



Thai–Chinese International School
High School Program of Studies
2013-2014

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INTRODUCTION

WELCOME TO HIGH SCHOOL

Warm Greetings to High School Parents and Students!

This program of studies booklet has been developed to assist you in planning courses that meet your individual needs, interests, and goals for further education. It describes the courses that we plan to offer for the 2012-2013 academic year.

Parents and students of Grades 9-12 should carefully read the Program of Studies and related information. This booklet will be useful for Middle School Grade 8 students to prepare for their selection of courses for Grade 9. In consultation with the counselor and teachers, Grades 8–11 students will make an appropriate selection of courses for the following academic year.

The inclusion of a course in this booklet does not guarantee that the course will open nor necessarily fit into the student's schedule, as scheduling of courses is dependent on a minimum number of students signing up to take the course, and the most effective utilization of teachers. **The school reserves the right to cancel any course for administrative reasons.**

The High School program (Grades 9-12) at Thai-Chinese International School is designed to prepare students for college and university admission. Students are advised to take courses that are academically challenging and meet the admission requirements of universities in the country where they intend to study. Students should choose courses that are suited to individual interests and occupational plans.

TCIS offers the Advanced Placement (AP) program. These are college level courses and examinations that give students the opportunity to study individual subjects in depth. Students are challenged to work hard in order to learn as much about a subject as they can, discover new interests and prepare themselves for the rigors of college work. About 90% of colleges and universities in the United States give credit and/or advanced standing to students with AP examination scores of 3 or higher; however, this is determined by individual institutions. Taiwanese Universities also give extra weight to AP courses.

Students are encouraged to think about taking academically challenging courses in the High School. Teacher recommendations to participate in these classes validate the following abilities to:

1. work hard.
2. demonstrate self-discipline and responsibility.
3. learn both independently, from fellow students as well as from teachers.
4. work collaboratively in both seeking and sharing knowledge.
5. approach tasks with a sense of purpose and to their completion.

GENERAL INFORMATION

GRADUATION REQUIREMENTS

A student must attend 4 years (8 semesters) of high school, Grade 9 - 12, in order to receive a High School Diploma from Thai-Chinese International School. In order to graduate, a student must have completed 26 of the possible 32 credits, with passing grades. *Students must also successfully complete a Chinese course during each year of high school enrollment. No student will be permitted to graduate unless she/he passed all of the required courses. *In addition, students who qualify may consider the Academic Honors Diploma (AHD). See pages 5 & 6 for further details.*

Graduation Credit Requirements

TCIS requires every high school student to complete 4 full years of high school. Students must be enrolled for 8 periods daily and potentially accumulate 8 credits per year. In order to receive a graduation diploma, the student must satisfy the following requirements:

| Subject | Credits (Thai National) | Credits (Non- Thai National) |
|------------------|----------------------------|----------------------------------|
| English | 4 | 4 |
| Chinese Language | 4 | 4 |
| Thai Language | 4 | 2* |
| Mathematics | 3 | 3 |
| Science | 3 | 3 |
| Social Studies | 3 | 3 |
| PE/Health | 2 | 2 |
| Fine Arts | 1 | 1 |
| Electives | 2 | 4-6 |
| Total | 26 | 26 |

*unless taken in grades 6-8

Example of a typical student schedule:

| Grade 9 | Grade 10 |
|-----------------------------|-----------------------------|
| English 9 | English 10 |
| Ancient World History | Modern World History |
| Biology | Chemistry |
| Mathematics (Geometry) | Mathematics (Algebra 2) |
| PE/Health 9 | PE/Health 10 |
| Chinese | Chinese |
| Thai or elective (Non-Thai) | Thai or elective (Non-Thai) |
| Elective | Elective |
| Grade 11 | Grade 12 |
| American Literature | Senior Literature |
| Social Studies | Chinese |
| Science | Thai or elective (Non-Thai) |
| Mathematics (Pre-Calculus) | Elective |
| Chinese | Elective |
| Thai or elective (Non-Thai) | Elective |
| Elective | Elective |
| Elective | Elective |

ACADEMIC HONORS DIPLOMA (AHD)

Students may elect a more rigorous program of studies at TCIS in order to earn the Academic Honors diploma at graduation. This program requires more coursework in the core academic areas and the completion of work in advanced pathways. In order to earn the diploma, students must pass the AP examinations with a score of 3 or better and maintain a 3.5 GPA.

Credits in the following academic areas are required:

| Subject | Credit(s) |
|---|-----------|
| Mathematics | 4 |
| Science | 4 |
| Social Studies | 4 |
| World Languages (consists of Spanish, French, Japanese, or Korean) | 1 |

Determination of honors diploma is computed according to the following guidelines:

1. Must select coursework from the following advanced paths and requirements (see page 6)
2. Only TCIS work is considered
3. Attendance at TCIS for 3 or more consecutive semesters is required
4. Only semester grades are used
5. Final projected grades for the second semester of senior year will be used in determining eligibility
6. Must earn a least a '3' on all AP exams to complete the advanced path
7. Must maintain a 3.5 GPA overall

Notes:

1. A minimum of 26 total credits is required for graduation.
2. Thai Mother Tongue students are required to take 4 years of Thai and Chinese language.

For the graduating Class of 2014 and beyond

Standards for the **Academic Honors Diploma** are:

1. A minimum G.P.A. of 3.5
2. 3's or higher on all AP exams
3. Completion of the following path work:

TCIS High School Advanced Path Course Planner

Complete 2 core course paths

| | | | | |
|--|--------------------------|--|---|--|
| English Path (4 credits) | English 9 | English 10 | AP Language English 11 <i>(1 required)</i> | AP Literature AP Language <i>(1 required)</i> |
| Math Path (4 credits) | Geometry | Algebra II | Pre-Calculus Probability and Statistics <i>(1 required)</i> | AP Calculus Pre-Calculus <i>(1 required)</i> |
| Science Path (4 credits) | Biology | Chemistry | Physics AP Biology AP Chemistry <i>(1 required)</i> | AP Physics AP Biology AP Chemistry <i>(1 required)</i> |
| Social Sciences Path (4 credits) | Ancient World History | Modern World History AP Psychology <i>(1 required)</i> | AP Economics AP Human Geography AP Psychology Global Issues <i>(1 required)</i> | AP Comparative Gov't AP World History AP Psychology <i>(1 required)</i> |

Complete Chinese and World Language Path

| | | | | |
|------------------------------------|--------------|----------------|----------------|----------------|
| Chinese Path (4 credits) | AP Chinese 9 | Chinese Lit 10 | Chinese Lit 11 | Chinese Lit 12 |
| | Chinese I | Chinese II | Chinese III | AP Chinese IV |
| Thai Path | Thai 9 | Thai 10 | Thai 11 | Thai 12 |
| | Thai I | Thai II | Thai III | Thai IV |
| French Path | French I | French II | French III | French IV |
| Korean Path | Korean I | Korean II | | |

Complete 1 elective path (3 – 4 credits)

| | | | | |
|---------------------------------|--|--|---|--|
| Adv. Visual Arts Path | Art I | Advanced Art | AP Studio Art | |
| Advanced Music Path | Wind Ensemble String Ensemble Chorus | Wind Ensemble String Ensemble Chorus Intro Music Theory | Wind Ensemble String Ensemble Chorus AP Music Theory | |
| Business Path | Principles of Accounting Entrepreneurship | | Principles of Accounting II Introduction to Marketing | |
| Technology Path | Robotics I Media Productions CAD | | Robotics II Media Productions II Desktop/Yearbook | |
| P.E. Path (2 credits) | Physical Education 9 | Physical Education 10 | Strength and Conditioning | |

GRADING

In order to encourage and reward high school students to enter the more rigorous academic programs and to ensure that their efforts and achievements are appropriately and fairly reflected, a grade weighting system is maintained.

