



RUAMRUDEE INTERNATIONAL SCHOOL PROGRAM OF STUDIES

2018–2019



Program of Studies 2018 – 2019

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GENERAL INFORMATION

How to Use This Guide

This Program of Studies is a very important guide for planning your high school course of study as well as preparing for university entrance. It is designed to present all the information needed to plan a four-year high school career. All students should complete the four-year planner on page 16 of this guide.

To assist in your planning, see the following:

1. For information on the Advanced Placement courses, explore the AP website at apcentral.collegeboard.com and contact the AP Coordinator, Mr. Phil Cutlan.
2. For information on the International Baccalaureate Program, explore the IB website at www.ibo.org and contact Mr. Timothy Pettine, the IB Coordinator.
3. For general college and career planning, contact your High School Counselor.
4. For advice on Thai universities, contact Mr. TawanWaengsothorn, the Thai College Counselor.

IMPORTANT REMINDERS: As you make your course selections, look closely at alternatives in case the courses you want are not offered. A course may be canceled because too few students sign up for it. In general, a course will not run if fewer than eight students are enrolled. The high school master schedule is created each spring. Once the master schedule has been created, the ability to change courses is severely limited.

RIS Mission

Ruamrudee International School is a Catholic school that provides an interfaith, inclusive, and academically rigorous education for students to be balanced, successful, and compassionate individuals. RIS provides quality education and fosters character development in a multicultural, caring community.

RIS Philosophy

We are committed to educational excellence through an academically challenging and relevant curriculum and extracurricular activities that develop reflective, critical, and self-directed learners. We are vigilant in providing quality facilities and resources, an efficient organizational structure, and professional, qualified, effective teaching personnel.

Teaching and learning at RIS are student-centered. In partnership with families, we focus on the development of well-balanced individuals. Our students are challenged to pursue personal excellence in intellect and moral conduct with the goal of creating better futures for themselves and others in society.

We believe that Ruamrudee International School offers a strong academic program and fosters the development of moral principles that will prepare our students to meet the challenges and responsibilities of an ever-changing world.

General Expectations and the RIS Diploma

Ruamrudee International School is committed to providing a challenging university preparatory program emphasizing social responsibility, self-discipline, and international understanding.

RIS students are encouraged to strive for their personal best in all they do. Because 100% of RIS graduates expect to attend university upon graduation, the curriculum is structured for students applying to highly competitive universities worldwide.

Typically, grade 12 students are in their fourth year of mathematics, science, social science, English, and are in extended study in a second or third language.

Graduation Requirements

To qualify for an RIS diploma, students must earn 36 credits (32 credits for the Class of 2019, 2020, 2021), complete their final year of high school at RIS, and fulfill the following minimum requirements:

<u>SUBJECT:</u>	<u>CREDITS REQUIRED:</u>
English	5.0 (at least one English class per semester)
Mathematics	4.0 (3.0 for the Class of 2019, 2020, 2021)
Social Science	3.0
Science	3.0
Religion or Values	2.0
Performing and/or Visual Arts	2.0 *
Physical Education	2.0 *
Modern Language	2.0
<i>or</i>	
Thai (for Thai citizens)	At least one Thai class per semester
Health	1.0 (0.0 for class of 2019, 2020, 2021)

* A maximum of one credit of Physical Education and one credit of Performing/Visual Arts may be met through alternative activities (e.g., private athletics lessons) if the student's schedule is too rigorous and the schedule will not accommodate the courses.

Total Credits Required for Graduation: 36*

* 32 for the Class of 2019, 2020, 2021

Pass/Fail Courses

Classes that are designated as "Pass/Fail" are not included in Grade Point Average (GPA) calculation. These classes include:

Theory of Knowledge	Academic Research	College 101
Honors Choir	Stage Wind Ensemble	Chamber Orchestra
Jazz Band	Independent Art	

Required Courses by Grade Level

Grade 9	Grade 10
<ul style="list-style-type: none"> English 9 (1.5 credits) Mathematics 9 (1.5 credits) World History & Geography I (1.0 credit) Intro to Chemistry & Physics (1.0 credit) Thai Values or Religion (0.5 credit) Electives to fill the schedule 	<ul style="list-style-type: none"> English 10 (1.5 credits) Mathematics 10 (1.5 credits) World History & Geography II (1.0 credit) Biology (1.0 credit) Thai Performing or Visual Arts (0.5 credit) Physical Education (0.5 credit) Values or Religion (0.5 credit) Electives to fill the schedule
Grade 11	Grade 12
<ul style="list-style-type: none"> English (1.0 – 1.5 credits) Social Sciences (1.0 credit) Science (1.0 credit) Mathematics (1.0 credit) Values or Religion (0.5 credit) Thai for Thai citizens (1.0 credit) Electives 	<ul style="list-style-type: none"> English (1.0 – 1.5 credits) Values or Religion (0.5 credit) Thai Electives
<p><i>Students must ensure that they earn sufficient credits to meet the total credits required for graduation.</i></p>	

Credits and Grade-Level Placement

Credit is granted for the successful completion of a course that meets at least every other day, or the equivalent, during the school year. Courses that meet more frequently receive more credit.

- 0.5 credit is granted for the successful completion of a course meeting every other day for a full block over one semester.
- 1.0 credit is granted for the successful completion of a course meeting every other day for a full block over two semesters.
- 1.5 credits are granted for the successful completion of IB Higher Level courses, Advanced Placement courses that meet every day, Math 9 and 10, and English 9 and 10.
- Transfer credit is granted for courses taken at accredited 9–12 high schools; specific determination will be made by the High School Counselors in consultation with the administration.
- Students transferring to RIS in the first or third quarter may be eligible for the entire semester's credit.
- Before a student is placed in a grade level, official transcripts from all previous high schools must be submitted to the Admissions Office and reviewed by the counselors. Here are the basic guidelines for grade-level placement at the time of admission:

Grade 9 students will be those who have earned fewer than 9.0 credits.

Grade 10 students will be those who have earned at least 9.0 but fewer than 18.0 credits.

Grade 11 students will be those who have earned at least 18.0 but fewer than 27.0 credits.

Grade 12 students will be those who have earned at least 27.0 credits and will be able to meet the graduation requirements within that year.

Thai Language and Culture Requirements

In compliance with regulations set by the Ministry of Education, RIS has adopted the following policies:

- All RIS students must take a Thai class every semester.
- In addition to the acquisition of Thai literacy, Thai students will study aspects of Thai history and culture within the language class.

Early Graduation

The high school academic program is designed to be completed over a four-year period. Occasionally, there may be a compelling reason for a student to seek early graduation. This is generally limited to:

1. December graduation: A highly capable student who has demonstrated significant academic achievement with a documented need to complete his or her RIS studies in time to enter a university program whose calendar is not compatible with ours. *Note: this option is rarely granted. Students must demonstrate a critical need for a December graduation.*
2. February/March graduation: Again, a student must show a documented need for February or March graduation. This documentation must include a formal acceptance to a university program that begins prior to the end of the RIS academic year.

The following procedures are required for early graduation:

1. The student must submit a letter requesting consideration for early graduation to the Counseling Office before the end of April of the grade 11 year. The letter must provide specific reasons for requesting early graduation and must be signed by the student and his or her parents.
2. The student must arrange to take the TOEFL at the same time as submitting this letter.
3. The Committee for Graduation Exceptions will then review the written request and will communicate its decision in writing shortly thereafter.

In judging the eligibility of a student seeking to graduate early, the following criteria will be considered:

1. The student's post-secondary schooling plans.
2. The student's overall academic performance at RIS (a minimum GPA of 2.00 is required).
3. The student's English language ability as represented by:
 - a. Grades in ELD classes and/or English classes
 - b. The recommendation of the student's current English teacher
 - c. The number of absences from school, including those required for university entrance exams
4. The student's Guidance Counselor will check to see that all graduation requirements are met. Summer school attendance after grade 11 may be required for December graduation candidates, depending on the judgment of the Committee for Graduation Exceptions, and can be used to meet one of the eight semesters of English required for graduation.
5. The student must attend at least one academic year at RIS before applying for early graduation.
6. If permission for early graduation is granted, such permission will remain subject to the continued satisfactory academic and behavioral performance of the student while he/she is at RIS. Early graduation permission may be revoked if the student's academic achievement declines substantially during the remaining grade 11–12 years.
7. A student who has been granted early graduation will also be required to present an official letter of university acceptance to the Counseling Office; early graduation is contingent upon receipt of this letter.

Honors Diploma

Students who meet the following requirements will graduate with distinction and receive an Honors Diploma:

- A cumulative GPA of 3.50 or higher
- Attendance at RIS for at least six of eight semesters in high school
- A 3.50 GPA or higher for each semester during at least 3 full academic years at RIS.

High School Grades

The RIS high school grading system follows the National Association of Secondary School Principals (NASSP) standards and guidelines for assigning grades.

On high school transcripts, the grades are as follows:

<i>Percentage Value</i>	<i>Letter Grade</i>	<i>Regular Grade Point</i>	<i>Weighted Grade Point*</i>
93–100	A	4.00	4.50
90–92	A-	3.67	4.17
87–89	B+	3.33	3.83
83–86	B	3.00	3.50
80–82	B-	2.67	3.17
77–79	C+	2.33	2.83
73–76	C	2.00	2.50
70–72	C-	1.67	2.17
67–69	D+	1.33	1.33
63–66	D	1.00	1.00
60–62	D-	0.67	0.67
59 or below	F	0.00	0.00

*IB Higher Level and AP courses are weighted.

Letter Grades

- ‘A’ is assigned to work that demonstrates excellence and is clearly exceptional.
- ‘B’ represents work that is very good and shows signs of high achievement.
- ‘C’ represents satisfactory completion of all assignments.
- ‘D’ represents academic achievement at a minimum level.

Grade Point Average (GPA) will be stated on semester report cards and transcripts. Students will be placed on the Honor Roll if they meet the following requirements: grades 9 and 10, a GPA of at least 3.90; grades 11 and 12, a GPA of at least 4.00. Students enrolled in IB Higher Level and AP courses will receive an additional 0.5 weighted grade point for grades C- and above on their GPA in recognition of the challenging nature of these courses, particularly in the assessment of student work. Students can calculate their semester GPA by converting all of their letter grades to the corresponding numbers above, adding them together, and dividing by the number of credits.

Academic Performance Expectations

Students must demonstrate their willingness to challenge themselves by meeting the minimum academic proficiency each semester. A grade of ‘C’ or better is expected in all core courses. Students not meeting these expectations may be referred to Pupil Services for closer monitoring.

Examinations

Examinations for all academic courses (English, mathematics, social science, science, Thai, and modern languages) are held at the end of each semester. Examination marks count toward 20–30% of the semester grade for a course. External IB and AP examinations are held in May. In order to prepare for these exams, students taking several IB and/or AP courses may be granted “exam leave” from their other classes during this time. Students will receive detailed information on exam leave and specific eligibility requirements when the final exam schedule is posted.

Course Selection

Registration for courses is a responsibility shared by the school, the student, and the parents. The courses that students choose commits them to a schedule of classes for an entire school year. Once a course has been chosen, students cannot change without a compelling reason to do so.

It is therefore imperative that students make informed choices about their academic program and take full advantage of the presentations and scheduling time offered by the High School Counseling Office between February and April. For many courses, placement is based on prerequisites and recommendations. Recommendations for IB Higher Level and AP courses are made by current teachers in consultation with the IB or AP course teacher. Any student wishing to take a course for which he or she has not been recommended should consult the Counseling Office. Final decisions will be made by the Administration in consultation with the Counseling Office and Department Head, as appropriate.

Changing Courses

A request to add, drop, or otherwise change any course can be made only under the following circumstances:

1. The change is necessary to meet graduation requirements
2. The change is necessary to meet post-secondary study goals
3. The student has already earned credit for the course
4. An error occurred in course placement or course registration, or a course prerequisite is missing

Students wishing to initiate a change of course or schedule must provide a written request. **Requests that do not meet any of the criteria above will most likely be denied.** Students may drop and add courses only with the permission of the teacher of the course, their counselor, and a parent.

The Counseling Office will inform students of the specific dates when schedule change requests will be considered. Students must complete the process to change a course within 10 school days from the beginning of the semester. After this deadline, students will be allowed schedule changes only by teacher recommendation, along with the approval of their parent and the Assistant Principal. Transcript implications will be determined at the withdrawal meeting.

University Entrance Requirements

Planning for the right university is a complex process that requires substantial time and effort. Students should begin thinking and planning early in high school to ensure that they will meet all of the requirements of the universities and colleges to which they plan to apply.

Common entrance requirements:

- English 4 years
- Social Sciences 3–4 years
- Mathematics 3–4 years
- Science 3–4 years
- Modern Language* 2–3 years

* Extended study in the same language is a common requirement; however, some universities do not require a third modern language for students whose first language is not English and who are studying in an English-medium high school. Check with the Counseling Office for specific admissions requirements.

Factors determining success in university applications include:

1. Achievement record in all high school classes. **A choice of challenging courses and the grades earned in these courses constitute the single most important consideration.** Top colleges around the world give equal preference to students who have taken either the IB or AP courses.
2. Participation in extracurricular activities and community service. Universities want students who are well rounded and who have shown a long-term commitment to an interest or activity.
3. Positive recommendations from teachers.
4. Admissions test scores. Many universities require the SAT I/SAT II or ACT. The importance of test scores varies. Check specific admission policies.
5. Personal essays and interviews. Many universities ask for a personal essay; highly competitive schools may also choose to interview applicants in person. Personal essays and interviews can distinguish a student from other equally qualified applicants.

For more information on universities outside of Thailand, students should go to the HS Counseling Office.

Preparation for Public and Private Universities in Thailand

Universities in Thailand have two types of programs of study: Thai programs (Thai is the medium of instruction) and International programs (English is the medium of instruction).

For Public Universities with Thai Programs

There are two systems of application:

- **Direct Admission:** Each university sets its own application process, including the application requirements and timeline for the specific university.
- **Central University Admission:** Central University Admission System (CUAS), the Association of the Council of University Presidents of Thailand sets the application process, including the application requirements and timeline for a specific university.

Direct Admission

Students must pay close attention to all announcements and updates from the Admissions department of each specific university because each university has its own unique admission process, including requirements and application period.

Central University Admission

Students need to register to take the O-NET (Ordinary National Educational Test), GAT (General Aptitude Test), and PAT (Professional and Academic Aptitude Test) early in grade 12, and must submit their scores by May of grade 12. For information on O-NET, GAT, and PAT, students must pay close attention to any announcements and updates from the National Institute of Educational Testing Service (a public organization) on its website: www.niets.or.th. The application period for the Central University Admission is from May–July. The general requirements for the Central University Admission are as follows:

- GPAX: 6 semesters - 10%
- O-NET: 5 groups of subjects - 30%
- GAT: 10–50%
- PAT: 0–40%

For more information, please visit: a.cupt.net

For Private Universities with Thai Programs

The admissions system of private Thai Universities (with Thai programs) is **Direct Admission**. The admission process is similar to Direct Admission for Public Universities as mentioned above. Please visit each university's specific website for more information.

