

[Global Issues Syllabus](#)

This Global Issues course is designed to introduce students to many of the global issues we face as citizens of an increasingly connected world and the different patterns and ideas that help explain how the international system operates. Lecture, discussion, reading and writing assignments, documentaries, and “on the scene” field trips will encourage critical thinking, advocacy, and the creation of service projects about many of the political, social, economic, and security issues that face us as members of the international community.

Instructor: [Joseph DeGaetano](#)

AP Psychology

[AP Psychology Syllabus](#)

The purpose of the Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of behavior and mental processes of human beings and animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. They also learn about the methods psychologists use in their science and practice.

Instructor: [Joseph DeGaetano](#)

AP Microeconomics

[AP Microeconomics Syllabus](#)

AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

Instructor: [Jon Fitch](#)

AP Macroeconomics

[AP Macroeconomics Syllabus](#)

AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

Instructor: [Jon Fitch](#)

Intro To Business

[Intro To Business Syllabus](#)

Introduction to Business and Entrepreneurship is a college-level course that introduces students to the various disciplines of business and entrepreneurship. This is an introduction to business and covers topics including ethics; economics; competing globally, forms of business ownership including entrepreneurship; management and human resources; motivation; operations; products, promotion, marketing and pricing; distribution; and finance (accounting, financing, money and financial institutions). The course places particular emphasis on students developing their own business ideas and associated plans.

Instructor: [Jon Fitch](#)

Chinese Language

AP Chinese 9

[AP Chinese 9 Syllabus](#)

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 for the AP exam.

Instructor: [Jane Tseng](#)

Chinese 9

[Chinese 9 Syllabus](#)

The course will be structured by the parts of lecture, discussion, culture special course, and project instruction. Students are required to attend each class and are expected to submit all the homework and projects with quality prior to the due. With regard to the exam, teacher will organize and hold quizzes (formative evaluation) or quarter exam (summative evaluation) to assess their learning behaviors and the ability, both of content and language, which they are supposed to acquire in class.

Instructor: [Jamie Peng](#)

Chinese-Lit 10

[Chinese-Lit 10 Syllabus](#)

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.

Instructor: [Jane Tseng](#)

Chinese 10

[Chinese 10 Syllabus](#)

The course will be structured by the parts of lecture, discussion, culture special course, and project instruction. Students are required to attend each class and are expected to submit all the homework and projects with quality prior to the due. With regard to the exam, teacher will organize and hold quizzes (formative evaluation) or quarter exam (summative evaluation) to assess their learning behaviors and the ability, both of content and language, which they are supposed to acquire in class.

Instructor: [Jamie Peng](#)

Chinese-Lit 11

[Chinese-Lit 11 Syllabus](#)

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.

Instructor: [Peggy Liu](#)

Chinese 11

[Chinese 11 Syllabus](#)

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

Instructor: [Mei-Wei Chen](#)

Chinese-Lit 12

[Chinese-Lit 12 Syllabus](#)

By the end of this course, students are supposed to achieve the advanced level of Chinese proficiency, which matches to the level of native speaker, and which can help them to comprehend and create the literal contents we expect. This course continues to develop the native language skills from Chinese Grade 9 to 11. 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.

Instructor: [Peggy Liu](#)

Chinese 12

[Chinese 12 Syllabus](#)

This course is designed for non-native speakers of Mandarin who wish to maintain and further develop proficiency developed in Chinese. Instruction focuses on reading and understanding the philosophy of Chinese writing skills. This course will also teach some simplified characters. Instructor: [Mei-Wei Chen](#)

AP Chinese 12

[AP Chinese 12 Syllabus](#)

In the AP Chinese course, students should intensively practice Chinese in three modes: interpersonal, interpretive, and presentational. In addition, they should develop Chinese language skills in five goal areas: communication, cultures, connections, comparisons, and communities.

Instructor: [Mei-Wei Chen](#)

Chinese 1 & 2

[Chinese 1 & 2 Syllabus](#)

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 or/and Chinese 3 within one year.