The scale below indicates the corresponding percentage, letter grade, and how it converts into weighted and non-weighted courses:

| Grade | Percentage | Non-weighted courses | Weighted (AP courses) |
|-------|------------|----------------------|-----------------------|
| A+ | 98-100 | 4.00 | 4.50 |
| A | 93-97 | 4.00 | 4.50 |
| A- | 90-92 | 3.67 | 4.17 |
| B+ | 88-89 | 3.33 | 3.83 |
| B | 83-87 | 3.00 | 3.50 |
| B- | 80-82 | 2.67 | 3.17 |
| C+ | 78-79 | 2.33 | 2.83 |
| C | 73-77 | 2.00 | 2.50 |
| C- | 70-72 | 1.67 | 2.17 |
| D+ | 68-69 | 1.33 | 1.33 |
| D | 63-67 | 1.00 | 1.00 |
| D- | 60-62 | 0.67 | 0.67 |
| F | 0-59 | 0.00 | 0.00 |

| | | |
|-----------|---|-----------------------------|
| <i>WP</i> | = | <i>Withdrew passing</i> |
| <i>WF</i> | = | <i>Withdrew failing</i> |
| <i>P</i> | = | <i>Pass</i> |
| <i>D-</i> | = | <i>Lowest passing grade</i> |
| <i>NC</i> | = | <i>No credit</i> |

In order to encourage and reward high school students to enter the more rigorous academic programs and to ensure that their efforts and achievements are appropriately and fairly reflected, a grade weighting system is maintained.

STUDENT SELECTION OF COURSES 2013-2014

1. Informational meetings will be held to explain scheduling and course selections by the grade advisors.
2. Based on teacher recommendation and student interest, the counselor will help students make appropriate choices on the registration form.
3. Students planning to return to TCIS next year will be tentatively scheduled before the end of this school year. Students may obtain a copy of their tentative schedule from their counselor by the end of May.
4. **Any changes in classes must be made prior to the first day of school.** In extenuating circumstances, a change may be made within the first two weeks of classes.
5. ESL & Learning Support placements/assignments are outlined in the Parent/Student Handbook

ANY WITHDRAWAL FROM A COURSE IN SESSION FOR MORE THAN FIVE WEEKS WILL RESULT IN A "WP" GRADE AND LOSS OF CREDIT FOR THAT CLASS.

ADVANCED PLACEMENT (AP) COURSES

The AP program offers high school students the equivalent of first year university study in a variety of areas. Individual courses go into great depth and prepare students to take the external AP examination administered by the College Board of 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. A recent US study found that students who take AP courses but do not earn a passing mark on the external AP exams still do better in college than their classmates who did not take AP courses.

The Advanced Placement program is designed to give students freedom in choosing courses that maximize their potential in selected subjects. At TCIS students may take up to six AP courses, three in Grade 11 and three in Grade 12, although a total of four or five exams would be a demanding program for most students.

AP Course Section 2013-2014

| | |
|-----------------------------------|-------------------------------------|
| AP Art Studio | AP English Literature & Composition |
| AP Biology | AP Environmental Science |
| AP Calculus AB | AP Human Geography |
| AP Chemistry | AP Music Theory |
| AP Chinese | AP Physics |
| AP Comparative Government | AP Psychology |
| AP Economics | AP World History |
| AP English Language & Composition | |

A subject will be offered only if a sufficient number of students select it.

Admission to the AP Courses

AP courses require long-term commitment from students. For this reason students must demonstrate the following before being admitted to AP courses:

- A high level of motivation and good grades across the majority of subject areas.
- Fulfillment of course prerequisites as stated in this 2011-2012 guide.
- An understanding and acceptance of the increased homework demands.
- Teacher recommendation.
- Written parent approval.
- A commitment to complete all the requirements of the AP courses in which the student enrolls, including the external examination. (Payment for the AP exams is due in October 2012.) Once payment has been made, the cost of the exam cannot be refunded. Any request from a student to withdraw from an AP course will be carefully considered by the counselor and the principal. If the withdrawal occurs after the first two weeks of the class, the student will receive a WF for the course).

This planner is to help you look ahead and decide your high school path

TCIS HIGH SCHOOL FOUR-YEAR COURSE PLANNER

| Subject | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Teacher Signature |
|---------------------------------------|---|------------------------------------|---|--|-------------------|
| English (4 credits) | English 9 – 3000 | English 10 – 3020 | English 11: Amer. Lit – 3042 AP Language – 3070 <i>(1 required)</i> | English 12: Brit Lit – 3061 AP Lit – 3080 AP Language – 3070 <i>(1 required)</i> | |
| Math (3 credits) | Geometry – 6100 | Algebra 2 – 6010 | Pre-Calculus – 6400 Statistics – 6500 <i>(1 required)</i> | AP Calculus – 6420 Pre-Calculus – 6400 Statistics – 6500 | |
| Science (3 credits) | Biology – 5100 | Chemistry – 5200 | Physics – 5300 Environmental Science – 5400 AP Chemistry – 5210 AP Biology – 5110 Global Issues – 4110 <i>(1 required)</i> | Physics – 5300 Environmental Science – 5400 AP Chemistry – 5210 AP Biology – 5110 AP Physics – 5310 AP Environment Science – 5410 Global Issues – 4110 | |
| Social Sciences (3 credits) | Ancient World History - 4000 | Modern World History - 4100 | AP Psychology – 4310 AP Government – 4120 AP Human Geo – 4130 AP Economics – 4250 AP World History – 4500 Economics – 4200 Global Issues – 4110 Ethics & Citizenship – 4600 <i>(1 required)</i> | AP Psychology – 4310 AP Government – 4120 AP Human Geo – 4130 AP Economics – 4250 AP World History – 4500 Economics – 4200 Global Issues – 4110 Ethics & Citizenship – 4600 | |
| Chinese (4 credits) | Chinese Lit 9 – 7000 AP Chinese 9 – 7005 | Chinese Lit 10 – 7100 | Chinese Lit 11 – 7200 | Chinese Lit12 – 7300 | |
| | Chinese I -7021 | Chinese II – 7121 | Chinese III – 7221 | Chinese IV – 7321 AP Chinese IV – 7311 | |
| Thai (4 credits) | Thai 9 – 8000 | Thai 10 – 8100 | Thai 11 – 8200 | Thai 12 – 8300 | |
| | Thai I – 8521 | Thai II – 8531 | Thai III – 8541 | Thai IV – 8551 | |
| PE/Health (2 credits) | P/E Health 9 – 9301 | P/E Health 10 – 9311 | | | |
| Fine Arts (1 credit) | Any music or art class | | | | |
| Elective(s) | | | | | |

Bolded classes are mandatory/required for graduation

Note: A minimum of 26 credits is required for graduation and 8 classes to be taken per year*

COURSES OFFERED

ART

- 9000 Art I
- 9010 Advanced Art
- 9020 AP Studio Art-Drawing
- 9040 Graphic Design

CAREER & TECH. INFO.