For Public and Private Thai Universities with International Programs

Each university has its own application requirements; there is no central university admission system. However, general requirements may include:

- International Standardized Test scores, such as SAT, SAT Subject Test, ACT, TOEFL iBT, and IELTS
 - Old SAT \geq 1100 (Critical Reading + Math)
 - New SAT \geq 1170 (Reading & Writing + Math)
 - Note 1: Some majors, such as Engineering, Medicine, and Science may require SAT Subject Test scores \geq 600 in Math II, Biology, Chemistry, or Physics
 - Note 2: Students are strongly recommended to take the SAT or SAT Subject Tests in January, May, or June of grade 11.
- English Proficiency Test scores: TOEFL iBT \geq 79 or IELTS \geq 6.0
- Chulalongkorn, Thammasat, and some other Thai universities have their own standardized tests, so applicants have the option to take either the International standardized tests or local standardized tests.
- Apart from standardized tests scores, these universities may take a variety of additional admissions factors into considerations, such as:
 - GPAX (grade 10–11 or 12)
 - Entrance exam
 - Supporting courses in high school
 - Personal portfolio
 - Teacher recommendations
 - Interview

The following are recommended high school courses when preparing for these majors at university:

Major	Supporting Courses
Science (e.g., Medicine /Dentistry)	AP or IB English, AP or IB Biology, AP or IB Chemistry, IB Math, or AP Calculus
Engineering	AP or IB English, AP or IB Physics, AP or IB Chemistry, IB Math, or AP Calculus
Business Administration (BBA) and Economics	AP or IB English, IB Math or AP Calculus, IB Business Management or AP/IB Economics
Architecture	Art Courses or IB Art, IB Math, General Physics, AP/IB English

For more information on universities in Thailand, students should see the counselors in the High School Counseling Office.

International Baccalaureate (IB) Program



The International Baccalaureate (IB) Program allows students in grades 11 and 12 to engage in rigorous study. To succeed in IB Higher Level courses, students need to be highly motivated, adaptable, and flexible in their approach to learning, as well as able to manage their time and work effectively.

The IB Learner Profile

The aim of the IB program is to develop international-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. For information on the International Baccalaureate Learner Profile, explore the IB website at www.ibo.org and contact Mr. Timothy Pettine, the IB Coordinator.

The IB Diploma

The IB Diploma is a two-year, pre-university program of studies culminating in an internationally recognized diploma, often providing students with access to universities around the world. In some cases, an IB Diploma allows students to enter a 3-year university program, bypassing the foundational year of study. The IB Diploma Program (DP) allows students some freedom to pursue their own interests but within a larger framework that ensures well-balanced studies and opportunities for specialization.

The IB Diploma requires students to study six subjects. Three subjects are studied at Higher Level (HL) and three at Standard Level (SL). One subject must be chosen from each of five groups (Groups 1 to 5). A sixth subject can then be chosen from Group 6 or from one of the other five groups. Assessment includes IB external exams, IB internal assessment, and work completed by the student at home and at school for RIS credit. The *RIS International Baccalaureate Program Guide* provides further details.

The IB program also allows non-IB Diploma students to take individual IB courses at the Standard or Higher Level. A student who successfully completes an individual IB course will receive an IB Certificate for that course.

Admission to the IB Diploma Program or IB Courses

Anticipation of high scores in the IB Diploma program or individual IB courses is not the primary consideration for admission. The opportunity for a student to benefit from a course of study, within a range of ultimate scores, is the most important factor. The IBDP, and individual IB HL courses do, of course, require a long-term commitment from students. For this reason, students must demonstrate the following before being admitted to the IBDP or to individual IB HL courses:

- A high level of motivation and an understanding and acceptance of the increased demands
- Good grades across most subject areas
- Fulfillment of course prerequisites, as stated in this *Program of Studies*
- A high level of achievement in courses deemed prerequisite or related to the selected HL courses
- A commitment to complete all course requirements, including the external examinations. All students enrolled in Year 2 of any IB course—SL or HL—are expected to register for and sit the external exams. Payment for these exams is considered part of a family's financial obligations. Payment is due in October and is non-refundable. Any student who does not sit an IB exam will be required to sit internal exams at RIS in order to complete the course. Internal exams comprise past IB exams, and the results are weighted at 30% of the student's final RIS grade.
- Grade 12 students are not typically enrolled in Year 1 of an IB course. Should such enrollment be permitted, the student will not be eligible for the IB Certificate.

Students who wish to pursue an irregular IB Diploma (e.g., studying four subjects at Higher Level rather than the prescribed three subjects, or studying three Sciences rather than the usual two) must first obtain written approval from the IB Coordinator. Approval for an irregular program will rarely be granted and if so, only with documented and compelling justification. Class schedules may prevent an irregular program from being scheduled. No graduation requirements will be waived to allow students to pursue an irregular program.

IB Course Selections 2018–2019

Group 1	Language A	English Literature & Performance SL English Language & Literature SL & HL English Literature SL & HL Thai Language and Literature SL & HL Japanese Language & Literature SL & HL
Group 2	Second Languages	English B SL & HL French B SL & HL, Ab Initio SL Spanish B SL & HL, Ab Initio SL Japanese B SL & HL, Ab Initio SL Mandarin B SL & HL, Ab Initio SL
Group 3	Individuals and Societies	Psychology SL & HL Economics SL & HL Geography SL & HL History SL & HL Business Management SL & HL Global Politics SL & HL
Group 4	Experimental Sciences	Biology SL & HL Chemistry SL & HL Physics SL & HL Environmental Systems & Societies SL Computer Science SL & HL Information Technology in a Global Society SL & HL
Group 5	Mathematics	Mathematics SL & HL Mathematical Studies SL
Group 6	Arts and Electives	Visual Arts SL & HL Theatre SL & HL

Note: Any course may be dropped if an insufficient number of students register for it.

Additional requirements of the IB Diploma Program:

1. **Extended Essay:** Independent research (4,000 words) into a subject of the student's choice. The main purpose of the essay is to train students in the research methods of their chosen discipline, providing an opportunity to develop analysis, evaluation, and reasoning skills, and to communicate ideas and information logically.
2. **Creativity, Action, Service (CAS) Program:** In fulfilling the CAS requirements, students pursue activities that involve creative thinking, a healthy lifestyle, and serving the community. The intent is to ensure active involvement in the community and developing a spirit of discovery and self-reliance.
3. **Theory of Knowledge (TOK):** TOK is a course that develops a coherent approach to learning that unifies academic disciplines. Students investigate the knowledge, claims, and judgments made in math, natural and social sciences, logic, ethics, and aesthetics. Students develop critical-thinking skills and a conceptual understanding of learning how to learn.

Guidelines for RIS Language Placement

Students are encouraged to maximize their overall experience at RIS in preparation for their future by participating in the Modern Language program. It is to a student's advantage to begin to study a Modern Language in middle school and to continue that language in grades 9 and 10. This is the best preparation for studying a language at an advanced level in grades 11 and 12.

A student who chooses not to study a modern language prior to entering grade 11 will be limited to taking an Ab Initio course beginning in grade 11. Students should be aware that this is a challenging pathway to learning a modern language.

The IBO specifies that students who have had "little or no" instruction in or experience with a language are eligible to take the Ab Initio course in that language. *Ab Initio* means "from the beginning," and the intent is to make a modern language available to all IB Diploma students, even if they have had no previous opportunity to study a language prior to entering the Diploma Program in grade 11.

The following guidelines give RIS teachers and counselors some flexibility in helping students with their modern language course selection. RIS will follow these guidelines for placing students in the appropriate IB or AP Language courses.

Ab Initio Placement

1. Students who have had limited or no prior instruction, or limited prior experience, in a modern language are eligible to take an IB Language *Ab Initio*, Year 1 in grade 11.
2. Students who have completed either the maximum of one year of a modern language in middle school or high school are eligible for an IB Language *Ab initio* course.

Grade 11 Placement in a Challenging Language Course (HL, SL, or AP)

1. Students who have had two years of the same language (Spanish, French, Japanese, or Mandarin) at high school can be eligible for the IB SL language course in grade 11, based on successful performance (attaining an 'A' or 'B') and teacher recommendation.
2. Students should have one or more years of the same language (Spanish, French, Japanese, or Mandarin) in middle school and two successful years (attaining an 'A' or 'B') of the same language in high school to enroll in an IB SL / HL Language B or Advanced Placement (AP) course.
3. If a student's grade is 'B+' or higher at the end of Level 4 and is accompanied by the teacher's recommendation, that student will be encouraged to challenge himself or herself to take the IB HL Language B or Advanced Placement (AP) course.

Advanced Placement (AP) Courses



AP courses prepare students to take the external AP examination administered by the U.S.-based College Board. Sufficiently high AP scores may earn a student advanced standing or university credit at many U.S. colleges. AP scores come solely from the AP exams written in May.

Final determination for enrollment in AP courses will be made by the Assistant Principal in consultation with the High School Counseling Office and subject teacher. It is expected that any student taking AP courses will sit the exams in May.

Further information can be found at the College Board website: www.collegeboard.com.

Possible AP Course Selections 2018–2019

AP Biology	AP Macroeconomics	AP Calculus BC
AP Physics 1, 2, and C	AP Microeconomics	AP Statistics
AP Chemistry	AP English Language & Composition	AP World History
AP English Literature & Composition	AP Calculus AB	AP Chinese Language & Culture
AP Psychology	AP Environmental Science	AP Human Geography
AP Computer Science Principles	AP Music Theory	

Note: A course may be dropped if an insufficient number of students register for it.

Admission to AP Courses

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

- A high level of motivation and good grades across the majority of subject areas
- Fulfillment of course prerequisites, as stated in the *Program of Studies*
- A high level of achievement in courses deemed prerequisite or cognate to the selected AP course
- An understanding and acceptance of the increased homework demands
- A commitment to complete all course requirements, including external examinations. All students enrolled in AP courses are expected to register for and sit the external exams. Payment for these exams is considered part of a family's financial obligations. Payment is due in February and is non-refundable. Any student who, for any reason, does not sit an AP exam will be required to sit internal exams at RIS. These external exams will comprise past AP exams, and the results will be weighted at 30% of the student's final RIS grade.
- Requests to withdraw from any AP course will be carefully considered by the Assistant Principal in consultation with the AP Coordinator and the High School Counseling Office.

RIS High School Four-Year Planner					
	Grade 9	Grade 10	Grade 11	Grade 12	Total Credits
English/ELD <i>At least 0.5 credit per semester (0.75 for grades 9 and 10)</i>					
Math/Math Skills <i>At least 4.0 credits*</i>					
Science <i>At least 3.0 credits</i>					
Social Sciences <i>At least 3.0 credits</i>					
Religion/Values <i>0.5 credit per year</i>					
Physical Education <i>At least 2.0 credits</i>					
Arts <i>At least 2.0 credits</i>					
Thai Language <i>All students, every semester</i>					
Modern Languages <i>2.0 credits of Thai or Modern Language</i>					
Health <i>1.0 credit (for Class of 2022 onward)</i>					
Electives					

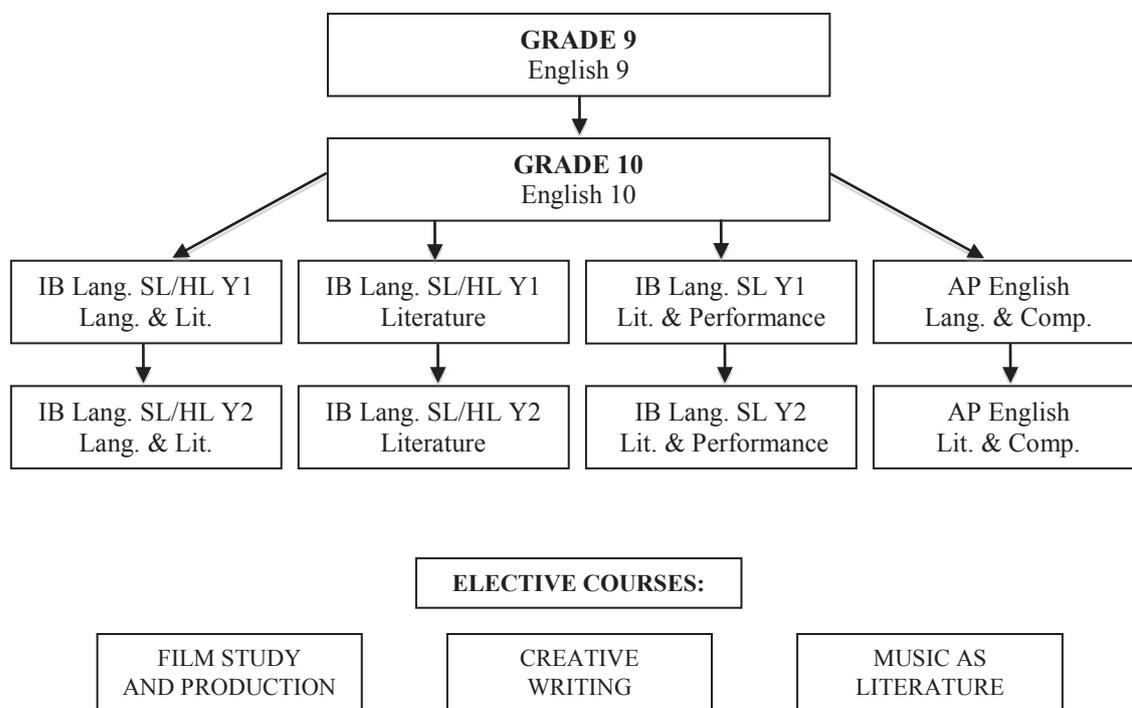
* Note: This is 3.0 for the Class of 2019, 2020, and 2021.

Summer School Plans		
After grade 9:	After grade 10:	After grade 11:
<p><i>If you are in the ELD Program, write the Summer School courses you must take HERE. See your ELD teacher for guidance.</i></p>		

English Department

2018 – 2019 Course Offerings

Four years (8 semesters) of English are required for graduation, with a minimum of 5.0 credits in total. Completion of English 9 and English 10 will earn a student 3.0 credits. Four additional semesters of English will allow a student to earn 5.0 credits, total. All RIS students must take English every semester, regardless of the number of English credits earned prior to enrolling at RIS.



Social Sciences Department

2018 – 2019 Course Offerings

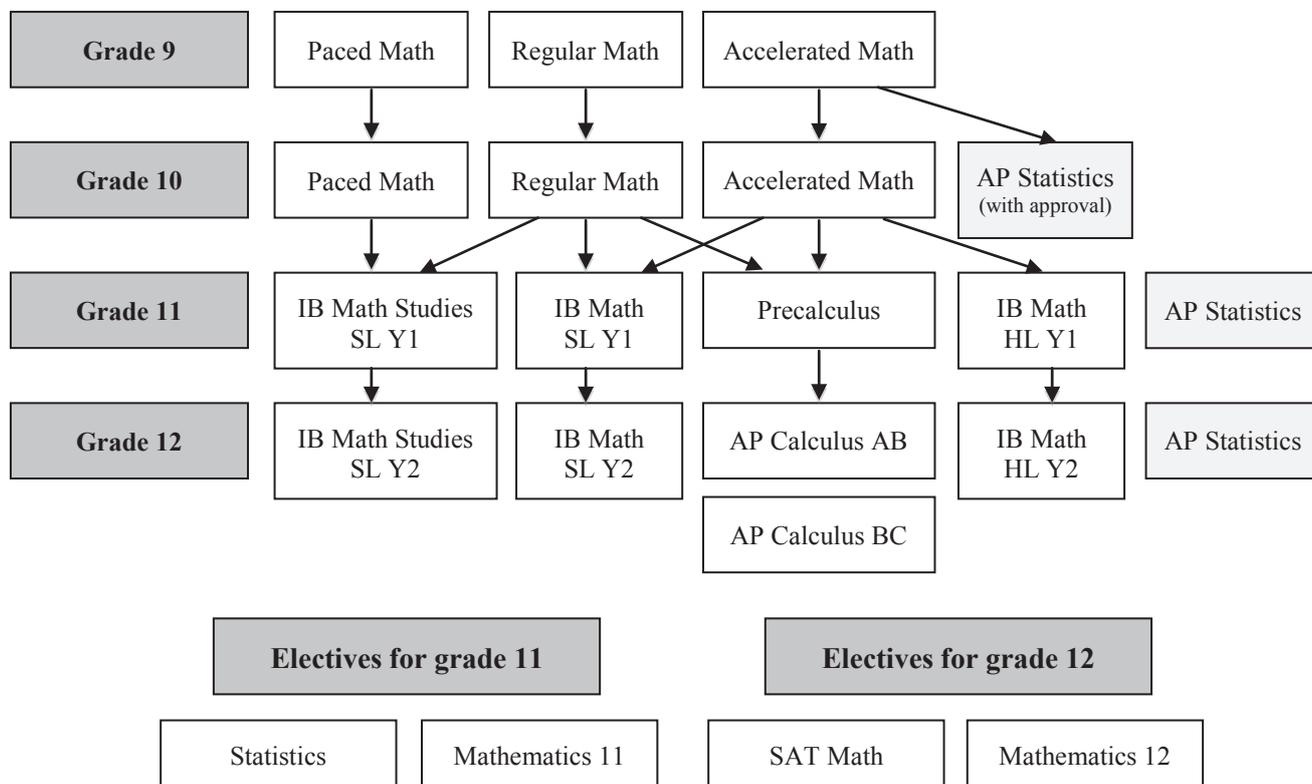
Students enrolled in grades 9 and 10 must take 1.0 credit in Social Science each year. A total of 3.0 credits in Social Science is required for graduation.