Instructor: [Jamie Peng](#)

Chinese 3 & 4

[Chinese 3 & 4 Syllabus](#)

This course is designed for students who have enrolled in TCIS and learned Mandarin for 1 to 2 years in high school. The goal is to enhance students' ability to speak, read, and write in Chinese. The course will be structured by the parts of lecture, discussion, culture special course, and project instruction. And will focus on textbooks, focusing on the practicality of life, and learning more about Chinese culture through festivals and cultural units.

Instructor: [Mei-Wei Chen](#)

Thai Language

Thai World Language I

[Thai I Syllabus](#)

This course is designed to prepare non-native speakers of Thai with a basic grammatical concepts, history and culture. Students will improve their communication skills, especially in speaking and listening. Students will practice conversations of greeting, introducing, directions, purchasing and leisure activities.

Instructor: [Kru Ben](#)

Thai World Language 2

[Thai II Syllabus](#)

This course is designed to develop fundamental language skills and cultural knowledge for non-native speakers. Emphasis is placed on learning and practicing oral expression and comprehension of spoken discourse in an informal setting. Students will emerge to tradition of Thailand and beliefs of Thais through Thai literature.

Instructor: [Kru Ben](#)

Thai World Language 3

[Thai III Syllabus](#)

This course provides non-native speakers of Thai with a variety concept of lifestyles and beliefs of Thai people along with reading, writing, speaking and listening ability. Emphasis is placed on understanding Thai society through literature texts and developing effective critical thinking skills through the use of supplementary learning media and materials.

Instructor: [Kru Ben](#)

Thai World Language 4

[Thai IV Syllabus](#)

This course is designed to prepare advanced non-native speakers of Thai with a knowledge and skills of Thai language and culture. Emphasis is placed on language use in different contexts. Upon completion, students should be able to converse and write in various organization formats and apply concepts of Thai culture to relate to their everyday experience.

Instructor: [Kru Ben](#)

Thai 9

[Thai 9 Syllabus](#)

This course lays the foundation for learning Thai in high school level. Students 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 one of the best sources 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.

Instructors: [Kru Ben](#) & [Kru Buab](#)

Thai 10

[Thai 10 Syllabus](#)

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 relieve 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 thinks of others, society and environment through working with their groups in Thai culture events.

Instructor: [Kru Ben](#)

Thai 11

[Thai 11 Syllabus](#)

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-Nao” 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 a 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 juniors, 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.

Instructor: [Kru Buab](#)

Thai 12

[Thai 12 Syllabus](#)

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 (7), 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, G.12 students will run Thai cultural activities, especially Wai Kru ceremony, in order to present their learning potential and be a good role model.

Instructor: [Kru Buab](#)

Physical & Health Education

Physical Education 9/10

[Physical Education 9/10 Syllabus](#)

Students will become physically literate through developing movement patterns and skills that lead to a healthy lifestyle. They will build confidence in sports and knowledge through a variety of instructional methods. Students will work in teams in order to accomplish goals. They will gain knowledge about fitness levels and improve through constantly varied practice and fitness testing. Students will gain knowledge of healthful living through our health curriculum that will benefit students in a variety of different aspects. They will gain leadership experience through different activities and learn how to communicate effectively while working in teams and problem solving. Students will enjoy becoming healthy and be inspired to become a lifelong learner by developing healthy habits.

Instructors: [Brad Wilson](#) & David Stillman

Physical Education 11/12

[Physical Education 11/12 Syllabus](#)

Students will become physically literate through developing movement patterns and skills that lead to a healthy lifestyle. They will build confidence in sports and knowledge through a variety of instructional methods. Students will work in teams in order to accomplish goals. They will gain knowledge about fitness levels and improve through constantly varied practice and fitness testing. Students will gain knowledge of healthful living through our health curriculum that will benefit students in a variety of different aspects. They will gain leadership experience through different activities and learn how to communicate effectively while working in teams and problem solving. Students will enjoy becoming healthy and be inspired to become a lifelong learner by developing healthy habits.

Instructors: [Brad Wilson](#) & [David Stillman](#)

Strength & Conditioning

[Strength & Conditioning Syllabus](#)

Students will have a general understanding of the anatomy and physiology of the human body.