- 9151 Principles of Accounting I
- 9152 Principles of Accounting II
- 9130 Marketing
- 9136 Entrepreneurship
- 9141 Introduction to Robotics I
- 9142 Robotics II
- 9111 Media Productions
- 9112 3-D Computer-Aided Design (CAD)
- 9100 Yearbook
- 9101 Yearbook II

CHINESE

- 7000 Chinese Lit 9
- 7100 Chinese Lit 10
- 7200 Chinese Lit 11
- 7300 Chinese Lit 12
- 7005 AP Chinese 9
- 7021 Chinese I
- 7121 Chinese II
- 7221 Chinese III
- 7321 Chinese IV
- 7311 AP Chinese IV
- 7026 Chinese for beginners

ENGLISH

- 3000 English 9
- 3020 English 10
- 3042 English 11
- 3061 English 12
- 3070 AP English Language & Composition
- 3080 AP Literature & Composition
- 3010 Language and Composition 1
- 3030 Language and Composition 2
- 3050 Language and Composition 3
- 3051 Language and Composition 4

MATHEMATICS

- 6100 Geometry
- 6010 Algebra 2
- 6400 Pre-Calculus
- 6403 Calculus
- 6405 College Geometry
- 6420 AP Calculus AB
- 6500 Probability & Statistics

MUSIC AND DRAMA

- 9230 Chorus
- 9260 Guitar Ensemble
- 9700 Drama & Theatre Arts I

- 9701 Drama & Theatre Arts I
- 9210 Wind Ensemble
- 9205 Jazz Band
- 9221 String Ensemble
- 9280 Chamber Music Performance
- 9270 AP Music Theory

PHYSICAL EDUCATION/HEALTH

- 9301 PE/Health 9
- 9311 PE/Health 10
- 9320 Strength & Conditioning
- 9330 Outdoor Education

SCIENCE

- 5100 Biology
- 5110 AP Biology
- 5200 Chemistry
- 5210 AP Chemistry
- 5300 Physics
- 5310 AP Physics
- 5400 Environmental Science
- 5410 AP Environmental Science

SOCIAL SCIENCES

- 4000 Ancient World History
- 4100 Modern World History
- 4110 Asian & Global Issues
- 4200 Economics
- 4600 Citizenship & Ethics
- 4310 AP Psychology
- 4130 AP Human Geography
- 4250 AP Economics
- 4500 AP World History
- 4120 AP Comparative Government

THAI LANGUAGE

- 8000 Thai 9
- 8100 Thai 10
- 8200 Thai 11
- 8300 Thai 12
- 8521 Thai I
- 8531 Thai II
- 8541 Thai III
- 8551 Thai IV

WORLD LANGUAGES

- 9500 Japanese I
- 9510 Japanese II
- 9520 Japanese III
- 9530 Japanese IV
- 9600 French I
- 9610 French II
- 9620 French III
- 9580 Korean I
- 9581 Korean II

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 & 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 who fail a core class will be required to supplement it with a suitable Language & Composition class.

Students will be able to:

- View the world through different cultures and perspectives and recognize that there is a common link amongst 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 is required

English 9

3000

| | | |
|---------------|---|--------|
| 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

3020

| | | |
|---------------|---|-----------|
| 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

3042

| | | |
|---------------|---|------------|
| Credit | : | 1 |
| Course length | : | 1 year |
| Prerequisite | : | English 10 |

This course offers an historical approach to American authors. Beginning with the Colonial Period and the documents of the Founding Fathers, this course then expands into the different periods of American writing, such as the Romantic Period and the Harlem Renaissance. It will also tackle issues in the founding of America, such as slavery, women's rights, and poverty. This course will then work through the The Jazz Age and The Roaring 20s, culminating in a dystopian novel with a taste of Science Fiction. Students will be required to read across many types of writings, including documents, short stories, poems, and novels. Students will be challenged to compose several types of writing, and will complete an expansive expository writing project on a research topic of their choosing. Students will also prepare presentations, write poems, and read independently as part of ongoing literature circles. Major works include *The Crucible*, *The Adventures of Huckleberry Finn*, *The Great Gatsby*, *The Grapes of Wrath*, and *Their Eyes Were Watching God*.

Text : Holt, Rinehart and Winston *Elements of Literature* (2009)
Holt, Rinehart, and Winston *Elements of Language* (2009)

English 12: British Literature

3061

| | | |
|---------------|---|------------|
| Credit | : | 1 |
| Course length | : | 1 year |
| Prerequisites | : | 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

3070

| | | |
|---------------|---|------------------------------------|
| Credit | : | 1 (elective) |
| Course length | : | 1 year |
| Prerequisites | : | English 10 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.

AP English Literature and Composition **3080**

Credit : 1 (elective)
Course length : 1 year
Prerequisite : Grade of “B” or higher in English 10 & Instructor approval required

This AP English course in Literature and Composition is designed to engage students in the careful reading and critical analysis of imaginative 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 an advanced course, a high level of independent discipline and a strong motivation to read challenging texts are absolutely necessary to 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, *Beowulf*, selections from *The Canterbury Tales*, *Hamlet*, *Gulliver’s Travels*, *Frankenstein*, *Great Expectations*, *A Doll House*, *The Great Gatsby* and *Beloved*.

Text: *Perrine’s Literature: Structure, Sound, and Sense*
Elements of Literature – Sixth Course, Holt: 2003

Language and Composition 1 **3010**

Credit : 1 (elective)
Course length : 1 year
Prerequisites : Teacher and/or counselor recommendation

Language and Composition⁹ is a basic-level supplemental course taken in conjunction with a student’s regular English course. This class is intended for students whose English skills need further development and support. The course focuses on improving speaking, writing, listening and reading skills needed to be successful in an English-speaking school environment. In addition, students who fail a core class will be required to supplement it with a suitable Language & Composition class, the level of which will be determined by a placement exam, teacher recommendations, and counselor approval.

Text : *English Grammar in Use*, Cambridge: 2004
Write Source, Houghton Mifflin: 2007

Language and Composition 2 **3030**

Credit : 1 (elective)
Course length : 1 year
Prerequisites : Teacher and/or counselor recommendation plus entrance exam

Language and Composition¹⁰ is an intermediate-level supplemental course taken in conjunction with a student’s regular English course. This class is intended for students whose English skills need further development and support. The course focuses on improving speaking, writing, listening and reading skills needed to be successful in an English-speaking school environment. Successful completion of Language and Composition I and/or a passing score on the diagnostic exam are mandatory for entrance into this course. In addition, students who fail a core class will be required to supplement it with a suitable Language & Composition class, the level of which will be determined by a placement exam, teacher recommendations, and counselor approval.

Text : *English Grammar in Use*, Cambridge: 2004
Write Source, Houghton Mifflin: 2007

Language and Composition 3 **3050**

| | | |
|---------------|---|--|
| Credit | : | 1 (elective) |
| Course length | : | 1 year |
| Prerequisites | : | Teacher and/or counselor recommendation plus entrance exam |

Language and Composition 11 is a higher-level supplemental course taken in conjunction with a student’s regular English course. This class is intended for students whose English skills need further development and support in order to complete upper-level English courses with success and confidence. The course focuses on improving speaking, writing, listening and reading skills needed to be successful in an English-speaking school environment as well as continued emphasis on critical thinking and higher-level writing skills. Successful completion of Language and Composition II and/or a high passing score on the diagnostic exam are mandatory for entrance into this course. In addition, students who fail a core class will be required to supplement it with a suitable Language & Composition class, the level of which will be determined by a placement exam, teacher recommendations, and counselor approval.

Text : *Advanced Grammar in Use*, Cambridge: 2005
Write for College – Student Handbook, Write Source: 1997

Houghton Mifflin: 2007

Language and Composition 4 **3051**

| | | |
|---------------|---|--|
| Credit | : | 1 (elective) |
| Course length | : | 1 year |
| Prerequisites | : | Teacher and/or counselor recommendation plus entrance exam |

Language and Composition 12 is a higher-level supplemental course taken in conjunction with a student’s regular English course. This class is intended for students whose English skills need further development and support in order to complete upper-level English courses with success and confidence. The course focuses on improving speaking, writing, listening and reading skills needed to be successful in an English-speaking school environment as well as continued emphasis on critical thinking and higher-level writing skills. Successful completion of Language and Composition II and/or a high passing score on the diagnostic exam are mandatory for entrance into this course. In addition, students who fail a core class will be required to supplement it with a suitable Language & Composition class, the level of which will be determined by a placement exam, teacher recommendations, and counselor approval.

Text : *Advanced Grammar in Use*, Cambridge: 2005
Write for College – Student Handbook, Write Source: 1997

Houghton Mifflin: 2007

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 is required***

| | | |
|-----------------|----------|-------------|
| Geometry | | 6100 |
| Credit | : 1 | |
| Course length | : 1 year | |
| Prerequisites | : None | |

This course will be an in-depth analysis of Euclidian 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*) is mandatory.