GRADE 9 World History & Geography 1			
GRADE 10 World History & Geography 2			
Electives Grades 11 or 12	Business Studies <i>1-year course</i>	Economics <i>1-year course</i>	General Psychology <i>1-year course</i>
AP Courses Grades 10, 11, or 12	AP Macroeconomics <i>1-year course</i>	AP Microeconomics <i>1-year course</i>	AP Psychology <i>1-year course</i>
	AP World History <i>1-year course</i>	AP Human Geography <i>1-year course</i>	
IB Courses Grades 11 or 12	IB Business Management SL or HL <i>2-year course</i>	IB History SL or HL <i>2-year course</i>	IB Economics SL or HL <i>2-year course</i>
	IB Geography SL or HL <i>2-year course</i>	IB Global Politics SL or HL <i>2-year course</i>	IB Psychology SL or HL <i>2-year course</i>
	IB Information Technology in a Global Society General, SL or HL <i>2-year course</i>		

Mathematics Department

2018 – 2019 Course Offerings

Students enrolled at RIS in grades 9 and 10 must take 1.5 credits in Mathematics each year.
A total of 3.0* credits in Mathematics is required for graduation.



* 4.0 credits for the Class of 2022 and beyond.

Technology Department

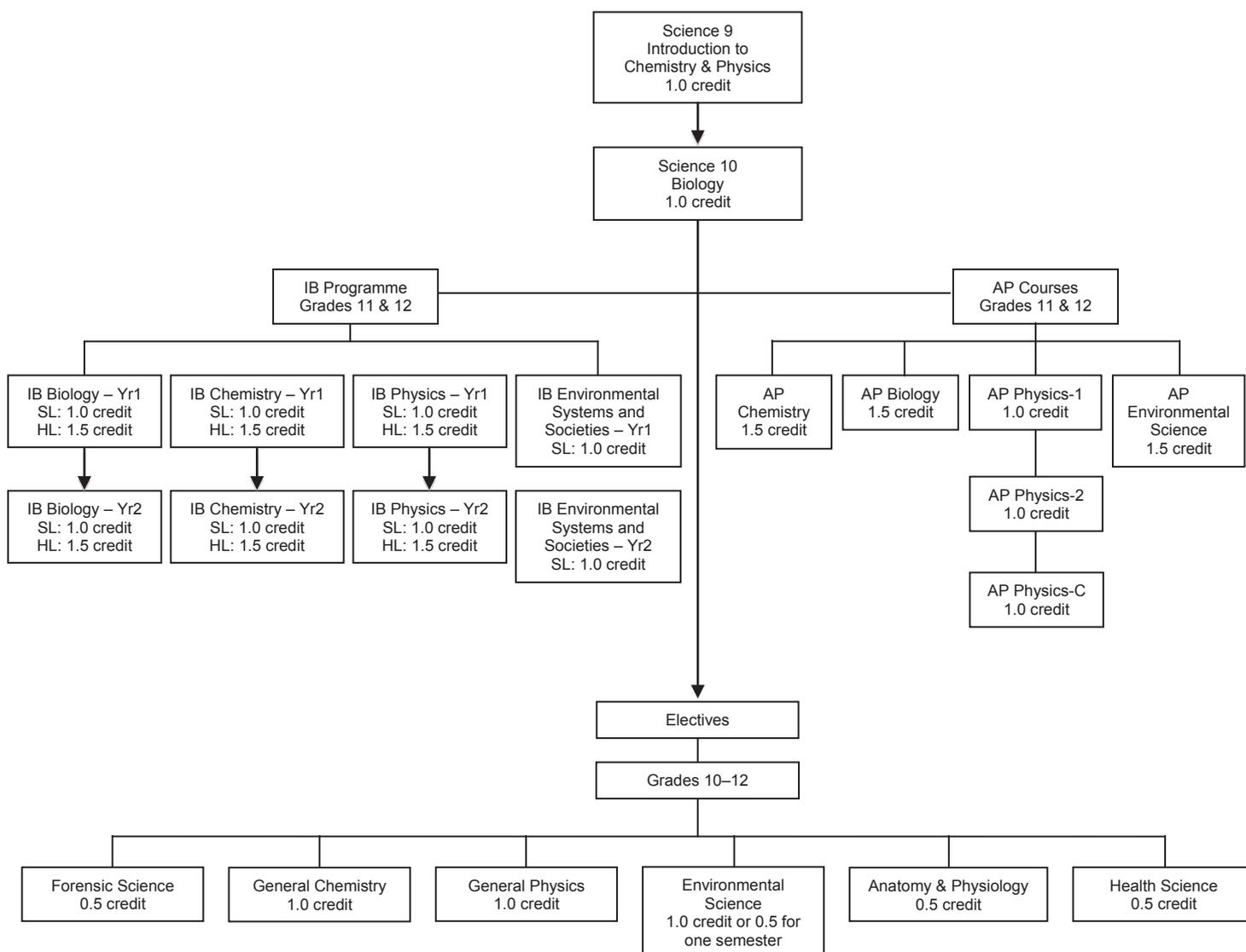
2018 – 2019 Course Offerings

<u>Technology Electives</u>	
Introduction to Robotics	0.5 credit (9–12)
Introduction to Computer Programming	0.5 credit (9–12)
Information Technology	0.5 credit (9–12)
Design Technology	0.5 credit (9–12)
Computer Science Discoveries	0.5 credit (9–12)
AP Computer Science Principles	1.5 credit (10–12)
IB Computer Science SL/HL Y1 & Y2	1.0 credit (11–12)

Science Department

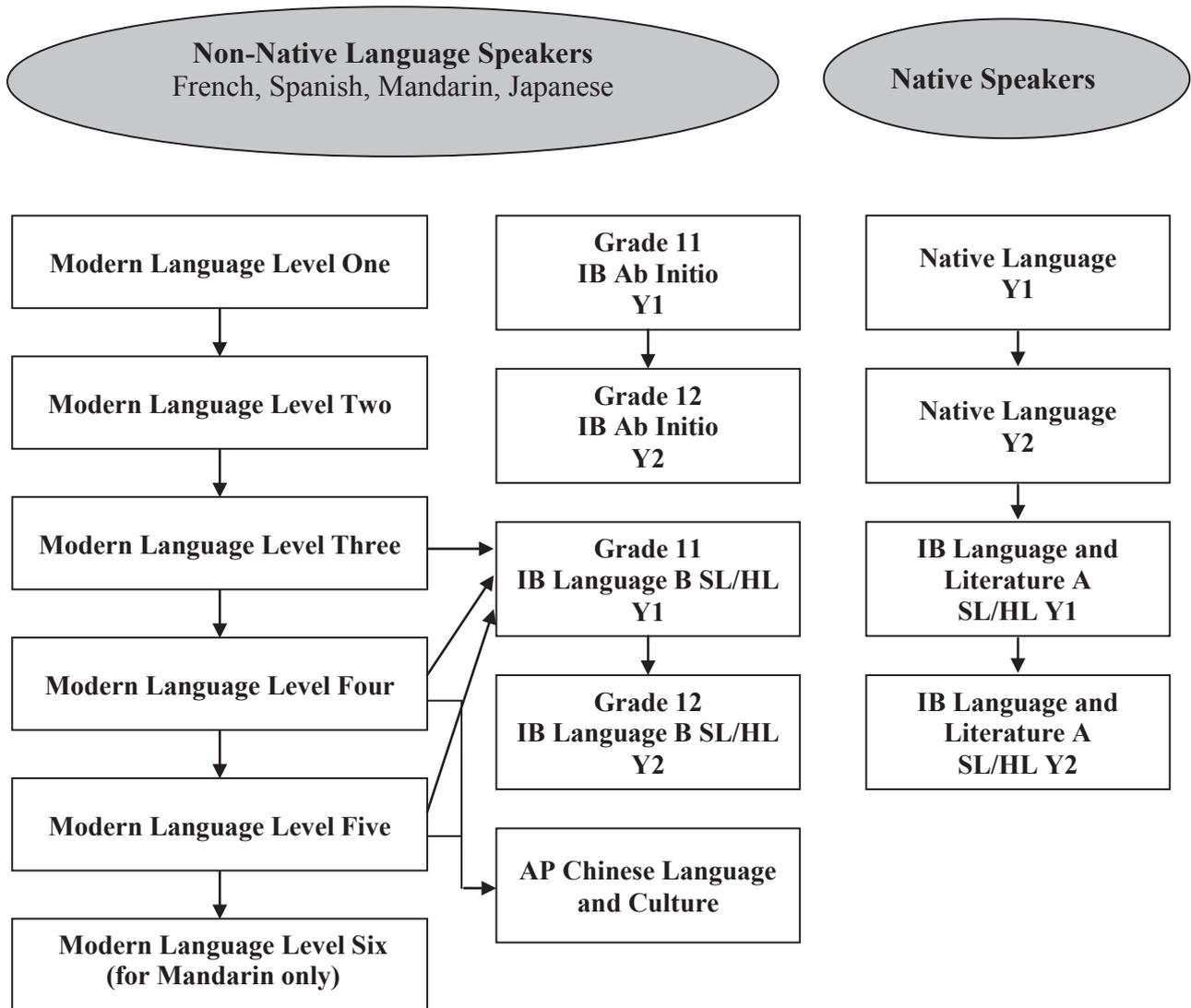
2018 – 2019 Course Offerings

Students must take *Introduction to Chemistry & Physics* in grade 9 and *Biology* in grade 10. For graduation, a total of 3.0 credits in Science is required.



Modern Languages Department

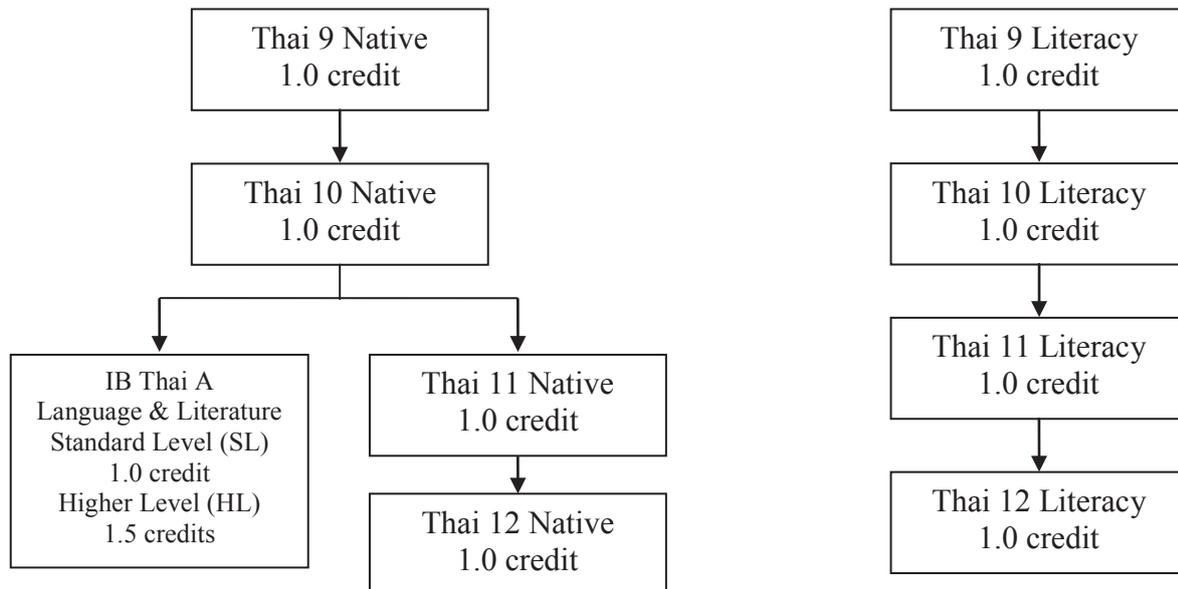
2018 – 2019 Course Offerings



Thai Language Department

2018 – 2019 Course Offerings

All students are required to study Thai Language and Culture each semester.