They will understand the principles of training and how to apply them. Students will gain confidence in using complex movements to increase fitness levels. They will be able to create their own exercise program and execute it. Students will learn about the importance of nutrition in relation to overall fitness. They will also learn about sport-specific training as well as running.
Instructor: [Brad Wilson](#)

Visual Arts

Art I

[Art I Syllabus](#)

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, Prismacolor, 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.

Instructor: [Elizabeth Jendek](#)

Advanced Art

[Advanced Art Syllabus](#)

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 will be used towards a student's AP Art portfolio.

Instructor: [Elizabeth Jendek](#)

Graphic Design

[Graphic Design Syllabus](#)

The Graphic Design 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.

Instructor: [Elizabeth Jendek](#)

AP Art & Design

[AP Art & Design Syllabus](#)

AP 2-D Art and Design is an introductory college-level two-dimensional design course. Students refine and apply skills and ideas they develop throughout the course to produce two-dimensional art and design.

Instructor: [Elizabeth Jendek](#)

AP Studio Art

[AP Studio Art Syllabus](#)

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 college credit and further polish their artistic skills and ideas. Additionally, students will develop a mastery of concepts, composition and execution of drawing.

Instructor: [Elizabeth Jendek](#)

Music & Theater Arts

Wind Ensemble

[Wind Ensemble Syllabus](#)

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.

Instructor: [Jay Carlin](#)

Percussion

[Percussion Syllabus](#)

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.

Instructor: [Jay Carlin](#)

Audio Productions

[Audio Productions Syllabus](#)

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.

Instructor: [Jay Carlin](#)

Drama

[Drama Syllabus](#)

The Drama & Theater Arts Class focuses 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 throughout 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.

Instructor: [Jay Carlin](#)

Rock Band

[Rock Band Syllabus](#)

A Performance Ensemble for students interested in Singing or playing standard Rock Music instruments, such as Guitar, Bass, Piano, or Drum Set. Students will form small- group "Rock Bands" to play arrangements of Pop, Rock, and Hip Hop songs from the early 1950's to today. Students are expected to demonstrate improvement of their individual musicianship, develop

their ability to work collaboratively with others, and create projects and experiences that approximate that of a “gigging” professional musician.

Instructor: [Jay Carlin](#)

Chorus

[Chorus Syllabus](#)

This course is designed for students who love singing with and without preparation. 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 cords. Students will learn to sing with their natural voice without constrictions.

Instructor: [Li-Chou Chen](#)

String Ensemble

[String Ensemble Syllabus](#)

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.

Instructor: [Li-Chou Chen](#)

World Languages

Korean 1

[Korean 1 Syllabus](#)

Korean 1 is designed for students who have no prior (or very limited) knowledge in Korean. The overall goal of the Korean 1 is to provide a basic foundation that will enable students to acquire and develop language skills in listening, speaking, reading, and writing in Korean. Over the course of the year, students will explore the familiar topics of students life and learn about basic conversation skills in real life situations.

Instructor: [Joy Bae](#)

Korean 2

[Korean 2 Syllabus](#)

Korean 2 class is for learners who have taken Korean 1 or have some prior knowledge of Korean language and culture. Over the course of the year, students will be exposed to

everyday life contexts (e.g., language use, culture, etc.) likely to be encountered in contemporary Korean society. This class also provides sociolinguistics and sociocultural information especially when language is linked with culture.

Instructor: [Joy Bae](#)

Korean 3

[Korean 3 Syllabus](#)

Korean 3 is catered for learners who are committed to further expand their language skills based on the contents covered in Korean 1 & 2. The objective of this course is to equip students with skills in speaking, writing, listening, and reading at the intermediate level in Korean. Throughout the process of learning these skills, emphasis will be on the student's ability to perform in real-life situations through task-based practice.

Instructor: [Joy Bae](#)

Japanese 1

[Japanese 1 Syllabus](#)

Students will be able to acquire enough skills for basic communication. They will master Hiragana and Katakana alphabets. Students will experience the culture through field trips, cooking, movies, games, etc.