Text : Geometry, McDougal Littell: 2007
Additional : Geometry Practice Workbook, McDougal Littell: 2007
Teacher Resources, McDougal Littell: 2007

| | | |
|-------------------|------------|-------------|
| Algebra II | | 6010 |
| Credit | : 1 | |
| Course length | : 1 year | |
| Prerequisites | : Geometry | |

Students will examine further the algebraic concepts covered in Algebra I. Matrices, logarithmic functions, conic sections, sequences and series will also be introduced and studied in depth. Application of these concepts to real world situations will be stressed. Students are required to purchase and to bring to class each day a TI 84 graphing calculator.

Text : Algebra II, McDougall Littell: 2007
Additional : Algebra II, McDougall Littell: 2007
Teacher Resources, McDougal Littell: 200

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|-----------------------------------|--------------------------------------|-------------|
| Probability and Statistics | | 6500 |
| Credit | : 1 | |
| Course length | : 1 year | |
| Prerequisites | : Algebra II and instructor approval | |

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 : Statistics in Action (Watkins, Scheaffer, and Cobb), Key Curriculum Press: 2008
Workshop Statistics (Rossman, Chance, and Von Oehsen), Key College Publishing: 2002

| | | | |
|---------------------|---|------------------------------------|-------------|
| Pre-Calculus | | | 6400 |
| Credit | : | 1 | |
| Course length | : | 1 year | |
| Prerequisites | : | Algebra II and instructor approval | |

An introduction course to the wonders of Calculus, this class focuses on functions as they apply to linear and nonlinear equations and graphs. Beginning with linear functions, the student will study the different types of functions, how to represent a function in mathematical terms, and how to interpret the graph of the function. A wide range of different functions will be covered including, quadratic, polynomial, exponential, logarithmic, and trigonometric functions. Further areas of study will include vectors, polar coordinates, matrices, probability, sequences and series. Students are required to purchase and to bring to class each day a TI 84 graphing calculator.

Text : Pre-Calculus with Limits (A Graphing Approach) Houghton Mifflin Company 5th Edition (2008) by Larson, Hostetler and Edwards.

| | | | |
|-----------------|---|--------------------------------------|-------------|
| Calculus | | | 6403 |
| Credit | : | 1 | |
| Course length | : | 1 year | |
| Prerequisites | : | Pre-Calculus and instructor approval | |

Calculus is a year – long course providing a broad survey of the three main areas of calculus and the fundamental analysis and techniques of differentiation and integration. The first semester introduces the concepts of derivation, functions, and the analysis of graphs. Applied problems cover motion and minimum/maximum types. The second semester treats integration and infinite series and looks into fundamental aspects of functions that govern the use of calculus. Fundamental and advanced integration techniques are employed in determining length, area, volume, and surface area and problems dealing with moving bodies. Students are required to purchase and to bring to class each day a TI 84 graphing calculator.

Text: Calculus (Graphical, Numerical, Algebraic) Pearson 2007 Edition by Finney, Demana, Waits, and Kennedy.

| | | | |
|-----------------------|---|--------------------------------------|-------------|
| AP Calculus AB | | | 6420 |
| Credit | : | 1 | |
| Course length | : | 1 year | |
| Prerequisites | : | Pre-Calculus 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 (Graphical, Numerical, Algebraic) Pearson 2007 Edition by Finney, Demana, Waits, and Kennedy

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|------------------------------|---|------------|-------------|
| College Prep Geometry | | | 6405 |
| Credit | : | 1/2 | |
| Course length | : | 1 semester | |
| Prerequisites | : | Geometry | |

Picking up where Geometry left off, this course will delve further into Euclidian Geometry with an even stronger emphasis on two-column proofs and problem solving. Geometric symbols and problems consistent with those used by Thai and Taiwanese universities will be used in order to help prepare students for university entrance exams. This course is recommended for students planning to attend university in SE Asia.

Computer Programming Class

TBA

Credit : 1
Course length : 1 semester
Prerequisites : None

In this class students will be introduced to basic Programming functions. Students will develop and integrate logical computer programming skills to create programs that will be used for multiple functions. Students will program 3D visuals, interactive programs, and program different types of games. We will attempt to develop and program "apps" or applications to be placed on the android, Google, or apple Appstores. The main programs that will be used are Scratch, Alice, Stencyl, Java, C++, and HTML.

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 is required

| | | | |
|----------------|---|--------|-------------|
| Biology | | | 5100 |
| 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 | | | 5200 |
| Credit | : | 1 | |
| Course length | : | 1 year | |
| Prerequisite | : | Biology | |

In this course students will develop skills in measurement, safety in the laboratory, cooperative group work and presentations. Units of study are: atomic structure, chemical bonding, calculations in chemistry, reactions and stoichiometry, heat and energy, gas laws, solutions, organic chemistry, organizing periodic table, scientific method, and thermochemistry. 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

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|------------------------------|---|-----------------------|-------------|
| Environmental Science | | | 5400 |
| Credit | : | 1 | |
| Course length | : | 1 year | |
| Prerequisite | : | Biology and Chemistry | |

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

| | |
|-----------------|-----------------------|
| Physics | 5300 |
| 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, wave and particle theories of light, fundamentals of optics, sound, static and current electricity, magnetism, nuclear physics and special relativity. 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 fair or class presentation.

Text : Physics, Holt: 1999
 Additional : Physics Interactive Tutor (CD); Holt: 1999
 Conceptual Physics, Addison-Wesley: 1992
 Physics for Life, Peter Warren
 Conceptual Physics (Pearson Int'l. Edition), Paul Hewitt
 Science Saurus: A Student Handbook
 (Great Source) – reading materials of related topics

| | |
|-------------------|--|
| AP Biology | 5110 |
| Credit : | 1 |
| Course length : | 1 year |
| Prerequisite : | Biology, Chemistry, Algebra II 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, Pearson 7th Edition (Campbell, Reece): 2005
 AP Lab manuals

| | |
|---------------------|---|
| AP Chemistry | 5210 |
| Credit : | 1 |
| Course length : | 1 year |
| Prerequisite : | Grade of “B” or higher in Chemistry and instructor approval |

AP Chemistry is designed to prepare students for college level Chemistry courses. Students who are planning to major in chemistry or a related field in university are strongly advised to take this course. The course is designed to contribute to the development of the students’ abilities to think analytically and express their ideas, orally and in writing, with clarity and logic. Units of study are: atomic structure, chemical bonding, calculations in chemistry, reactions and stoichiometry, heat and energy, gas laws, solutions, organic chemistry, and equilibrium organizing periodic table, scientific method, thermochemistry, and nuclear chemistry.

Text : Chemistry, 6th edition, Zumdahl

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|---------------------------------|---|
| AP Environmental Science | 5410 |
| Credit : | 1 |
| Course length : | 1 year |
| Prerequisite : | Environmental Science and instructor approval |

The AP Environmental Science course is a continuation of the Environmental Science course taken by students their sophomore or junior year. The goal of this course is 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/or preventing them.

Text : *Environmental Science 11 ed.* by Richard Wright

AP Physics**5310**

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|---------------|---|---|
| Credit | : | 1 |
| Course length | : | 1 year |
| Prerequisite | : | Grade of "B" or higher in Physics and instructor approval |

AP Physics B is a science course that is separated into five different sections of study: (a) Newtonian Mechanics, (b) Electricity and Magnetism, (c) Fluid Mechanics and Thermal Physics, (d) Waves and Optics, and (e) Atomic and Nuclear Physics.

The course is designed and focused around thirteen essential laboratory activities investigating the fundamental concepts within the five major sections of Classical and Modern Physics, listed above.