Thai Semester Electives for grades 9–12

Thai Music 1
0.5 credit

Thai Music 2
0.5 credit

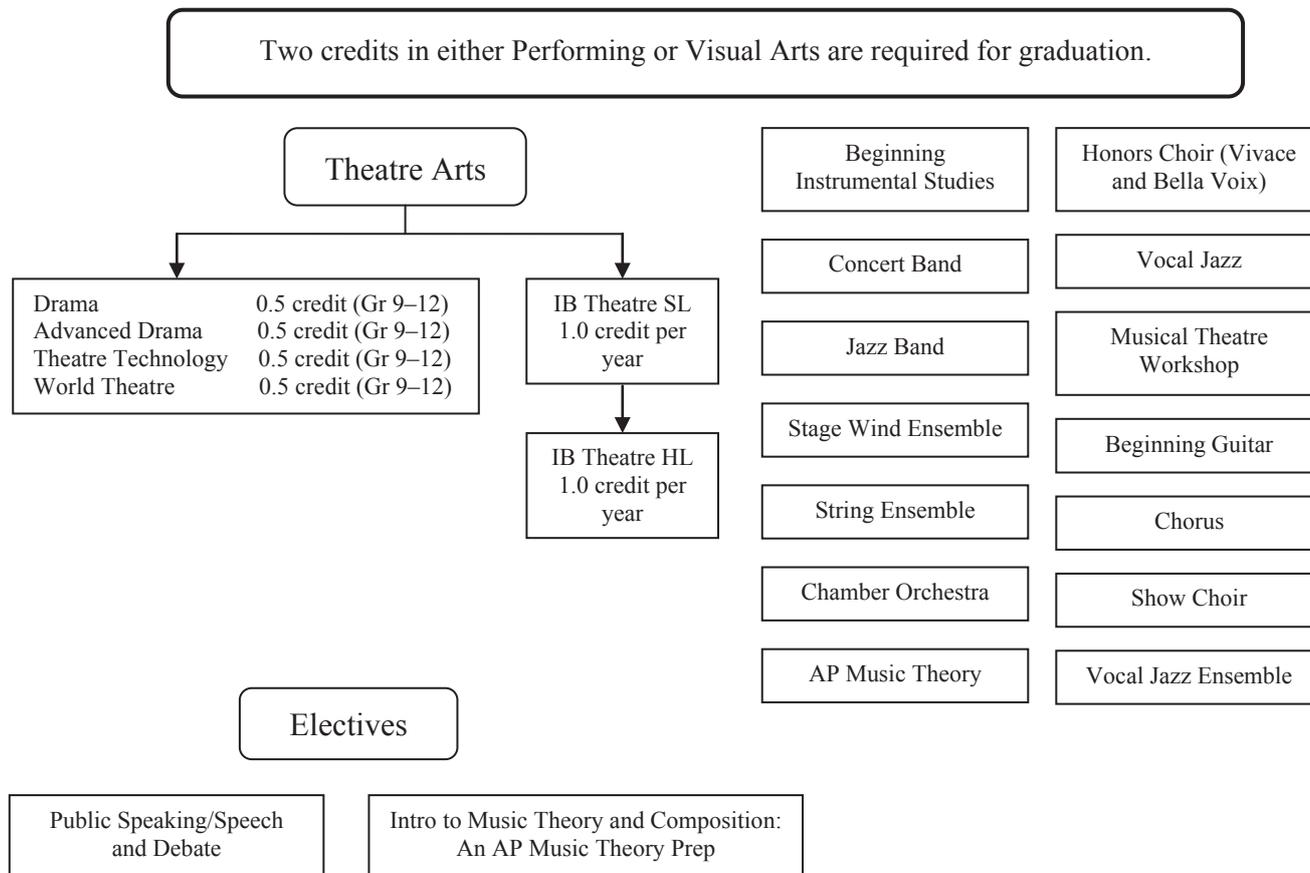
Khon Classical
Dance 1
0.5 credit

Khon Classical
Dance 2
0.5 credit

Thai Language &
Culture (online)
0.25 credit per
semester

Performing Arts: Theatre and Music

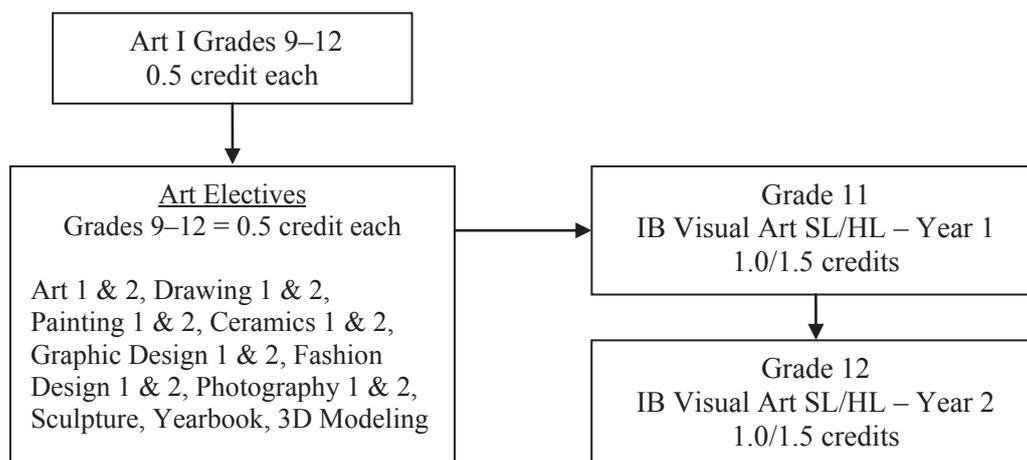
2018 – 2019 Course Offerings



Visual Arts

2018 – 2019 Course Offerings

Two credits in Performing and/or Visual Arts are required for graduation. Art I are required before other courses in the Visual Arts department can be taken (Yearbook and 3D Modeling are the only exceptions).



Religion and Values Departments

2018 – 2019 Course Offerings

Two (2.0) credits in Religion or Values are required for graduation.

One Values or Religion class must be taken each year.

All Catholic students are required to take courses in Religion. Students of all denominations are welcome to participate in Religious education courses but must obtain prior approval from Father Travis.

VALUES

Values 9
Modern World Peace
and Conflict Studies
0.5 credit

Values 10
World Religions
0.5 credit

Values 11
Ethics
0.5 credit

Values 12
Philosophy of
Responsibility
0.5 credit

RELIGIOUS EDUCATION

Religious Education 9
Intro to the Bible and
Old Testament
0.5 credit

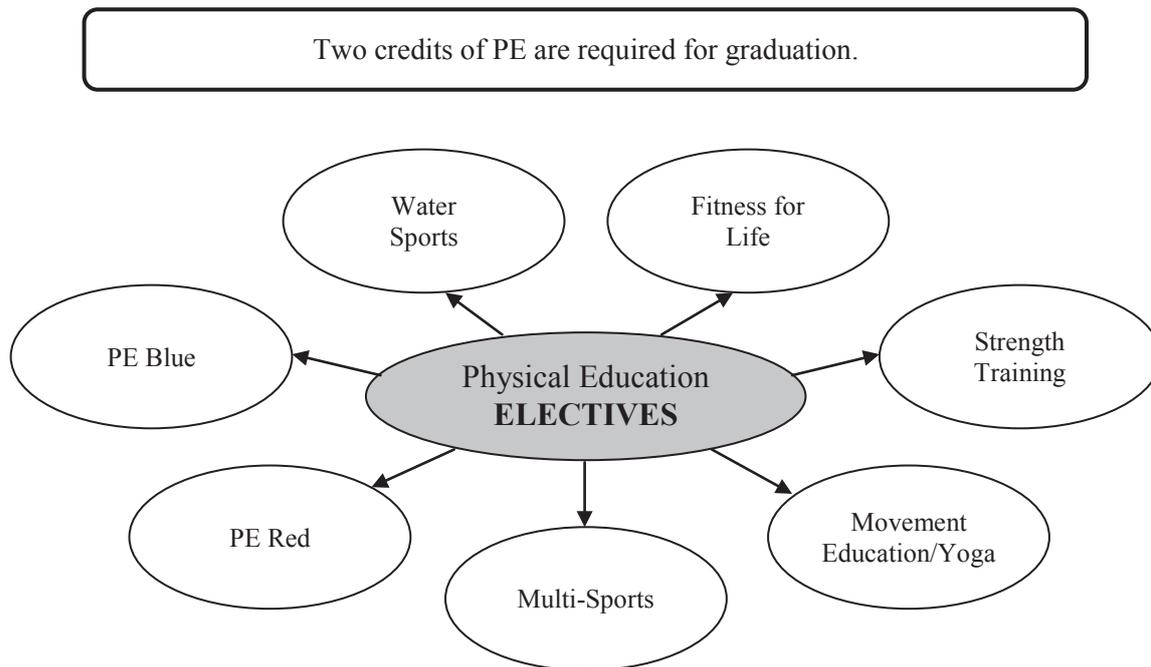
Religious Education 10
New Testament
0.5 credit

Religious Education 11
Social Justice and
Morality
0.5 credit

Religious Education 12
Christian Vocations and
World Religions
0.5 credit

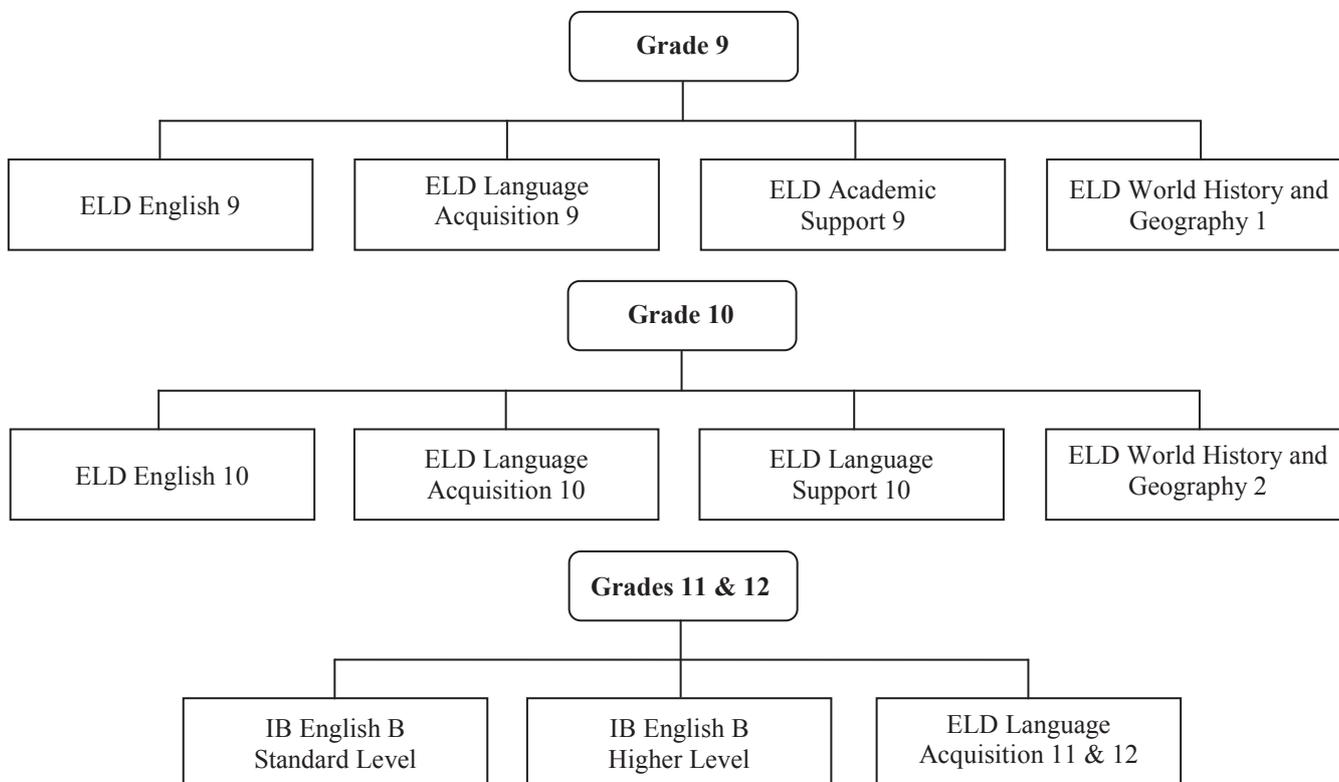
Physical Education Department

2018 – 2019 Course Offerings



English Language Development

2018 – 2019 Course Offerings



The High School English Language Development Program (ELDP) offers English language acquisition instruction, sheltered English classes, sheltered social studies classes, and also support classes.

C O U R S E D E S C R I P T I O N S B Y D E P A R T M E N T

English Department

2018 – 2019 Course Offerings

Why Study English?

The study of English at RIS can help students develop the following: communication skills; essay-writing skills; the ability to formulate, structure, and sustain argument in a variety of situations; analytical abilities; dedication and self-motivation; independent study skills; an open mind, curiosity, and a willingness to change; creativity; knowledge of literary criticism and theory; a love of reading. The English Department at RIS encourages the serious study of language and literature as an important value in contemporary society, fostering in students a critical awareness and historical understanding of their place in the world, providing theoretical and practical knowledge of language and its relationship to power, and exploring and appreciating the aesthetic possibilities for the use of language in literature. Over the four years, the study of English will improve their critical-thinking and reading skills and the quality and the overall level of their writing and speaking. The skills students will learn are lifelong: the ability to read, reflect, critique, and then clearly synthesize their conclusions is essential to many kinds of work, as is the ability to construct and defend an argument. The analytical and communication skills that studying English provide are transferable. When students go to look for a job, these are often the most valuable skills to possess.

English 9

Duration: 1 year, class meets 3 out of 4 days

Credits: 1.5

English 9 is a challenging and rewarding course that establishes the foundation for students' experience of language and literature in high school. The course fosters critical thinking and effective self-expression through the development of speaking, reading, writing, and listening skills. Students will enrich their understanding of the human condition and explore themes of identity, friendship, empathy, and love through their engagement with novels, short stories, poetry, plays (including Shakespeare), nonfiction, and media texts. Students will also complete a research project. Close study will enhance their analytical skills. In addition, students will strengthen their command of grammar usage, sentence structure, and mechanics through creative and expository writing. Shakespeare in performance will also be included. Vocabulary is developed within the context of the reading texts. Speaking skills are cultivated through individual and group presentations. Students will grow as writers, readers, and thinkers by maintaining an independent reading program that encourages the development of a lifelong reading habit and a love of books.

English 10

Duration: 1 year, class meets every day

Credits: 1.5

Prerequisite: Students must have a passing mark in English 9

English 10 builds on the skills developed in English 9 in preparation for IB or AP. Students will read, watch, and analyze a variety of texts and genres. These include novels, poetry, modern plays, documentary films, and a Shakespearean play. Guiding questions include the essence of power, human nature, and choice. Students will maintain reading journals in which they will record their ideas and critical analysis. They will also develop their vocabulary within the context of the course literature. The writing process focuses on the comparative essay, while other styles (such as the creative, persuasive, literary analysis, and argumentative formats) will continue to be examined. Students will complete a research project and numerous oral presentations/performances. Class discussion is considered essential, while grammar is presented as needed through mini-lessons.

All grade 11 students are required to take IB English A (SL or HL), IB English B, or AP Language and Composition. These are all two-year programs. The AP offering in grade 12 will be AP Literature. Students may choose additional English electives as well.

IB English A: Language and Literature**General Description**

The study of the texts in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the Language A: Language and Literature course is to encourage students to question the meaning generated by language and texts, which is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course. The Language A: Language and Literature course does not limit the study of texts to the products of one culture or the cultures covered by any one language. The course also offers the opportunity for continued language development and the acquisition of a range of skills including, for example, textual analysis and literary appreciation.

IB English A: Language and Literature Standard Level

Duration: 2 years, class meets every other day

Credits: 1.0 per year

Prerequisite: Students must have passed English 10.

Combining the study of literary texts with nonfiction and media, this course gives a firm foundation in all aspects of written and spoken language production and analysis. It is assessed through academic essay writing, text production, and oral presentation. Students are required to study four literature texts.

IB English A: Language and Literature Higher Level

Duration: 2 years, class meets 3 out of 4 days

Credits: 1.5 per year

Prerequisite: Admission is based on grade 10 marks and the English teacher's evaluation. Requires an 'A' or 'B' in English 10.

Assessment is the same as for SL, with the addition of comparative analysis and further written and oral tasks. Students are required to study six literary texts.

IB English A: Literature Higher Level

Duration: 2 years, class meets 3 out of 4 days

Credits: 1.5 per year

Prerequisite: Admission is based grade 10 marks and the English teacher's evaluation. Requires an 'A' or 'B' in English 10.

This course is built on the assumption that literature is concerned with our conceptions of the way we interpret and experience the world. The study of literature can be seen as an exploration of the complex emotions to which human beings are exposed in the daily business of living. Studying literature enables an exploration of one of the enduring fields of human creativity and provides opportunities for encouraging independent, original, and critical thinking. It promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. Through the study of a

wide range of literature, the Language A: Literature course encourages students to appreciate the artistry of literature and to develop the ability to reflect critically on their reading. Texts are studied in their literary and cultural contexts, through close study of individual works and passages, and by considering a range of critical approaches. The Language A: Literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language. Students are required to study 13 literary texts.

IB English A: Literature Standard Level

Duration: 2 years, class meets every other day

Credits: 1.0 per year

Prerequisite: Students must have a passing mark in English 10.