Instructor: [Anna Newman](#)

Japanese 2

[Japanese 2 Syllabus](#)

Students will develop the four linguistic skills of reading, listening, and communicative approach. They will learn Kanji characters. Students will experience the culture through field trips, cooking, movies, games, etc.

Instructor: [Anna Newman](#)

Japanese 3

[Japanese 3 Syllabus](#)

Students will be able to develop communication skills according to the age and relationship of people. They will expand their cultural knowledge of Japan and increase their use of language skills for purposeful communication. Students will also learn Kanji characters. Students will experience the culture through field trips, cooking, movies, games, etc.

Instructor: [Anna Newman](#)

AP Japanese

[AP Japanese Syllabus](#)

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.
Instructor: [Anna Newman](#)

Spanish 1

[Spanish 1 Syllabus](#)

This is an introductory Spanish course that begins students' journey into the Spanish-speaking world. We will study the basic structures of Spanish that students will need to talk about themselves, their families and friends, their school, likes and dislikes. They also learn to carry out simple conversations with their friends and are guided to use Spanish as it is used in common real-life contexts. They are exposed to the Hispanic cultures through activities using visual and audio tools, including various online resources. For each unit of study, I will assess students' reading, writing, speaking, and listening skills- which can be demonstrated through performance assessments as well as written tests.

Instructor: [Scott O'Neil](#)

Career & Technical Education

Robotics I-IV

[Robotics I-IV Syllabus](#)

Robotics is a class that builds a combination of organizational skills, creative thinking, computer programming skills and open ended problem solving. Students will focus on the building and especially programming of robotics using the VEX V5 EDR platform, Opportunities exist in the Spring to compete in robotics events within and beyond Thailand.

Instructor: [Shaun LeConte](#)

Media Productions

[Media Productions Syllabus](#)

Media Productions provides an opportunity for students to explore broadcasting and video production in a hands-on setting. Students will have the opportunity to work in the Mac Lab and TV Studio to produce a variety of programming for the Middle and High School audience such as commercials, news stories, student interviews, music videos and an in-depth monthly feature show. Topics covered include the basic aspects of the pre-production, production, and post-production process including storyboarding, script writing, camera techniques, audio

production, media literacy, non-linear editing, and special effects. Students with an interest in all forms of broadcasting, communications, visual arts, journalism and video production are encouraged to take this class.

Instructor: [Ron Smith](#)

Intro to Computer Coding

[Intro to Computer Coding Syllabus](#)

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.

Instructor: [Adam Taylor](#)

High School Graduation Requirements

Grade 12 - Class of 2020

Subject	Minimum Credits Required
English	4
Social Studies	3
Mathematics	3
Science	3
Chinese Language (Thai National)	2
Chinese Language (Non-Thai National)	4
Thai Language (Thai National)	4
Thai Language (Non-Thai National)	2
Fine Arts	1
PE/Health	1
Electives	7
Total	28

Grade 11 - Class of 2021

Subject	Minimum Credits Required
English	4
Social Studies	2
Mathematics	3
Science	3
Chinese Language (Thai National)	2
Chinese Language (Non-Thai National)	4
Thai Language (Thai National)	4
Thai Language (Non-Thai National)	2
Fine Arts	1
PE/Health	1
Electives	9
Total	29

Grade 10 - Class of 2022

Subject	Minimum Credits Required
English	5
Social Studies	2
Mathematics	3
Science	3
Chinese Language (Thai National)	2
Chinese Language (Non-Thai National)	4
Thai Language (Thai National)	4
Thai Language (Non-Thai National)	2
Fine Arts	1
PE/Health	1
Electives	9
Total	30

Grade 9 - Class of 2023

Subject	Minimum Credits Required
English	5
Social Studies	2
Mathematics	3
Science	3
Chinese Language (Thai National)	2
Chinese Language (Non-Thai National)	4
Thai Language (Thai National)	4
Thai Language (Non-Thai National)	2
Fine Arts	1
PE/Health	1
Electives	9
Total	30