The aim of an AP physics course is to develop the students' abilities to do the following:

Read, understand, and interpret physical information—verbal, mathematical, and graphical;

Use basic mathematical reasoning—arithmetic, algebraic, geometric, trigonometric, or calculus, where appropriate—in a physical situation or problem; and

Perform experiments and interpret the results of observations, including making an assessment of experimental uncertainties.

According to the College Board web site, "the B course provides a foundation in physics for students in the life sciences, pre-medicine, and some applied sciences, as well as other fields not directly related to science."

Students are required to purchase and to bring to class each day a Texas Instruments TI 84+ graphing calculator. No other model will be suitable nor compatible with TCIS educational software and supporting equipment.

Social Sciences

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

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|--|----------|-------------|
| Ancient World History – Grade 9 | | 4000 |
| Credit | : 1 | |
| Course length | : 1 year | |
| Prerequisite | : None | |

Students enrolled in Ancient World History will learn to think and write critically about the events and issues that have shaped the history of the ancient world. Students will be able to:

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|--|---|
| Ch. 1: organize and evaluate hist. information | Ch. 5 & 11: predict historic events |
| Ch. 2: apply analytic models to diff. situations | Ch. 6 & 7: synthesize global solutions |
| Ch. 3: evaluate analytic models for p.o.v. | Ch. 8 & Sup.: appreciate intelligent synthesis |
| Ch. 4: critique and create evaluation criteria | Ch. 9, 10, 12: research and rewrite educ. goals |

Texts: Spielvogel, World History, Glencoe McGraw Hill w/Nat'l Geo.: 2003
 Bingham, Internet-Linked Encyclopedia of World History, Usborne: 2002
 Millard, Atlas of the Ancient World, DK: 1994

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|--|-------------------------|-------------|
| Modern World History – Grade 10 | | 4100 |
| Credit | : 1 | |
| Course length | : 1 year | |
| Prerequisite | : Ancient World History | |

Students enrolled in Modern World History will build on the skills developed in Pre-AP Ancient World History. This course is a survey of the major social, political, and economic forces of the 19th and 20th Centuries. Students will continue to evaluate and analyze historical information, as well as sharpen research, writing, and test-taking abilities. Students will be able to identify an issue, state their position, support their position with specific and accurate information, and persuasively express their position. This course is designed to help students develop the skills and habits of mind necessary for success in AP World History.

Text : World History, Glencoe: 2003

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|--|-----------------------|-------------|
| Global Issues | | 4110 |
| Credit | : 1 | |
| Course length | : 1 year | |
| Prerequisite | : Instructor approval | |
| *This course may be counted toward science or social studies graduation requirements* | | |

The Global Issues course first surveys the major historical developments around the globe since World War II. Drawing on a range of primary and secondary sources, students will develop analytic habits of mind by learning about the contemporary events that have shaped the world we now live in. This course will focus especially on Asia's contemporary roles in these events and issues.

This course is also designed to provide an orientation to the activities of the United Nations, as well as providing an understanding of the modalities of international diplomacy. This course will include current events, pressing international issues, the basics of international law and some of the protocol and procedures of diplomacy. All of this will assist students in preparing for their role as a distinguished diplomat at a Model United Nations Conference.

This course is also designed to provide an orientation to the activities of the EARCOS Global Issues Network (GIN) Conferences. The Global Issues Network is based on the ideas described by Jean Francois Rischard in his book ***High Noon "Twenty Global Problems, Twenty Years to Solve Them."*** Rischard identifies 20 urgent global problems and encourages the formation of small groups around the world to help solve them.

Texts: Bulliet, *The Earth and Its Peoples*, Houghton Mifflin: 2005
 Rischard, *High Noon "Twenty Global Problems, Twenty Years to Solve Them."*

Citizenship & Ethics

4600

Credit : 1
 Course length : 1 year elective course
 Prerequisite : Instructor approval – Recommended for Grades 10-12

The ***Citizenship & Ethics Course*** aims to prepare students from Grades 9-12 to become self-disciplined individuals who are responsible for their actions and behavior towards the people around them and the environment they live in. Students will be expected to develop a sense of personal accountability for their own actions and social behavior through the program.

The major goal of the course is to develop and enhance students' basic human values of honesty, integrity, kindness, generosity, courage, freedom, equality, and respect towards oneself and others. It will analyze and differentiate various philosophies and ethical values throughout the world, in addition to the varied philosophical approaches that result in one's self-direction and values. The course will emphasize the concepts of problem solving, decision making, and conflict resolution which are important factors in developing moral character. Focus will also be placed on the importance of collaboration through team work and group presentations. Students will understand problem-solving and decision making as it affects those around them.

Text : First Class: Character Education Activities Program (Koehler & Royer) Character Education (Heidel & Lyman-Mersereau) Life Strategies for Teens Text/Workbook (McGraw) Seven Habit of Highly Effective Teens Text/Workbook (Covey) Ethics for Life Text (Boss)

Economics

4200

Credit : 1
 Course length : 1 year
 Prerequisite : Instructor approval – Recommended for Grades 10-12

Students enrolled in Economics investigate the topic through the study of intro, micro, macro, and global economics and the associated theories and principles. The course explores the fundamental principles and practices of economics such as the use of basic economic reasoning, problem-solving, and decision-making. This course provides an understanding of major contemporary economic problems and systems through a survey of scarcity, supply and demand, market structures, business organizations and economic institutions, money and the financial system, the

role of the government in establishing monetary and fiscal policy, producers and consumers, unemployment, inflation, and the business cycle. Students will use the internet and other resources to research contemporary issues to develop projects and class presentations.

Text : Economics, Holt: 2003

AP Psychology

4310

Credit : 1
Course length : 1 year
Prerequisite : Instructor approval – Recommended for Grades 10-12

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

4130

Credit : 1
Course length : 1 year
Prerequisite : Instructor approval – Recommended for Grades 10-12

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 World History

4500

Credit : 1
Course length : 1 year
Prerequisite : Grade of "B" or higher in Modern World History and instructor approval
– Recommended for Grades 11-12

The AP World History course is academically challenging and designed to prepare students for the Advanced Placement World History Exam. The course surveys the major historical developments in world history. Drawing on a range of primary and secondary sources, students learn how to identify questions of historical interest, gather information and express judgments. Through independent study, students will develop analytic habits of mind.

Text : Bulliet, The Earth and Its Peoples, Houghton Mifflin: 2005
McNeill, The Human Web, Norton & Co., 2003
Reilly, Worlds of History, V. 1 & 2, Bedford/St. Martin's, 2007
Stearns, Documents in World History, V. 1 & 2, Pearson 2006

AP Economics

4250

| | | |
|---------------|---|--|
| Credit | : | 1 |
| Course length | : | 1 year |
| Prerequisite | : | Instructor approval – Recommended for Grades 11-12 |

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.

AP Comparative Government and Politics

4120

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|---------------|---|--|
| Credit | : | 1 |
| Course length | : | 1 year |
| Prerequisite | : | Instructor approval – Recommended for Grades 11-12 |

The AP Comparative Politics course is academically challenging and designed to prepare students for the Advanced Placement Comparative Politics Exam. AP Comparative Politics is a survey of current issues and events in: Great Britain, the People's Republic of China, Mexico, Nigeria, Russia, the USA, and Iran. Students will identify, analyze, and evaluate issues and events and predict outcomes. Students will develop an understanding of major comparative political concepts, themes, and generalizations, an understanding of typical patterns of political processes and behavior and their consequences, an ability to compare and contrast political institutions and processes across countries and to derive generalizations, and an ability to analyze and interpret basic data relevant to comparative government and politics. (This course will also participate in MUN if Asian & Global Issues does not.)

Text : Almond, Comparative Politics Today: A World View, Longman: 2003, 2006

Chinese

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

| | |
|---|---------------------|
| AP Chinese Language and Culture 9 | 7005 |
| Credit : | 1 |
| Course length : | 1 year |
| Prerequisites : | Instructor approval |
| *Any grade level is allowed to take course* | |

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 req. to sit the AP exam.