This course is built on the assumption that literature is concerned with our conceptions of the way we interpret and experience the world. The study of literature can be seen as an exploration of the complex emotions to which human beings are exposed in the daily business of living. Studying literature enables an exploration of one of the enduring fields of human creativity and provides opportunities for encouraging independent, original, and critical thinking. It promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. Through the study of a wide range of literature, the Language A: Literature course encourages students to appreciate the artistry of literature and to develop the ability to reflect critically on their reading. Texts are studied in their literary and cultural contexts, through close study of individual works and passages, and by considering a range of critical approaches. The Language A: Literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language. Students are required to study 10 literary texts over the two years.

IB Literature & Performance Standard Level

Duration: 2 years, class meets every other day

Credits: 1.0 per year

Prerequisite: Students must have a passing grade in English 10

This is an interdisciplinary course combining elements of theatre and language arts. The course aims to provide conventional literary exploration, an emphasis on close reading, and critical writing in genre, and to familiarize students with the theatre as part of cultural tradition. IB Literature & Performance fosters an awareness of great works of literature and drama by merging narratives with symbolic and aesthetic elements of theatre. Coursework

includes transforming a literary piece into a performance with attention to nuance and perspective. Importantly, the course is an opportunity to develop intellect, imagination, and creativity through reading, discussion, and performance.

The course is offered only at the Standard Level and is ideally suited for students who enjoy acting and drama but who are interested in taking two courses from group three or four.

AP Language and Composition

Duration: 1 year, class meets every day

Credits: 1.5 per year

Prerequisite: Admission is based on Departmental Committee approval, grade 10 marks, the English teacher's evaluation, and an 'A' or 'B' in English 10 / IB English SL Y1 / IB English HL Y1

The AP English Language and Composition course helps students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The course provides students with opportunities to write about a variety of subjects and to demonstrate an awareness of audience and purpose. There is an emphasis on the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as personal and reflective writing that fosters the ability to write in any context.

AP English Literature and Composition

(offered in rotation with AP Language and Composition)

Prerequisite: Admission is based on Departmental Committee approval, grade 10 marks, the English teacher's evaluation, and an 'A' or 'B' in English 10 / IB English SL Y1 / IB English HL Y1

The AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. The course includes intensive study of representative works from various genres and periods. Reading is both wide and deep—from the 16th to the 21st century. In addition to considering a work's literary artistry, students will consider the social and historical values it reflects and embodies. Writing is weighted toward student writing about literature. Critical analysis makes up the bulk of student writing for the course.

English Electives

Creative Writing

Duration: One semester, class meets every other day

Offered: Semester 1 and Semester 2

Credit: 0.5

The goal of this course is to enhance students' ability to understand literature and also to create it. Students complete a series of writing workshops and create a portfolio of completed writings, including drafts and revisions, which act as the basis for evaluation. Students will be engaged in reading and discussing both classic and contemporary works by established writers in all genres. Students will be given time to write, think, and reflect; they will record their thoughts and ideas in their portfolios. Students should come to this class excited about writing in general and be prepared for a fair amount of reading and writing assignments.

Film Study and Production

Duration: 1 year, class meets every other day

Credit: 1.0

This course has two components to it: The first is to study film in an analytical manner so students are able to see the different aspects that go into making film, not just as entertainment but also as an art form. Students will be able to dissect the various elements of filmmaking to see how the different components of a film (such as lighting, camera angles, and sound) are put together to create an impression on the viewer. By the end of the course students should be able to analyze, critique, and appreciate a film in a manner they would not be able to do before taking the course. Students will also be exposed to some history of film, since the movies they watch come from all decades and include foreign films. The second aspect of the course is video production. Students will learn to create their own scripts and productions using the skills they have learned from the film study.

Music as Literature

Duration: One semester, class meets every other day

Offered: Semester 1 and Semester 2

Credit: 0.5

Music as Literature is aimed at strengthening the core skills of literary analysis. Students are exposed to multiple genres of music including classical, folk, rock 'n roll, gospel, hip-hop, and rap. An emphasis is placed on the particular context of a song. Students will also learn to identify controlling ideas (concepts) within a selected song. Assessments are project-based, and students may opt to take the course at Standard or Higher Level.

Social Sciences Department

2018 – 2019 Course Offerings

Why Study the Social Sciences?

The Social Sciences Department focuses on developing socially responsible global citizens through the study of history, business, and economics. In social sciences we are committed to educational excellence. Particular emphasis is placed on research skills and on critical analysis of primary and secondary material. The courses are both academically challenging and relevant. Students are encouraged to appreciate the rich heritage of human individuals and societies.

The Social Sciences Department believes that careful planning, varied instruction, and practical assessments to clear standards are major components of a student-centered curriculum. We think that students should be challenged to pursue personal excellence in order to build a better future for themselves and for others.

Social Science 9—World History & Geography I

Duration: 1 year, class meets every other day

Credit: 1.0

World History and Geography I is a one-year course that focuses on the development and interaction of human civilizations from the earliest humans through approximately 1750 CE. In accordance with modern historiography, students will explore patterns of interaction and world systems with a period-based, global perspective. Students will explore a wide variety of themes across time and space. These themes include social change, political systems, human-environment interaction, economic systems, and cultural change. These themes will be addressed across four chronological units: Humans and Civilization, Classical Civilizations, Accelerating Connections, and Global Convergence.

The course will help students develop the foundational skills they need to succeed as historians, with a particular emphasis on literacy, periodization, document analysis, critical thinking, and historical argumentation. By examining connections and patterns across time and space, this course aims to help students make sense of the processes that have shaped our past.

Social Science 10—World History & Geography II

Duration: 1 year, class meets every other day

Credit: 1.0

World History and Geography II is a one-year course that examines global systems and processes from around 1750 CE to the present. In accordance with modern historiography, students will explore patterns of interaction and world systems in a comparative, global approach. In particular, students will explore modern historical periods along with global interactions that have shaped the modern world. Throughout the course, students will continue to build upon the foundational skills emphasized in grade 9, with particular emphasis on quantitative data sources, critical-thinking skills, and document-based questions. By adopting this comparative and global approach, students will begin to understand the various forces that have shaped our past and continue to shape our shared future.

Social Sciences Options – Grades 11 & 12

Business Studies

Duration: 1 year, class meets every other day

Credit: 1.0

Does your student want to know how businesses work? Maybe they want to run their own business someday. If either statement describes your student, look at this course. He or she will need some theory to understand basic business principles. Your student will also need to know how customers think and how to keep track of their business in Thailand or abroad. While students are learning the basics, they will be planning to run their own business and practicing what they're learning. This is a hands-on course that will help students understand business and how to operate a business in the real world.

Economics

Duration: 1 year, meets every other day

Credit: 1.0

This Economics course will help students develop an understanding of economic terminology, principles, and basic economic theory. Students will gain an awareness of the economics of developed and developing nations and how these interrelate. They will learn to handle simple data and carry out economic analysis, evaluate information, and discriminate between facts and value judgments in economic issues. This course will promote in students a greater understanding of the world in which they live and encourages them to play a part in the decision-making process as consumers, producers, and citizens of the local, national, and international community.

General Psychology

Duration: 1 year, class meets every other day

Credit: 1.0

Psychology is a social science that seeks to understand how we think, feel, and act. Students will study a range of topics including foundations of psychology, biological bases of behavior, motivation, development, dreams, personality, and psychological disorders. This

course provides an overview of important concepts in the field of psychology and introduces topics explored with more detail at the AP and IB level. General Psychology is not a prerequisite for IB or AP Psychology, and all students who are interested in human thought and behavior are welcome.

IB Business Management Standard Level

Duration: 2 years, class meets every other day
Credit: 1.0 per year
Expectation: A minimum of a 'C' on both the end of year one exam and transcript to continue to year two.

This course has been designed to teach students the core components required for starting up and managing a business. It focuses on the key areas of business organization and environment, human resource management, finance and accounts, marketing, and operations management. Case studies are the main teaching method used because they allow students to apply their knowledge of business theories and analytical skills to realistic business issues. This course includes an extensive commentary and two final examinations.

IB Business Management Higher Level

Duration: 2 years, class meets 3 out of 4 days
Credit: 1.5 per year
Expectation: A minimum of a 'C' on both the end of semester one exam and transcript to continue to year two.

This course has been designed to teach students the core components required for starting up and managing a business. It focuses on the key areas of business organization and environment, human resource management, finance and accounts, marketing, and operations management. Case studies are the main teaching method used because they allow students to apply their knowledge of business theories and analytical skills to realistic business issues. This course includes an extensive research project and two final examinations.

IB History Standard Level

Duration: 2 years, class meets every other day
Credit: 1.0 per year
Expectation: A minimum of a 'C' on both the end of year one exam and transcript to continue to year two.

The IB History Standard Level course is a detailed study of one prescribed subject and two prescribed topics from the IB History Guide. The prescribed subject is a comparative study titled *The Move to Global War*, which compares German expansion in the 1930s with Japanese expansion. The prescribed topics are *Causes and Effects of 20th Century Wars* and *The Cold War*. An additional requirement is that students complete an independent historical investigation on a topic of their choice.

IB History Higher Level

Duration: 2 years, class meets 3 out of 4 days
Credit: 1.5 per year
Expectation: A minimum of a 'C' on both the end of year one exam and transcript to continue to year two.

The IB History Higher Level course is an in-depth study of one region of the world in addition to the prescribed subject, topics, and independent historical investigation of the Standard Level course. Within the region chosen, students will study three topics. This class will focus on European history.

IB Economics Standard Level

Duration: 2 years, class meets every other day
Credit: 1.0 per year
Expectation: A minimum of a 'C' on both the end of year one exam and transcript to continue to year two.

This course covers the basic economic foundations in four major areas: microeconomics, macroeconomics, international economics, and development economics. In microeconomics subjects include demand and supply, elasticities, market failure, taxes and subsidies, and price controls. Macroeconomic subjects include national income, GDP, inflation, unemployment, aggregate demand and supply, growth, and fiscal and monetary policies. In international economics we study trade, protectionism, exchange rates, balance of payments, economic integration, and international organizations. Development economics is a study of how the macro indicators of a nation correspond to various levels of economic development and how trade, aid, FDI, and debt factor into the measurement of how a country is growing. Students will write three commentaries for a portfolio of current events for their internal assessment.

IB Economics Higher Level

Duration: 2 years, class meets 3 out of 4 days
Credit: 1.5 per year
Expectation: A minimum of a 'C' on both the end of year one exam and transcript to continue to year two.

This course covers the basic economic principles found in Standard Level but in much more detail. The current events portfolio requirement for HL is three commentaries over the two-year course.

IB Geography Standard Level

Duration: 2 years, class meets every other day
Credit: 1.0 per year
Expectation: A minimum of a C on both the end of year one exam and year one transcript to continue to year two.

The aim of this course is to enable students to develop a global perspective, a sense of world interdependence, and to understand the interrelationship of people, place, and the environment. Students will study the core themes of population, resources, development and environment, and use geographical methodologies and

techniques relevant to geographical inquiry. Students will also study two additional themes. Case studies are widely used. There will be a required fieldwork trip, one internally assessed piece of coursework, and two externally assessed IB exams.

IB Geography Higher Level

Duration: 2 years, class meets 3 out of 4 days

Credit: 1.5 per year

Expectation: A minimum of a 'C' on both the end of year one exam and transcript to continue to year two.

The aim of this course is to enable students to develop a global perspective, a sense of world interdependence, and to understand the interrelationship of people, place, and the environment. Students will study the core themes of population, resources, development and environment, and use geographical methodologies and techniques relevant to geographical inquiry. Students will also study three additional themes. Case studies are widely used. There will be a required fieldwork trip, three internally assessed pieces of coursework, and three externally assessed IB exams.

IB Global Politics Standard Level & Higher Level

Duration: 2 years, class meets every other day

Credit: 1.0

Expectation: A minimum of a 'C' on both the end of year one exam and transcript to continue to year two.

The IB Global Politics course explores fundamental political concepts such as power, rights, liberty, and equality in a range of contexts and at a variety of levels, as well as allowing students the opportunity to explore political issues affecting their own lives. The study of global politics enables students to critically engage with new perspectives and approaches to politics in order to better make sense of this changing world and their role in it as active citizens. Global Politics draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many political issues.

There are four core units for both SL & HL: foundations of international relations, human rights, development, and peace and conflict. HL students study six additional topics regarding specific global issues. There are two external exams and one written internal assessment for all students, and one additional oral assessment for HL students.

IB Psychology Standard Level

Duration: 2 years, class meets every other day

Credit: 1.0 per year

Expectation: A minimum of a 'C' on both the end of year one exam and transcript to continue to year two.

Psychology is the scientific study of mind and behavior. This course covers biological, cognitive, social, and cultural perspectives on psychology. The study of qualitative and quantitative research methodology is compulsory. In the second year of the course, students will replicate one experimental study. Students are also required to study one subfield area of psychology (for example, abnormal, developmental).

IB Psychology Higher Level

Duration: 2 years, class meets 3 out of 4 days

Credit: 1.5 per year

Expectation: A minimum of a 'C' on both the end of year one exam and transcript to continue to year two.

Candidates are required to study biological, cognitive, and socio-cultural perspectives, as well as two of the four optional topics. The study of research methodology is compulsory (introduction to research methods, ethics, quantitative research methods, and qualitative research methods). Candidates must design, undertake, analyze, and report one experimental study, applying inferential statistics.

AP Macroeconomics

Duration: 1 year, class meets 3 out of 4 days

Credit: 1.5

Macroeconomics is the study of national and international economics. This Advanced Placement course covers how we calculate national income and output, gross domestic product, aggregate demand and aggregate supply, employment, inflation, money and banking, investment, consumption, fiscal and monetary policies, interest rates, international trade and finance, exchange rates, and current accounts.

AP Microeconomics

Duration: 1 year, class meets 3 out of 4 days

Credit: 1.5

Microeconomics is the study of how individuals and groups of consumers and businesses make decisions. This Advanced Placement course covers basic economic foundations such as scarcity, opportunity costs, and allocation of resources. The course covers microeconomic principles including efficiency, demand and supply, prices and output, market structures, market failure, government intervention, and resource markets.

AP Psychology

Duration: 1 year, class meets every day

Credit: 1.5

Prerequisites: Grade 11 and 12 students have initial priority in the event this class exceeds maximum enrollment.

This is an academically challenging course designed to prepare students for the AP Psychology exam. Students will study all relevant topics in psychology including cognition, states of consciousness, the biological basis of behavior, social psychology, personality, abnormal psychology, motivation, emotions, and developmental psychology. Students are expected to master a great deal of content while learning to think like a behavioral scientist. A strong capacity to read for understanding is beneficial for success.

IB Information Technology in a Global Society Standard & Higher Levels and General

Duration: 2 years; SL meets every other day, and HL meets 3 out of 4 days

Credit: SL = 1.0, HL = 1.5 credits

Expectation: A minimum of a 'C' on both the end of year one exam and transcript to continue to year two.

The IBDP Information Technology in a Global Society (ITGS) course is the study and evaluation of the impacts of information technology (IT) on individuals and society. The course explores the advantages and disadvantages of the access and use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts. Although ITGS shares methods of critical investigation and analysis with other social sciences, it also considers social and ethical considerations that are common to other subjects in Group 3, such as Computer Science. Students come into contact with IT on a daily basis because it is so pervasive in the world in which we live. The increasingly widespread use of IT inevitably raises important questions with regard to the social and ethical considerations that shape our society today. ITGS offers an opportunity for a systematic study of these considerations, whose range is such that they fall outside the scope of any single discipline. In an increasingly connected world, knowledge of systems and their influence will prove invaluable to any and all career fields.