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

| | |
|--|-------------|
| Chinese Language and Literature 9 | 7000 |
| Credit : | 1 |
| Course length : | 1 year |
| Prerequisites : | 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 | 7100 |
| Credit : | 1 |
| Course length : | 1 year |
| Prerequisites : | 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 **7200**

Credit : 1
 Course length : 1 year
 Prerequisites : 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 **7300**

Credit : 1
 Course length : 1 year
 Prerequisites : Chinese 11

This course is designed to build on native speaker language skills from Chinese Grade 11. It prepares students interested in attending universities in Taiwan, and have 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. 1-12; Supplemental readings and materials

The following courses are intended for Non-Native Chinese speakers**Chinese I** **7021**

Credit : 1
 Course length : 1 year
 Prerequisites : 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 skills (approx. 200 traditional characters).
- 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 : Everyday Chinese Book 2A; Supplemental readings and materials

Chinese II **7121**

| | | |
|---------------|---|-----------------------------------|
| Credit | : | 1 |
| Course length | : | 1 year |
| Prerequisites | : | Chinese I and instructor approval |

This course is designed for non-native speakers of Mandarin who wish to maintain and further develop proficiency developed in Chinese I 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 (approx. 400 traditional characters).
- 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 III | | 7221 |
| Credit | : | 1 |
| Course length | : | 1 year |
| Prerequisites | : | Chinese II and 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 (approx. 600 characters).
- 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. (approx. 300 characters).
- 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 IV | | 7321 |
| Credit | : | 1 |
| Course length | : | 1 year |
| Prerequisites | : | Chinese III and 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 IV

7311

Credit : 1
 Course length : 1 year
 Prerequisites : Successful completion of Chinese III 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.
- 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 for Beginners (Grade 9-12)

7025

Credit : 1
 Course length : 1 year
 Prerequisites : 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 enter the regular Chinese World Language program within one or two years.

Text : Everyday Chinese Book 1 ; Everyday Chinese Book 2A

Thai

Philosophy

The Thai department provides 3 strands of learning which 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.

*The following courses are designed for native speakers of Thai

4 years of Thai is required for Thai Natives

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|---------------------------------------|----------|-------------|
| Thai Language and Literature 9 | | 8000 |
| Credit | : 1 | |
| Course length | : 1 year | |
| Prerequisites | : 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

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| Thai Language and Literature 10 | | 8100 |
| Credit | : 1 | |
| Course length | : 1 year | |
| Prerequisites | : 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

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| Thai Language and Literature 12 | | 8200 |
| Credit | : 1 | |
| Course length | : 1 year | |
| Prerequisites | : 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-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 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

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| Thai Language and Literature 12 | | 8300 |
| Credit | : 1 | |
| Course length | : 1 year | |
| Prerequisites | : 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, 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.

Text : Muthayom Suksa 6
Textbook developed by Thai Department

The following courses are intended for Non-Native Thai speakers

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| Thai I | | 8521 |
| Credit | : 1 | |
| Course length | : 1 year | |
| Prerequisites | : 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.

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| Thai II | | 8531 |
| 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

8541

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

8551

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 document by using official Thai Language

Physical 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 is required

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| PE/Health 9 | | 9301 |
| Credit | : 1.0 | |
| 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 : Lifetracks; Essentials of Health, Harcourt Brace: 1996
Glencoe Health, California, USA: 1999

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| PE/Health 10 | | 9311 |
| Credit | : 1.0 | |
| 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 : Lifetracks; Essentials of Health, Harcourt Brace: 1996
Glencoe Health, California, USA: 1999

Strength and Conditioning

9320

Credit : 1.0
Course length : 1 year
Prerequisites : Open to all students grades 10 – 12.
*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, ply metrics, explosiveness training, agility drills, and key principles in anatomy/physiology/kinesiology.

Outdoor Education

9330

Credit : 1.0
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.

Visual Arts

Philosophy

The High School art program has several main goals. Students will develop an understanding of design concepts, learn the language of design, gain a comprehensive knowledge of Art History, understand the significance and influence art plays within a culture as well as expand each students level of creativity. Students will be given opportunities to create art works of their own, offering their own interpretations and narratives in a visual manner through a wide variety

materials. Lastly, students will also be able to look at artwork and “make sense” of the artist’s visual language and be able to write or discuss their observations in a mature coherent manner.

Students will be able to:

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

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| Art I | | | 9000 |
| Credit | : | 1 | |
| Course length | : | 1 year | |
| Prerequisites | : | None | |

Art 1 is a foundation course which builds on the skills our students acquired during Middle School so that they may continue to grow in their artistic pursuits. 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. Emphasis will be placed on the elements and principles of design, and how they may be applied to creation. Art history and criticism will also play a major role in class to assist our learners in becoming well-rounded individuals who can apply the language of art. Subjects and projects in Art 1 will include: sketchbook assignments, basic drawing, painting, color pencil techniques, color theory, Adobe Photoshop and artists studies.

Students will be required to purchase a sketchbook and will be required to have basic art supplies at home for off campus assignments.

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| Advanced Art | | | 9010 |
| 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. It is considered a pre-AP class in that it is structured to allow greater exploration of concepts while refining each individual’s skills so that students find their artistic voice whilst establishing a maturity in their art. Artwork created in Advanced Art will be used towards a students’ AP Art portfolio.

This course will focus heavily on the development of drawing skills to provide a solid foundation for further artistic pursuits while ensuring students are exposed to a wide variety of media. Students can expect to explore drawing, printmaking and painting. The art history/criticism laced throughout the various projects will look not at general genres of art but will focus on specific artists, by exploring specific artist’s historical significance and their stylistic traits.

Students will be required to purchase a sketchbook and will be required to have basic art supplies at home for off campus assignments.

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| AP Studio Art-Drawing | | | 9020 |
| Credit | : | 1 | |
| Course length | : | 1 year | |
| Prerequisite | : | Advanced Art and instructor approval | |

AP Studio Art Drawing is designed on 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 drawing, so that the student is able to demonstrate a range of abilities and versatility with technique, problem-solving and ideation. Such conceptual variety will be demonstrated through the use of several media. (C4) 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.

During the course of the year, focus will be placed on the production of a volume of high quality art. The course promotes 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. **In order to fulfill AP Studio Art requirements, students will be required to attend additional class hours weekly, have art materials at home for off campus assignments, have artwork from Advanced Art to contribute to their portfolios and acquire a sketchbook.**

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| Graphic Design | 9040 |
| Credit : | 1 |
| Course length : | 1 year |
| Prerequisite : | Art 1 and instructor approval |

The Graphic Design curriculum is designed to provide students with knowledge and skills necessary for study in the graphic design profession with further understanding of design, advertising, illustration, and digital and multimedia preparation of printed and electronic promotional materials.

This is a basic course with an emphasis on communication through use of concepts, type and images. The course includes development of design layout skills, product design, packaging design, typography, prototype creation, photo manipulation and an introduction to logo design. The computer is utilized as a graphic design tool through Adobe Illustrator and Adobe Photoshop, however students will also physically render some of their designs.

Throughout the course, students will be given projects so that the students can experiment with the tools they learn. 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.

Musical 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.
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Wind Ensemble

9210

Credit : 1
Course length : 1 year
Prerequisite : Grade 8 Concert Band and instructor approval

Wind Ensemble is designed to provide Upper School students with the opportunity to continue developing their skills as a classical 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. 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. Students will have opportunities to record music in a controlled studio setting. 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 rent through the school. Students may be expected to provide their own consumable materials such as reeds, mouthpieces, sticks, mallets, and strings.

String Ensemble

9221

Credit : 1
Course length : 1 year
Prerequisite : Grade 8 Concert Band and instructor approval

Wind Ensemble is designed to provide Upper School students with the opportunity to continue developing their skills as a classical 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. 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. Students will have opportunities to record music in a controlled studio setting. 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 rent through the school. Students may be expected to provide their own consumable materials such as reeds, mouthpieces, sticks, mallets, and strings.

Guitar Ensemble

9260

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| Credit | : | 1 |
| Course Length | : | 1 year |
| Prerequisite | : | None |

Guitar Ensemble is designed for both beginning and advanced students who wish to improve their ability to play guitar. The course will require solo, small group, and full-class performances. These performances will 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. Recording arts and live sound enforcement will also be covered, so students know how to use audio technology as appropriate. Students will learn to craft their own songs and the terminology and techniques associated with good songwriting. The school will make acoustic guitars available to students in the class, and students will be expected to learn and demonstrate proper care of their equipment and the school's equipment. Members of the class may be expected to purchase items such as strings, picks, capos, and tuners. 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 will be free to use the school's acoustic guitars; however, if students wish to learn electric guitar, bass guitar, or some other stringed instrument, they will be expected to provide the equipment themselves. Also, students may be required to purchase strings, picks, capos, and tuners as necessary.

High School Chorus

9230

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| Credit | : | 1 |
| Course Length | : | 1 year |
| Prerequisite | : | Instructor Approval |

This course is designed for the students who enjoy singing and like to sing in groups. They will learn to respect the voice of others and study to create the timbre of the group. After their music studies in the Middle School, students here will start to approach the technical aspects of singing. Alexander method will be introduced to help the relaxation of body and vocal chords. They will learn to sing with their natural voice without constrictions. Some specific and individual training will help the students to gain aural sensibility. They will also learn to read the vocal notations and develop their music reading skills.

Text : Instructor arrangements and school purchased Choral scores.

Jazz Band: (After School Rehearsal)

9205

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| Credit | : | 0.25 |
| Course Length | : | 1 year 110 minutes/week |
| Requirement | : | Instructor Approval |

This course is a survey of popular, world, and jazz music with a beginner- to intermediate-level performance ensemble. Students will learn how to recognize, discuss, and analyze a variety of world, popular, and jazz styles from regions such as South America, Africa, and North America. Students will also learn how to play these styles on a variety of different instruments, and will perform at least one concert per semester. A strong focus will be on percussion instruments and drums as they relate to the various genres of music being studied. This class will accommodate students who either do not play a primary instrument from taking previous courses, or who did not take or find success with traditional wind band in middle school. Students of all musical abilities and backgrounds are welcome to join.

Text : Musical scores will be arranged either by students or by the instructor, and will be accommodated to match student ability and interest.

Chamber Music Performance

9280

Credit : 1
Course Length : 1 year
Prerequisite : Audition and instructor approval

Requirement: ability in singing or performing an instrument – admitted through audition

This course is addressed to experienced performers who wish to challenge themselves as soloists. Students will study the peculiarity of different instruments and understand how to collaborate with other kinds of instruments. Students will also study working with music composition software and arranging their own works: instrumental ranges and transpositions.

Text : Instructor arrangements and school purchased scores.

Introduction to Music Theory

9271

Credit : 1
Course length : 1 year
Prerequisite : Instructor Approval

Not offered for the 2013-2014 school year – will be available again in 2014-2015

The course is designed for students who wish to further their musical understanding and it is intended as a precursor to AP Music Theory. During the year we will review the basic rudiments of music and introduce functional harmony studies through historic and stylistic aspects. It is an in-depth study of the elements of music including notation, ear training, sight singing, harmonic and melodic dictation, and form analysis.

Text : Tonal Harmony, Glencoe: 2007
Additional : Workbook with Audio CD, Glencoe, 2007

AP Music Theory

9270

Credit : 1
Course Length : 1 year
Prerequisite : 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 also 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
Additional : Workbook with Audio CD, Glencoe, 2007

Drama and Theatre Arts

Philosophy

Drama & Theatre introduces the students to drama and theatre as a means of artistic communication. Through theoretical studies and performance, it will enhance and develop students' self-confidence and self-expression.

Students will be able to:

- Develop their understanding of the different forms of theatre arts.
- Study the different principles of theatre arts such as children’s theatre, creative drama, and the history and philosophy of drama education.
- Develop as confident actors, responsible critics, and experienced drama and theatre personnel.
- Aspire towards career goals in theatre and the allied professions.

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| Drama & Theatre Arts I | 9700 |
| Credit : | 1 |
| Course length : | 1 year elective course |
| Prerequisite : | Any English course, interest in stage performance |

The course will explore the history of drama and the theatre. It will allow the students to experience the wide array of different drama and theatre styles such as the Japanese Noh play, the Chinese opera, the mime, the kabuki, the theatre of ancient Greece, etc. It will engage them in role play and encourage collaborative work through group work and presentations. Furthermore, it will provide an integrated experience in acting, production skills, and design. Students will have the opportunity to direct and analyze scripts. Drama is ideal for those who enjoy collaborative and creative problem-solving combining many skills.

Text : The Stage & School, Glencoe: 2005

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| Drama & Theatre Arts II | 9701 |
| Credit : | 1 |
| Course length : | 1 year elective course |
| Prerequisite : | Drama & Theatre Arts 1, interest in stage performance |

The course will enable the students to engage themselves in proper ways and techniques of drama and the theatre. It will allow the students to perform constantly in front of a live audience and get critique for their work. It will continuously expose them in role play and encourage collaborative work through group work and group presentations. Furthermore, it will enhance their skills in acting, production, and design. Students will have the opportunity to write their own scripts to perform and present. Drama and Theatre Arts 2 is ideal for those who would like to pursue and further develop their theatre skills for future related endeavors.

Text : The Stage & School, Glencoe: 200

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.

French

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| French I | | 9600 |
| Credit | : 1 | |
| Course length | : 1 year | |
| Prerequisite | : Instructor approval | |

Students will be able to:

- Develop communication skills and deepen their appreciation of other cultures.
- Develop the four linguistic skills of reading, listening, speaking and writing through a thematic and communicative approach.
They will be able to:
 - engage in basic communication with learned phrases; simple questions and answers.
 - use simple descriptions of people and things.
 - provide simple narration in the present and simple explanations as to why something is done.
- Communicate with reasonable accuracy while speaking or writing within the themes explored.

The topics covered will be closely related to students' interests and will include the following:

- Learning greetings, introductions, and exchanging personal information.
- Exchanging greetings in French-speaking communities, talking to and about friends, and introducing family.
- Going to school in a city, discussing classes, and talking about after-school plans.
- Discussing weather, and participating in leisure activities.
- Visiting a city, making purchases, and ordering in a restaurant.

Text : French 1

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| French II | | 9610 |
| Credit | : 1 | |
| Course length | : 1 year | |
| Prerequisite | : French I and instructor approval | |

French II will expand on the skills students gained in French I. Students will revisit those skills and build upon them. The course requires active and involved participation.

Students will continue to:

- Develop communication skills and deepen their appreciation of other cultures.
- Develop the four linguistic skills of reading, listening, speaking and writing through a thematic and communicative approach.
They will be able to:
 - engage in creative communication with learned phrases; questions and answers.
 - use detailed descriptions, including comparisons.
 - provide simple narration in the past (passé composé and imparfait) and future.
 - use expressions of personal wishes and needs.
- Communicate with accuracy while speaking or writing within the themes explored.

The topics covered will be closely related to students' interests and will include the following:

- Exchanging greetings in French-speaking communities, talking to and about friends, and introducing family.
- Going to school in a city, discussing classes, and talking about after-school plans.
- Discussing time and weather, and participating in leisure activities.

- Visiting a city, making purchases, and ordering in a restaurant.
- Jobs and professions.
- Helping around the house
- Nature and the environment.