This course will include an internal assessment project that requires students to develop original IT solutions to real problems for specific clients. Students will also take an externally assessed IB exam at the end of the course. The HL component includes the deep investigation of an annually issued case study.

AP World History

Duration: One year, class meets daily

Credits: 1.5

Prerequisite: Grade 10 must have an 'A' in grade 9; grade 11 must have 'B' average or higher in grade 9 and 10 Social Studies; grade 12 must have 'B' average or higher in grade 9 and 10 Social Studies

AP World History is an academic, yearlong course with emphasis on non-Western history. The purpose of AP World History is to develop a greater understanding of the evolution of global processes and contacts in different types of societies. It emphasizes relevant factual knowledge, interpretive issues, and skills in analyzing types of historical evidence. Students will be asked to write extensively in specific formats relevant to the study of the past.

We will study every region of the world using the Five World History Themes, which are:

1. Interaction between humans and environment
2. Development and interaction of cultures
3. State-building and expansion
4. Creation, expansion, and interaction of economic systems
5. Development and transformation of social structures

Students will take the external AP World History exam at the end of the course.

AP Human Geography

Duration: 1 year, class meets every day

Credit: 1.5

The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ models, spatial concepts, and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Students will take the external AP Human Geography exam at the end of the course.

Mathematics Department

2018 – 2019 Course Offerings

Why Study Mathematics?

Mathematics provides an important key to understanding the world in which we live. Mathematics can enter our lives in a number of ways: buying items at the market, consulting a timetable, reading a newspaper, timing a process, or estimating a length. For most people, mathematics is also used in their chosen profession: artists need to learn about perspectives, musicians need to appreciate the mathematical relationships within and between different rhythms, economists need to recognize trends in financial dealings, and engineers need to take account of stress patterns. Scientists view mathematics as a language that is vital to our understanding of events that occur in the natural world. Some people enjoy the logic and challenging puzzles and proofs. The need for mathematics in people's lives gives us clear and sufficient reason to study it. In the words of the National Council for Teachers of Mathematics (USA), "Do Math and you can do anything!"

The following course listings give students a good idea of when, and in what order, to study math courses.

Math 9

Duration: 1 year, class meets 3 out of 4 days
Credit: 1.5

This course serves as the foundation for high school Math and IB/AP courses offered at grades 11 and 12. In this course we cover basic concepts in algebra, geometry, and statistics.

Supplemental Math 9

Duration: 2 times per week, during Flex Time
Credit: 0

Students are encouraged to join this course to extend their knowledge beyond the AERO Standards and the content taught in the required math classes. As this is an extension course, no grade or credit will be given. Its main purpose is to help students more easily learn and understand future math concepts.

Math 10

Duration: 1 year, class meets every day
Credit: 1.5
Prerequisite: A passing grade in Math 9

This course is a foundation course in mathematics to cover the prerequisites of the IB/AP program offered at grades 11 and 12. It covers a wide range of topics including algebra, trigonometry, matrices, statistics, and functions.

Math 11

Duration: 1 year, class meets every other day
Credit: 0.5 per semester
Prerequisite: Grade 11 or 12 students

This course is designed for students who can cope with mathematics but whose main strengths and interests lie outside the field of mathematics. Students will cover a broad range of topics with an emphasis on practical applications, studying numbers, measurement, algebra, sets, logic, Pythagoras' theorem, and trigonometry. The focus is on problem solving, real-life applications, and using technology.

Math 12

Duration: 1 year, class meets every other day
Credit: 0.5 per semester
Prerequisite: Grade 12 students

This course is designed for students who can cope with mathematics but whose main strengths and interests lie outside the field of mathematics. Students will cover a broad range of topics with importance placed on practical applications, studying probability, statistics, functions, and differential calculus. The emphasis is on problem solving, real-life applications, and using technology.

IB Mathematical Studies Standard Level

Duration: 2 years, class meets every other day
Credit: 1.0 per year
Prerequisite: A passing grade in Math 10 or a 'B' or above in Paced Math 10

This course is designed for students who can cope with mathematics but whose main strengths and interests lie outside the field of mathematics. Students will cover a broad range of topics with significant focus on practical applications. The graphs and properties of linear, quadratic, and exponential functions are studied, followed by statistics and probability. Other topics include sets, logic, switches, flow charts, progressions, linear programming, geometric formulas, and trigonometry. Students will be required to do a major independent project. The emphasis is on problem solving, real-life applications, and using technology. This course runs for two years.

IB Mathematics Standard Level*Duration: 2 years, class meets every other day**Credit: 1.0 per year**Prerequisite: A passing grade in Accelerated Math 10 or 'B' or above in Math 10*

This course is designed for mathematically competent students. Students cover an in-depth treatment of polynomial functions and inequalities, exponents and logarithms, analytical geometry, advanced trigonometry, sequences and series, limits, and introductory calculus. An emphasis is placed on problem solving, mathematical modeling of real-life problems, and developing an investigative mind. Technology will also play an important role.

IB Mathematics Higher Level*Duration: 2 years, class meets 3 out of 4 days**Credit: 1.5 per year**Prerequisite: 'B' or above in Accelerated Math 10*

This course is for mathematically talented students and gives them a broad and solid foundation in algebraic structures, trigonometry, coordinate geometry, probability and statistics, vectors and complex numbers, functions and relations, and the theory and methods of differential and integral calculus. Students will be involved in applying mathematics to model real-life situations, problem solving, and investigating. It will provide them with all the mathematical knowledge and skills they need if they expect to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering, and technology. Others may take this course because they have a strong interest in mathematics and enjoy meeting its challenges.

AP Statistics*Duration: 1 year, class meets every day**Credit: 1.5**Prerequisite: 'A' in IB Math Studies or 'B' or higher in IBSL or HL, 'A' in Accelerated Math 9, 'B' in Math 10, or a passing grade in Accelerated Math 10*

AP Statistics is developed by the College Board. Emphasis will be on the interpretation of data tendencies, randomness, hypotheses testing, statistical inferences, regression models, and planning a statistical study. Students will be working with graphic calculators that have built-in statistics.

AP Calculus AB*Duration: 1 year, class meets every day**Credit: 1.5**Prerequisite: A passing grade in Precalculus*

Calculus is concerned with rates of change and is related to many areas involving growth: biology (population growth and decay), economics (maximizing profit and minimizing loss), and several areas in physics and chemistry. This course reviews basic algebraic skills and operations, absolute value and inequalities, analytical geometry of straight lines and circles, before going on into limits, continuity, and the derivative. The integral is introduced and applied to problems of area, velocity and displacement, and volume. This course extends into differentiation and integration of trigonometric, logarithmic and exponential functions, and further methods of integration.

AP Calculus BC*Duration: 1 year, class meets every day**Credit: 1.5**Prerequisite: 'B' or above in Precalculus*

Course topics include limits, continuity, derivatives, integrals of algebraic and transcendental functions and their applications, and elementary differential equations. The BC course includes all of the topics in the AB course, as well as convergence tests for series, Taylor or Maclaurin series, vector, polar, and parametric functions. In addition, L'Hopital's rule, improper integrals, and partial fractions are commonly taught in this course. Students will be required to take the AP Calculus exam in May.

Statistics*Duration: Semester 1, class meets every other day**Credit: 0.5**Prerequisite: A passing grade in Math 9*

Statistics is an essential tool in many professions, not just those related to science. This course in statistics and probability is designed to provide students with the understanding of basic ideas and statistical methods that many business and management decisions are based on. Topics include the fundamental ideas of probability, collecting and organizing data, the treatment of a random variable, and an introduction to sampling.

Precalculus*Duration: 1 year, class meets every second day**Credit: 1.0**Prerequisite: 'C' in grade 10 or 'B' or above in Regular Math grade 10*

This is a one-year course that builds on the algebra, functions, and trigonometry concepts taught in grade 10, and that prepares students for success in AP Calculus at grade 12. This is a demanding course, which requires students to have reached a good level of proficiency of all units covered in grade 10. Topics include functions, trigonometry, equations, sequences and series, analytic geometry and limits, with an introduction to calculus.

SAT Math*Duration: Semester 2, class meets every other day**Credit: 0.5*

This course is designed and intended to improve students' Math SAT score. The focus is on learning and practicing the techniques and strategies needed to do well on the Math portion of the SAT. While the main focus is on improving Math SAT scores, the class will review various math topics studied in algebra, geometry, and statistics. We will not be working from a textbook to enhance our math abilities for other core math courses. The math topics covered are from grades 9 and 10 and will be reviewed and refreshed but not retaught.

Computer Science and Technology Department

2018 – 2019 Course Offerings

Why Study Technology?

Technology and computer science has had a profound effect on society and the world. Every citizen needs some familiarity with computer science and its consequences in our homes, schools, workplaces, and communities. Computer science is no longer a subject just for those seeking careers as programmers, it is vital in every field and career. It is the language of the 21st century. All of the technology electives have no prerequisites, and students of all abilities—girls and boys—can benefit from these courses. No prior experience is required.

AP Computer Science Principles (Grades 10–12)

Duration: One year

Credit: 1.5

Prerequisite: *Computer Science Discoveries recommended*

Note: *This counts as a science course for students taking AP*

The course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cyber-security concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. The course is recommended for all students regardless of university courses, However it is also suited to students taking Computer Science or Technology courses. It is recommended that students take Computer Science Discoveries before this course.

IB Computer Science Standard Level & Higher Level

Duration: 2 years, SL meets every other day, and HL meets 3 out of 4 days

Credit: 1.0 per year for SL, 1.5 per year for HL

Prerequisite: *Computer Science Discoveries recommended and consultation with the teacher*

Note: *This counts as a science course for students taking the IB Diploma*

This two-year course aims to develop a strong foundation for all students who are interested in and consider entering Computer Science at university. Topic coverage will encompass software development life cycle, programming, networking, system architecture and technological impact on society. Students are expected to master the JAVA programming language using appropriate software design techniques. Students will also gain an appreciation for the consequences arising from rapid development of computer systems, and develop an awareness of the limitations and misuse of computer technology so that appropriate decisions can be made in the future when solving problems and assessing the impact of technology on society.

Computer Science Discoveries (Grades 9–12)

Duration: One semester

Credit: 0.5

Computer Science Discoveries (CS Discoveries) is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. CS Discoveries is designed from the ground up to be an accessible and engaging course for all students, regardless of background or prior experience. It provides students opportunities to engage with personally relevant topics in a wide variety of contexts and aims to show all students that CS is for them. CS Discoveries provides a foundation for both AP Computer Science Principles and IB Computer Science.

Introduction to Computer Programming

Duration: One semester, class meets every other day

Credit: 0.5

Prerequisite: none

This course introduces students to the world of computer programming using Scratch and Python. Students will plan, code, and deploy software applications such as game development, animation, and more practical software applications. This course places a strong emphasis on planning and critical thinking in a project-based environment, and it prepares students for other Computer Science classes.

Introduction to Robotics

Duration: One semester, class meets every other day

Credit: 0.5 per year

This course is aimed at introducing students to the basics of robotics from a practical approach. Students will plan, build, and modify a robot that is: programmable, mobile, able to sense its surroundings, able to be expanded to include additional sensors, that has remote-control capability, and even more features. Programming the robot requires a basic understanding of computer programming, using Arduino C, but this will be learned during the course. This course is suitable for all students.

Information Technology

Duration: One semester, class meets every other day

Credit: 0.5

This course focuses on skill development over a range of software applications, such as Google Apps, in a project-based environment. Students will explore internet searching, practice word processing and spreadsheet techniques, create presentations and digital animations, experiment with 3D printing and develop web pages. This course will develop a solid computer application skill base for students as they enter the rigorous upper high school program at RIS.

Design Technology

Duration: One semester, class meets 2 out of 4 days

Credit: 0.5

This course is project based, culminating in a final design project. The final design project will be chosen by the student. Students will explore technologies such as Arduino micro-controllers, physical sensors and measuring devices, Bluetooth, WiFi, GPS, and more. In short, this course will give students the opportunity to direct their creative talents using the latest available technology. Basic programming skills will be taught in the course and is not a prerequisite.



Science Department

2018 – 2019 Course Offerings

Science Program

The RIS Science program offers students the opportunity to study and gain insights into the world in which we live. An understanding of scientific ideas will help students in personal decision-making, allowing them to express considered views, and become involved in issues that are of public interest. Throughout history, scientifically educated people have been ones who have most influenced the progress of their societies.

In the words of Carl Sagan, “*Whatever road we take, our fate is indissolubly bound up with science. It is essential as a matter of simple survival for us to understand science. In addition, science is a delight; evolution has arranged that we take pleasure in understanding—those who understand are more likely to survive.*”

Students will need three science credits to graduate. If they intend to earn an IB certificate or the IB diploma, they must complete two years of selected Science coursework, with the expectation that students sit the external exam (same as for AP). Science credit can now be obtained by taking IB Computer Science as part of the IB Diploma. Refer to the technology department for more information on this subject.

The Science department’s curriculum is organized, taught, and built around a program of laboratory-based activities (about 20–30% of the time). This is so students will have a clear idea of what they are supposed to learn for each topic, how each topic will be assessed (major/minor and experimental reports), and how to apply what they are learning. Our goal is to use a variety of assessments for the required outcomes to prepare students for external exams and for university life. Our teaching uses many different methods of instruction, such as group and individual work, projects, experiments, fieldwork, and student presentations using computer-based technology as an integral part of instruction. This technology is used to gather and record data such as temperature, pH, force, motion, blood flow, etc., with the Internet being used for research and virtual laboratory experiments.

Upon completion of science studies at RIS, students will be very well prepared for additional studies at any major university or college. The habits of mind—logical thinking, preparedness, organization, and creativity—required for success in outstanding colleges, universities, and professional employment, are stressed here in the Science department at RIS, and we know that having these habits will be of great help to our students.

It should be noted that to succeed in IB Higher Level and AP courses, strong mathematical skills are required. To this end, students in these courses need to be enrolled in Mathematics Standard or Higher level (or equivalent).

The Science department consists of highly qualified teachers, three excellent laboratory assistants and 10 modern laboratories/classrooms.

“...our goal is to assure that our citizens know enough about science

- so that they can tell the difference between sense and nonsense, between science and pseudoscience
- so that they can distinguish the possible from the impossible, the probable from the improbable
- so they can understand both the powers and the limits of science and technology
- so they are not at the mercy of experts – or worse, of charlatans posing as experts
- so they can be participants, not victims, in our increasingly and irreversible technological society.”

This quote, from David S. Saxon, Honorary Chairman of the Corporation, Massachusetts Institute of Technology, essentially sums up our intent as the RIS science department.



Introduction to Chemistry & Physics**(Grade 9)***Duration: 1 year, class meets every other day**Credit: 1.0*

This course provides students with laboratory skills and the basic concepts of Chemistry and Physics, spending approximately equal amounts of time on each subject. Topics studied include: scientific and critical thinking, physical and chemical changes, classification of matter, atomic structure and the periodic table, motion and forces, circuits, energy, chemical bonding, chemical reactions, acids and bases, heat.

Biology (Grade 10)*Duration: 1 year, class meets every other day**Credit: 1.0**Prerequisite: A passing grade in Intro to Chemistry & Physics*

The intent of this course is to expose students to a general knowledge of the living world, from cells, metabolism (with focus on photosynthesis and cellular respiration), animal structure and function (with focus on the human body), genetics, evolution, and ecology. This course is based on investigative laboratory experiences that foster problem-solving and critical-thinking skills.