Text : French 2

French III

9620

Credit : 1
 Course length : 1 year
 Prerequisite : French II and instructor approval

In the third year students will continue to acquire vocabulary as they develop stronger skills in listening, speaking, reading and writing. There is increased attention to reading for comprehension. Through study of selected literature, individual reading, through structured and unstructured conversations students will practice manipulation of vocabulary and grammar to communicate in French. Cultural study of the Francophone world through study of films, literature, art, history and music will be expanded.

Goals of the course:

- Demonstrate listening proficiency and reading comprehension.
- Increase use of language skills for purposeful communication.
- Communicate through written French.
- Expand a cultural knowledge of France and various Francophone countries.
- Increase knowledge of historical perspectives to include major French historical events.

Students who successfully complete French III course should acquire the following proficiencies:

- Understand conversations, dialogues, and questions relating to topics, which have been practiced orally or read in class.
- Recognize differences in the present, past and future tenses and respond to other frequently encountered grammatical signals.
- Read with precise comprehension prepared or edited stories, essays, etc.; comprehend a vocabulary of between 1,00 and 1,700 words in context.
- Read with general comprehension material that introduces a limited number of vocabulary items that have not previously been practiced orally.
- Respond to questions, participate in dialogues and conversations and initiate commands and questions on topics that have been studied in class. Active vocabulary should consist of at least 800 words.
- Pronounce with reasonable accuracy most of the sounds of the French language.
- Write letters and retell in writing simple stories: deal with other than the present tense.
- Write original paragraphs and dialogues using well-learned structure and an active vocabulary of at least 800 words.
- Develop appreciation of cultural similarities and differences between one's native country and nations using the target language; interact with appropriate behavior in most basic social situations.

Text : Discovering French Level 3 Student Edition

Japanese I

9500

| | | |
|---------------|---|---------------------|
| Credit | : | 1 |
| Course length | : | 1 year |
| Prerequisite | : | Instructor approval |

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.

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

| | | |
|--------------------|---|------------------------------------|
| Japanese II | | 9510 |
| Credit | : | 1 |
| Course length | : | 1 year |
| Prerequisite | : | Japanese I and 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 about 100 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.

Text : Genki, Level 1; The Japan Times (Banno et al.): 20

| | | |
|---------------------|---|-------------------------------------|
| Japanese III | | 9520 |
| 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 about 100 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.

Text : Genki, Level 1 (1st semester) ; Genki, Level 2 (2nd semester)

Japanese IV

9530

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

Text : Genki, Level 2; The Japan Times (Banno et al.): 2005

Korean I

9580

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 sociocultural 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 | | 9581 |
| 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 sociocultural 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.

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.**

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|-----------------------------------|---------------------|
| Principles of Accounting I | 9151 |
| Credit : | 1 |
| Course length : | 1 year |
| Prerequisites : | Instructor approval |

This course introduces careers and career paths to a profession in accounting as well as business decision-making using accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations.

Text : Glencoe Accounting: Real World Applications and Connections; Glencoe McGraw-Hill

| | |
|------------------------------------|--|
| Principles of Accounting II | 9152 |
| Credit : | 1 |
| Course length : | 1 year |
| Prerequisites : | Principles of Accounting I and and instructor approval |

This course introduces careers and career paths to a profession in accounting as well as business decision-making using accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations.

Text : Glencoe Accounting: Real World Applications and Connections; Glencoe McGraw-Hill

| | |
|---------------------------------|---------------------|
| Introduction to Robotics | 9141 |
| Credit : | 1 |
| Course length : | 1 year |
| Prerequisites : | 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 around the Lego Mindstorms 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 | 9142 |
| 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

Media Productions

9111

Credit : 1.0
Course length : 1 Year
Prerequisites : 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.

Entrepreneurship

9136

Credit : 1
Course length : 1 Year
Prerequisites : Instructor approval – Recommended for Grades 9 -11

This course is designed to allow students a forum to further apply the basic skills and concepts gained in Marketing I. The National Foundation for Teaching Entrepreneurship (NFTE) program teaches entrepreneurship using its exciting and innovative curriculum. The high school curriculum corresponds with a variety of reading levels and complexity. The curriculum is a year-long entrepreneurship course where students learn business concepts, practice skills including negotiation and pricing, and work on completion of business plans for their own individual businesses. An organized field trip includes a visit to a wholesale district, where the students buy goods to sell later in a selling event at their school. Business plan competitions are held in school by the teachers with help from NFTE.

Student Textbook: How to Start & Operate a Small Business, National Foundation for teaching Entrepreneurship, New 10th Edition

Introduction to Marketing

9130

Credit : 1
Course length : 1 year
Prerequisites : Instructor approval – Recommend for Grades 10 -12

This course familiarizes students with basic marketing concepts. It places these concepts within the context of the social, political, ethical, technological, and economic environment surrounding them, and then broadens to the global marketplace.

Students will receive an overview of the marketing field. We will explore the meaning of marketing, the environmental influences that impact marketing managers, strategic marketing fundamentals, consumer behavior, market segmentation, and managerial issues related to the marketing mix decision variables (product, pricing, promotion, and distribution). Students explore various marketing strategies and the challenges marketers face when approaching the global market. Topics include economics, buyer behavior, products, channels of distribution, promotion, and pricing and social issues in marketing. Standard business and non-traditional aspects of marketing are also explored.

Text : Marketing Essentials: McGraw-Hill

3-D Computer-Aided Design (CAD)

9112

Credit : 1
Course length : 1 year
Prerequisites : 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 Sketchup will be used during the course of instruction.

Yearbook

9100

Credit : 1
Course length : 1 year
Prerequisites : Art 1

This course can be taken for credit more than once

Being a member of the yearbook production team is a very important role at TCIS. Students will learn how to format, layout and publish the information which will be represented in the Yearbook. Students will also learn the basics of photography and enhance their organization skills while working as a part of a team. Students will learn important desktop publishing tools including:

Digital Photography Adobe Photoshop
Adobe In Design Adobe Illustrator

PREPARATION FOR COLLEGE ADMISSION

Planning for the right college is a complex process that requires substantial time and effort. It is not something that can be done well if a student waits until the junior or senior year. Students should begin their college planning early in high school to ensure meeting all the requirements of the universities and colleges to which they will apply.

Applicants for college qualify for admission by a combination of the following: scholastic record which includes the degree of academic challenge and GPA; examination scores; involvement in activities; and teacher/counselor recommendations. Most universities require the applicant to take either the SAT Reasoning Test or the ACT exam. Some colleges require two SAT Subject Tests (all University of California schools). Universities around the world may also have institutional (Thailand) or nationalized exams (Taiwan).

Pupils and parents should consult college catalogs and websites for specific information concerning admission requirements. Without discounting the importance of such factors as character, personality, and civic responsibility, colleges place great emphasis upon intellectual eagerness, initiative to participate in extra-curricular activities, academic competence, maturity, and readiness to take advantage of higher level courses.

Since admission to college is frequently competitive, students must expect to do intensive work throughout their high school program. **It is important to remember that colleges require a copy of the student's academic record for the four years from Grades 9-12.** The academic record earned through the junior year will be crucial to those applying to colleges early in the senior year.

An organized program of high school preparation for college admission should include:

1. 4 years of English.
2. 4 years of Chinese.
3. 3-4 years of Science.
4. 4 years of Mathematics (4 years are required by many institutions, particularly for engineering).
5. 3-4 years of Social Studies

ENGINEERING colleges require a fourth year of mathematics and physics, and some colleges recommend a course in technical drawing.

FINE ARTS students interested in pursuing a career in art should enroll in advanced art courses, in addition to preparing a portfolio during the senior year. Students applying to music programs should expect to submit an audition tape with their college application.

For Taiwanese students

Taiwanese students who have lived overseas for more than 6 years could apply to universities in Taiwan by submitting the application forms and school transcript or SAT Subject Tests scores to the Taipei Economic and Cultural Office in Thailand. Students may choose either November or February to apply.