Science Electives

Environmental Science (Grades 10*, 11, or 12)*Duration: 1 year, class meets every other day**Credit: 1.0 or 0.5 for one semester**Prerequisite: 'C-' in Biology*

This course begins with discussions on systems and Earth processes. It continues with concepts of ecology with an emphasis on ecosystem structure and function, energy flow, and material cycles. The impact of human activities on ecosystems is studied at both the local and global scale. Environmental problems to be explored include natural resources degradation/depletion, over-population, water pollution, air pollution, solid and hazardous wastes, global warming, and ozone layer depletion. Environmental management in the context of sustainable development is also emphasized. Students will also monitor environmental factors that affect the RIS campus. Through investigative activities, students will learn the causes of these problems and discuss ways to solve them. It is possible to take only the first or second semester of Environmental Science.

Health Science (Grades 10*, 11, or 12)*Duration: 1 year, class meets every other day**Credit: 1.0 or 0.5 for one semester**Prerequisite: 'C-' in Biology*

This course is developed to meet the needs of students as they approach the young adulthood and have to make choices and decisions that concern their health. The importance of developing good health habits, personality development, mental health, and reproductive health is emphasized, together with practical information on drugs,

alcohol and tobacco, the causes of disease, public health, and the environment. Laboratory and research skills will be emphasized throughout the course. Students are expected to apply this knowledge for the betterment of their health, to achieve their goals, and to become responsible individuals and useful citizens. It is possible to take only the first or second semester of Health Science.

Forensic Science (Grades 10*, 11, or 12)*Duration: 1 semester, class meets every other day**Credit: 0.5**Prerequisite: Minimum grade of 'C-' in Biology 10*

Students learn about how scientists evaluate evidence at a crime scene. Students learn about DNA, PCR, and electrophoresis, as well as traditional methods such as finger printing. The importance of impressions, forensic entomology, blood spatter analysis, and crime scene observations to solve crimes will be developed. Students will participate as forensic scientists to solve crime models and also learn about how scientists solve “cold cases,” crimes that were committed earlier.

Anatomy and Physiology (Grade 10*, 11, or 12)*Duration: 1 semester, class meets every other day**Credit: 0.5**Prerequisite: 'C-' in Biology 10*

This course provides students with a survey of the human body and its systems, with an emphasis on how structure fits function. Through investigative and hands-on experiences, students will gain an understanding of the interrelationships of body structures and how they respond to internal and external stimuli. Students will learn how to use some medical equipment and collect physiological data. Virtual and laboratory dissection of representative mammalian species will be applied for comparative and developmental anatomy purposes.

General Chemistry (Grades 10, 11, or 12)*Duration: 1 year, class meets every other day**Credit: 1.0**Prerequisite: A minimum of 'B-' in Biology, 'B' in grade 9 Science, or 'B-' in Physics, plus a minimum of 'C+' in Accelerated Math or 'B-' in Regular Math*

This is an introductory course in Chemistry. Some of the topics students will study include atomic structure, periodicity of the elements, chemical bonding, qualitative and quantitative chemistry, thermodynamics, chemical kinetics, and organic chemistry. Students will learn how to write chemical formulae and use chemical equations to describe reactions. Among the laboratory investigations they will carry out are acid-base titrations, oxidation-reduction reactions, precipitation reactions, and the study of reaction rates. The study of chemistry will help students understand the composition and properties of substances and the changes they undergo, and see how this behavior is applied in their everyday lives. Chemistry is required for students who wish to take AP Chemistry.

General Physics (Grades 10, 11, or 12)*Duration: 1 year, class meets every other day**Credit: 1.0**Prerequisite: A minimum of 'B-' in Math 10 Regular/Accelerated, 'B' in Intro to Chemistry & Physics, or 'B-' in Biology/Chemistry*

Courses covered include Newtonian mechanics (kinematics, forces, momentum, and energy), waves, sound and light, heat, electricity, and magnetism. Experimental design and analysis is used so that students may interpret physical phenomena associated with the courses. This course is intended for students who wish to take AP Physics.

IB Science Courses

IB Biology Standard Level*Duration: 2 years, class meets every other day**Credit: 1.0 per year**Prerequisite: A minimum of 'B-' in Biology*

This course is a survey of biology topics, including biochemistry, cytology, molecular, and classical genetics, evolution and diversity, human anatomy and health, and ecology. In addition to mastering the content in preparation for the required IB Biology examination at the end of the second year, students will participate in a rigorous practical program of laboratory activities that are internally assessed as a part of their final IB grade.

IB Biology Higher Level*Duration: 2 years, class meets 3 out of 4 days**Credit: 1.5 per year**Prerequisite: A minimum of 'B' in Biology*

The IB Biology HL course is designed primarily for science-oriented students. Topics covered and practical assessments are similar to the IB Biology SL course but are studied in greater breadth and depth. More classes and hours for practical activities are required of the HL course than the SL course.

IB Chemistry Standard Level*Duration: 2 years, class meets every other day**Credit: 1.0 per year**Prerequisite: A minimum of 'B' in Biology/Physics, 'B-' in General Chemistry, or 'B+' in grade 9, and a minimum of 'B-' in accelerated math or 'B' in regular math*

This course will allow students to develop a foundation in multiple aspects of physical chemistry with applications of mathematical and graphing skills to solve chemistry-related problems. Students will develop a familiarity with the role of chemistry as it relates to industry, the environment, and to the chemical pathways that occur in living organisms. Topics are reinforced in lab practice, where students will develop inquiry and writing skills in accordance with standard scientific methods. Throughout the course, there will be opportunities to develop data collection and processing skills through the use of technology.

IB Chemistry Higher Level*Duration: 2 years, class meets 3 out of 4 days**Credit: 1.5 per year**Prerequisites: A minimum of 'B+' in Biology/Physics, 'B' in General Chemistry or 'A-' in grade 9, and a minimum of 'B-' in accelerated math or 'B' in regular math*

This course is designed for students whose main strengths and interests lie in the fields of science and mathematics. The Standard and the Higher Level courses are essentially the same with the exception that the Higher Level course covers all of the topics in more depth. As such, the Higher Level course places more demands on students in terms of their ability to apply mathematical skills and critical-thinking skills to chemistry-related problems, as well as their ability to show an understanding of the more theoretical and abstract concepts that permeate the field of chemistry. There is a strong emphasis on experimental skills and design.

IB Environmental Systems and Societies**Standard Level***Duration: 2 years, class meets every other day**Credit: 1.5 per year**Prerequisite: 'B-' in Biology*

This course is designed to provide students with a coherent perspective of the interrelationships between environmental systems and human societies, while affording students the opportunity to engage with a wide range of pressing environmental issues currently facing the planet. Issues emphasized include biodiversity, climate change, and food production. Students are afforded the opportunity to forge a relationship with their environment and grasp the significance of the choices and decisions they make in their own lives. An important aspect of the ES&S course is the hands-on work in the laboratory and/or out in the field. This course encourages the exploration of the scientific, ethical, and socio-political aspects of issues related to ecosystems. As an interdisciplinary course, ES&S is offered as a Group 4 Experimental Science course for IB Diploma students.

The course is offered only at the Standard Level and is ideally suited for students who lack extensive background in the experimental sciences.

IB Physics Standard Level & Higher Level

Duration: 2 years, SL meets every other day and HL meets 3 out of 4 days

Credit: 1.0 per year SL; 1.5 per year HL

Prerequisite: SL: 'B+' in Intro, 'B' in Biology/Chemistry, or 'B-' in Physics, and 'B' in Regular Math or 'B-' in Accelerated Math

HL: 'A-' in Intro, 'B+' in Chemistry/Biology, or 'B' in Physics and 'B+' in Regular Math or 'B' in Accelerated Math

The IB Standard Level Physics course covers topics associated with a traditional high school physics course: measurement; mechanics; heat; waves; electric currents; fields; atomic and nuclear physics; electrical generation and environmental concerns. The Higher Level course treats the same topics at more depth with more demanding problems, plus it has additional topics such as orbital motion, electromagnetism, and quantum physics. In both courses, an option topic is chosen, e.g., engineering physics. Students will be expected to have well-developed mathematical, algebraic, and graphical skills.

AP Science Courses

AP Biology (Grade 11 or 12)

Duration: 1 year, class meets every day

Credit: 1.5

Prerequisite: A minimum of 'B' in Biology

AP Biology is a college-level course designed to develop a deep and broad understanding of biological concepts and "big ideas." Students will study biochemistry, cell biology, genetics, evolution and systematics, anatomy and physiology of plants and animals, and ecology. Students will develop and apply reasoning/critical-thinking, mathematics, experimental design, data collection, and scientific writing skills. It is recommended that a chemistry course be studied previously or concurrently.

AP Chemistry (Grade 11 or 12)

Duration: 1 year, class meets every day

Credit: 1.5

Prerequisites: A minimum of 'B' in Chemistry

AP Chemistry is designed to be equivalent to a college-level general chemistry course. Topics covered in the high school chemistry course will be examined in greater detail. In addition, other topics will be introduced that highlight "big ideas," such as models of chemical bonding; the chemical properties of gases, liquids, and solids; and properties of solutions. A strong emphasis is placed on analytical problem-solving skills as well as the development of good laboratory practices.

AP Environmental Science (Grade 11 or 12)

Duration: 1 year, class meets 3 out of 4 days

Credit: 1.5

Prerequisites: A minimum of 'B' in Intro to Chemistry and Physics and 'B-' in Biology

AP Environmental Science is designed to be equivalent to a semester-long college-level environmental science course. Topics covered include populations, ecosystems, environmental economics, health, pollution, biogeochemical cycles, agriculture, fisheries, energy, water supply, and policy. A strong emphasis is placed on analytical problem-solving skills, communication, and the development of good laboratory practices. This course will include field trips and field research. Upon completing this course, students are required to take the AP exam in environmental science.

AP Physics 1 (Algebra-based; Grade 11 or 12)

Duration: 1 year, class meets every other day

Credit: 1.0

Prerequisite: 'B' in General Physics and 'B' in grade 9/10 Accelerated Math, or 'B+' in Regular Math

This algebra-based college-level equivalent course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and mechanical waves; and sound. It will also introduce electric fields and circuits. Emphasis is on the development of strong, analytical problem-solving skills, experimental design, and conceptual understanding of physical principles and "big ideas."

AP Physics 2 (Algebra-based; Grade 12)

Duration: 1 year, class meets every other day

Credit: 1.0

Prerequisite: Minimum 'C-' in AP Physics 1

This course covers fluid mechanics, thermodynamics, electricity, and magnetism; optics; and atomic and nuclear physics. As in AP Physics 1, emphasis is on the development of strong analytical problem-solving skills, conceptual experimental design, and analysis, which is in alignment with the skills and processes attained in AP Physics 1, but in greater depth.

AP Physics C (Mechanics/Electricity and Magnetism)

Duration: 1 year, class meets every other day

Credit: 1.0

Prerequisite: HOD Approval

AP Physics is intended for students who wish to study physics as a major at college or as part of an engineering course. Semester 1 deals with Newtonian mechanics, while Semester 2 deals with electrical, magnetic, and electromagnetic phenomena, both require students to use calculus.

Modern Languages Department

2018 – 2019 Course Offerings

Why Study Modern Languages?

Modern Languages (Foreign or World Languages) are an essential part of life today. Modern Language students at RIS do very well on their external exams. The Department is offering four languages—French, Japanese, Mandarin, and Spanish—under the guidance of certified and experienced teachers, most of whom are native speakers. It is our responsibility and joy to offer our students opportunities to learn one or more foreign languages, to develop the specific abilities of listening, reading, writing, and speaking, and all students are strongly encouraged to do so. RIS students live in an international community where different languages are spoken and different cultures are experienced. The more RIS students know about other languages and cultures, the better they can interact with other communities.

FRENCH LANGUAGE

French 1

Duration: 1 year, class meets every other day

Credit: 1.0

This is a course for beginners. Instruction focuses on interactive communication in everyday situations. Notions of French history, geography, and culture are introduced to develop understanding and appreciation of different cultures.

French 2

Duration: 1 year, class meets every other day

Credit: 1.0

Prerequisite: 'C' in French 1

This course continues from French 1. Emphasis is placed on understanding and using French through mastery of its structure. Instruction revolves around everyday situations and themes. Understanding the French culture is an essential part of this level.

French 3

Duration: 1 year, class meets every other day

Credit: 1.0

Prerequisite: 'C' in French 2 and IB French AB Initio YI

At this level, students meet more complex forms of French. They are also encouraged to communicate in French and to produce original oral and written work. French culture is an integral part of the material for each instructional unit.

French 4

Duration: 1 year, class meets every other day

Credit: 1.0

Prerequisite: 'C+' in French 3

The emphasis in this course is on encouraging spontaneous expression through extensive oral and written practice via authentic documents (newspapers, magazines, advertisements), and literature. Extended discussion and personal reactions or opinions serve to increase correctness of expression. As much current cultural material as

possible is integrated into the course to reinforce student proficiency and to help students prepare for achievement and proficiency tests as required by some colleges.

French 5

Duration: 1 year, class meets every other day

Credit: 1.0

Prerequisite: 'C+' in French 4

This course aims to prepare advanced students who intend to continue their studies of the French language either after graduation or in the IB program. In this course, we aim to apply practical skills through the exploration of complex topics and the implementation of critical thought. Authentic materials are used to integrate the language skills of reading, writing, listening, and speaking.

IB French Ab Initio

Duration: 2 years, class meets every other day

Credit: 1.0 per year

The French ab initio course is a language acquisition course for students with little or no experience of the language. The course is organized into three themes: individual and society, leisure and work, and urban and rural environment. Each theme comprises a list of topics that provide students with opportunities to practice and explore the language and to develop intercultural understanding. Through the development of receptive, productive, and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations.

IB French B Standard Level & Higher Level

Duration: 2 years, SL class meets every other day;

HL class meets 3 out of 4 days

Credit: 1.0 for SL and 1.5 for HL per year

Prerequisite: 'B' in French 3 or French 4

The IB French B Standard Level (SL) and Higher Level (HL) are language acquisition courses for students with some previous experience of learning the language. While studying the language, students also explore the culture(s) connected with it.

Higher and standard levels are differentiated by the recommended teaching hours, the depth of syllabus

coverage, the required study of literature at the Higher Level, and the level of difficulty and requirements of the assessment tasks and criteria.

The range of purposes and situations for using language in the Language B course extends well beyond those for language Ab Initio.

This course is organized into themes. Three core themes are required: communication and media, global issues, and social relationships. In addition, at both SL and HL, teachers select two more themes from five options provided: health, leisure, science and technology, cultural diversity, and customs and traditions. Finally, two works of literature are studied at Higher Level only.

SPANISH LANGUAGE

Spanish 1

Duration: *One year, class meets every other day*

Credit: *1.0*

This is a course for beginners. Instruction focuses on interactive communication in everyday situations and for a variety of purposes. Notions of Spanish culture are introduced to develop understanding and appreciation for different traditions and customs.

Spanish 2

Duration: *One year, class meets every other day*

Credit: *1.0*

Prerequisite: *'C' in Spanish 1*

This course continues from Spanish 1. Emphasis is placed on understanding and using Spanish through mastery of its structure. Instruction revolves around everyday situations and themes. Understanding Spanish cultures is a key focus.

Spanish 3

Duration: *One year, class meets every other day*

Credit: *1.0*

Prerequisite: *'C' in Spanish 2 and IB Spanish AB Initio Y1*

At this level, students meet more complex forms of the language. They are also encouraged to communicate in Spanish and to produce original oral and written works. The Spanish culture is an integral part of the material for each instructional unit.

Spanish 4

Duration: *One year, class meets every other day*

Credit: *1.0*

Prerequisite: *'C+' in Spanish 3*

The emphasis in this course is on encouraging spontaneous expression through extensive oral and written practice via authentic documents (newspapers, magazines, advertisements), and literature. Extended discussion and personal reactions or opinions serve to increase correctness of expression. As much current cultural material as possible is integrated into the course to reinforce student proficiency and to help students prepare for achievement and proficiency tests as required by some colleges.

Spanish 5

Duration: *One year, class meets every other day*

Credit: *1.0*

Prerequisite: *'C+' in Spanish 4*

This course aims to prepare advanced students who intend to continue their studies of the Spanish language either after graduation or in the IB Program. In this course, we aim to apply practical skills through the exploration of complex topics and the implementation of critical thought. Authentic materials are used to integrate the skills of reading, writing, listening, and speaking.

IB Spanish Ab Initio

Duration: *2 years, class meets every other day*

Credit: *1.0 per year*

Ab Initio Spanish provides an opportunity for students to study the language at a beginning level for two years. Students should have little or no previous experience with the language. The Ab Initio course focuses on spoken interaction, using a whole range of Spanish resources and texts as a stimulus for discussion. Listening, speaking, reading, and writing are all developed. There is plenty of opportunity for students to learn about Spanish cultures in this course.

IB Spanish B Standard Level & Higher Level, Year 1

Duration: *One year; SL meets every other day and HL 3 out of 4 days*

Credit: *1.0 for SL, 1.5 for HL*

Prerequisite: *'B' in Spanish 3 or Spanish 4*

This course focuses on the practical application of Spanish. Authentic materials are used to integrate the language skills of reading, writing, listening, and speaking.

IB Spanish B Standard Level & Higher Level, Year 2

Duration: *One year; SL meets every other day and HL meets 3 out of 4 days*

Credit: *1.0 for SL, 1.5 for HL*

Prerequisite: *A passing mark in IB Spanish B SL Y1*

This course is designed to prepare students to take external examinations such as IB Language B, AP Spanish, and the Thai University Entrance Examination for modern languages. Grammar is reviewed and an emphasis is placed on oral-aural and written communication. The IB external exam is worth 80% of the final IB certificate grade.

MANDARIN LANGUAGE

Mandarin 1

Duration: 1 year, class meets every other day
Credit: 1.0

This is a course for beginners. This course introduces students to the Chinese pronunciation system and basic Chinese writing system. Simple sentence structure, vocabulary, and some aspects of Chinese culture are the main focus of this basic Chinese course.

Mandarin 2

Duration: 1 year, class meets every other day
Credit: 1.0
Prerequisite: 'C' in Mandarin 1

This course further develops the skills of listening, reading, speaking, and writing through a variety of interactive activities. More extensive language development through writing and oral presentations on topics of Chinese culture and thematic units are emphasized.

Mandarin 3

Duration: 1 year, class meets every other day
Credit: 1.0
Prerequisite: 'C' in Mandarin 2

This course allows students to develop their language skills to collaboratively discuss, search, and provide information on various topics. Students have the opportunity to improve their critical thinking and to use more complex forms of language.

Mandarin 4

Duration: 1 year, class meets every other day
Credit: 1.0
Prerequisite: 'C+' in Mandarin 3

This course continues to develop students' language skills through extensive oral and written presentations on topics of current events and general interests. Extensive Analysis of content, collaborative group discussions, and personal reactions and/or reflections serve to increase the accuracy of language usage and expression.

Mandarin 5

Duration: 1 year, class meets every other day
Credit: 1.0
Prerequisite: 'C+' in Mandarin 4

This course aims to prepare advanced students who intend to continue their studies of the Mandarin language. In this course, we aim to apply practical skills through the exploration of complex topics and the implementation of critical thought. Authentic materials are used to integrate the skills of reading, writing, listening, and speaking.

Mandarin 6

Duration: 1 year, class meets every other day
Credit: 1.0
Prerequisite: 'C+' in Mandarin 5

This course aims to prepare advanced students who intend to continue their studies of the Mandarin language in the future. The focus of this course is placed on effective communication and enjoyment. Learners will develop advanced skills for everyday use in conversation and understanding, including colloquial expressions. Learners will also be expected to advance their skills and knowledge of formal styles in reading and writing.

IB Mandarin Ab Initio

Duration: 2 years, class meets every other day
Credit: 1.0 per year

Ab Initio is an intensive two-year course for students who have no or little previous experience learning Chinese. The communicative approach to language learning enables students to develop their language skills through various topics and situations. This course covers a wide range of topics based on the IBO list. The objectives of this course are for students to be able to understand the spoken and written forms of the language in a variety of common situations and to write short passages using the register that is generally appropriate to the situation. Students will also show an awareness of some elements of the Chinese culture related to Chinese language.

IB Mandarin B Standard Level

Duration: 2 years, class meets every other day
Credit: 1.0 per year
Prerequisite: 'B' in Mandarin 3 or Mandarin 4

This course focuses on language acquisition and development in the four language skills: listening, speaking, reading, and writing. Students will develop their skills through the study and use of a range of written and spoken material from everyday oral exchanges to literary texts. Such material is also related to the culture of the language. This course is for non-native Mandarin speakers.

IB Mandarin B Higher Level

Duration: 2 years, class meets 3 out of 4 days
Credit: 1.5 per year
Prerequisite: 'B' in Mandarin 4 or Mandarin 5

The main focus of this course is to strongly reinforce and develop students' four language skills (listening, speaking, reading, and writing) and to thoroughly prepare them for IB Mandarin B HL examinations. This course aims to enable students to achieve high/intermediate-level communicative fluency in spoken Mandarin and to achieve strong intermediate-level literacy in reading and writing Chinese; to enable students to engage meaningfully within the community and culture around them; to develop strong skills to lay a solid foundation for lifelong Chinese learning; and to prepare students comprehensively for academic success in Chinese language, history, literature, and culture learning. Authentic materials will be used throughout to integrate the language skills of reading, writing, listening, and speaking.

AP Chinese Language & Culture*Duration: 1 year, class meets every day**Credit: 1.5**Prerequisite: A passing grade in Mandarin 4 or 5*

The AP Chinese Language & Culture course is designed to provide students with a variety of opportunities to further improve their proficiency in listening, speaking, reading, and writing skills to be ready for the AP Chinese exam. Students enrolled in this course will also have maximum

exposure to Chinese culture that is integrated in the process of learning the language. The primary goal of this course is for students to master the conventions of communication by exploring topics that reflect multiple aspects of Chinese society and culture. The general flow of a unit comprises vocabulary, sentence patterns, text analysis, application of vocabulary and patterns, supplementary reading, writing assignments, and tests.

JAPANESE LANGUAGE**Japanese 1***Duration: 1 year, class meets every other day**Credit: 1.0*

This course is for beginners. Instruction focuses on interactive communication in everyday situations and contexts for variety of purposes. Japanese culture is introduced to develop understanding and appreciation for different traditions and customs. Only non-native Japanese speakers may enroll in this class.

Japanese 2*Duration: 1 year, class meets every other day**Credit: 1.0**Prerequisite: 'C' in Japanese 1*

Emphasis is placed on understanding and using the language through mastery of its structure. Instruction evolves from everyday situations. Understanding Japanese culture is an essential part of this level. For non-native speakers of Japanese only.

Japanese 3*Duration: 1 year, class meets every other day**Credit: 1.0**Prerequisite: 'C' in Japanese 2 or IB Japanese AB Initio Y1*

At this level, students meet more complex forms of the language. They are also encouraged to communicate in Japanese and to produce original oral and written works. The Japanese culture is an integral part of the material for each instructional unit. For non-native speakers of Japanese only.

Japanese 4*Duration: 1 year, class meets every other day**Credit: 1.0**Prerequisite: 'C+' in Japanese 3*

This course focuses on the practical application of Japanese. It is based on the following themes: leisure, changes, and groups. Materials from various sources are used to integrate the skills of reading, writing, listening and speaking.

Japanese 5*Duration: 1 year, class meets every other day.**Credit: 1.0**Prerequisite: 'C+' in Japanese 4*

This course aims to explore advanced students who intend to continue their studies of the Japanese language. In this course, we aim to apply practical skills through the exploration of complex topics and implementation of critical thought. Authentic materials are used to integrate the language skills of reading, writing, listening and speaking.

IB Japanese Ab Initio*Duration: 2 years, class meets every other day**Credit: 1.0 per year*

AB Initio Japanese provides an opportunity for students to study the language at a beginning level for two years at IB Standard Level. Students should have little or no previous experience with the language. Ab Initio Japanese focuses on spoken interaction, using a whole range of Japanese texts as a stimulus for discussion. Listening, speaking, reading, and writing are all developed. There is an opportunity for students to learn more about Japanese culture in this course. Only non-native Japanese speakers may enroll in this class.

IB Japanese B Standard Level & Higher Level*Duration: 2 years, SL meets every other day and HL meets 3 out of 4 days**Credit: 1.0 per year for SL, 1.5 for HL**Prerequisite: 'B' in Japanese 3 or Japanese 4*

This course focuses on language acquisition and development in the four language skills of listening, speaking, reading, and writing. Students will develop the skills through the study and use of a range of written and spoken materials from everyday oral exchanges to literary texts. Such material is also related to Japanese culture. For non-native speakers of Japanese.

Japanese for Native Speakers*Duration: 1 year, class meets every other day**Credit: 1.0 per year*

This course is for native Japanese speakers. It aims to develop textual analysis skills and understanding of literary and non-literary texts such as novels, short stories, newspaper/magazine articles, essays, etc. This course also builds students' abilities in oral and written communication through discussion, debate, and writing.

IB Japanese A: Language and Literature Standard Level & Higher Level*Duration: 2 years, SL meets every other day and HL meets 3 out of 4 days**Credit: 1.0 per year for SL, 1.5 for HL*

This course aims to develop students' ability to engage in close, detailed analysis of texts from different periods, styles, and genres. It also encourages students to develop their expression in oral and written communication and to appreciate different perspectives of people from other cultures. This course is for native Japanese speakers.

Thai Language Department

2018 – 2019 Course Offerings

The Thai Program at RIS

All RIS students are required by the Thai Ministry of Education to study Thai each year for the full year. The Students will be placed into appropriate levels by the Thai department each year, although students in grades 11 and 12 will have options regarding their course of study. In addition to the required course of study, students may choose to take all or some of the three elective courses. Students should note, however, that elective courses may not replace core courses of study.

The semester electives culminate in two special cultural performances of Thai music and *Khon* dance. The goal of these performances is to develop students' interests and abilities in Thai musical instruments and classical performances. Students should be aware that they may **not** repeat these elective courses and plan accordingly.

Students who are interested in taking the two-year IB Thai program will be placed in the appropriate level by their teachers based on their performance in grade 10.

FIRST-LANGUAGE THAI PROGRAM

The first-language Thai program is designed for students who can read and write Thai at a first-language level. In grades 9 and 10, Thai students will be assigned to either Thai Native or Thai Literacy, based on their ability as determined by their previous year of study or by the results of a placement test.

Thai Native courses are designed for students who possess greater language skills at the intermediate and advanced levels. To accommodate the learning needs of students, differentiation instruction is incorporated into unit plans.

Thai Literacy at each grade level is carefully designed for students who possess basic or limited knowledge of the Thai language but who have not had extensive instruction. Students will develop their skills according to their background and knowledge. Activities in this program include listening, speaking, writing, and exploring knowledge about Thai society and culture.

Thai Literacy

Thai 9 Literacy

Duration: 1 year, class meets every other day

Credit: 1.0

This basic Thai course is designed for native Thai speakers at a literacy and beginner level. Students will develop their listening, speaking, reading, and writing skills through various interactive activities, authentic materials, and real-life situations. Literary works in various forms, such as story and folktales, are introduced and vocabulary is developed within the context of these texts. Elements of Thai history, culture, and geography are integrated into the course to develop a deeper understanding of Thai culture and traditions.

Thai 10 Literacy

Duration: 1 year, class meets every other day

Credit: 1.0

This course is designed for native Thai speakers and continues on appropriately from Thai 9 Literacy. Students will further develop their language skills for better communication. Integrated activities, according to students' interests, will be adopted to enhance student learning. Knowledge of basic Thai history and culture in various areas is taught through literary works to develop a deeper understanding and appreciation of Thai culture and traditions.

Thai 11 Literacy

Duration: *One year, class meets every other day*

Credit: *1.0*

This course is designed for native Thai speakers and continues on appropriately from Thai 10 Literacy. The focus of this course is on language for interactive communication. Students will express thoughts, ideas, feelings, emotions, and information through a variety of learning activities, such as creative writing, reading, and various forms of presentations. Instruction in Thai culture through literature study is an integral component of each unit.

Thai 12 Literacy

Duration: *One year, class meets every other day*

Credit: *1.0*

This course is designed for native Thai speakers who have completed the Thai 11 Literacy course. At this level, students meet more complex forms of language for communication. The expression of the written language, as well as spoken language, is a major focus of the course. Students will produce original written and oral work and be given opportunities to conduct individual research. Students' ability to communicate in the Thai language, as well as their appreciation for Thai literature, history, and civilization, will be increased through extensive discussion and practice.

Thai as a Foreign Language for Grades 9–12

Thai Language and Culture Online (TLC Online)

Duration: *One year, class meets every other day*

Credit: *0.25 per semester*

Prerequisite: *Foreign passport holder, approval of HS Admin, HS counselor, and Director of Thai Studies*

Thai Language and Culture Online provides differentiated and self-paced lessons and learning resources on four levels. Upon high school enrollment, all qualifying students will enter Level 1 and progress onto the next level the following school year upon successful completion of the course. This scaled program is composed of basic Thai language modules and focuses on Thai reading, listening comprehension, and conversational contexts. Each module is delivered and assessed using the school's Moodle server. In addition to language instruction, the Thai Language and Culture Online course provides exercises that promote student interaction with Thai cultural topics that connects their learning with core-curricular studies by grade level. Delivered via Google Classroom, monthly exercises are assigned to each grade level that are designed to assist students learning about Thai culture while also enhancing the topics they are studying in other courses.



Thai Native

Thai 9 Native

Duration: *One year, class meets every other day*

Credit: *1.0*

This course builds on the foundation for the study of literature. Students will develop four language skills through critical-thinking activities, and they will study fiction (such as translated youth literature), nonfiction (such as interviews and articles), and poetry. Students will acquire a better command of grammar usage, sentence structures, and writing mechanics through a variety of methods. Vocabulary and expressions will be developed by reading and exploring texts. History, politics, current events, geography, global issues, and other aspects of Thai culture will also be an essential part of regular course activities.

Thai 10 Native

Duration: *One year, class meets every other day*

Credit: *1.0*

Prerequisite: *Students must pass Thai 9 Native*

This course will further develop the skills gained in Thai 9 Native. Aiming to develop a higher level of critical thinking and communication, students will polish their skills through reading, writing, and orally interpreted activities. The study of fiction, contemporary Thai history, and classical Thai literature will be the focus of the course. Through engagement with a variety of texts and genres, students will strengthen their command of grammar usage, vocabulary, sentence structure, and mechanics. Independent reading will be encouraged for student development of a lifelong reading habit. Students' knowledge of Thailand will also be increased through extensive study.

Thai 11 Native

Duration: *One year, class meets every other day*

Credit: *1.0*

Prerequisite: *Students must pass Thai 10 Native*

This course focuses on the practical application of the Thai language through literary works and activity-based instruction. The emphasis is on communication and critical-thinking skills, which will be encouraged through spontaneous expression through oral and written practice using authentic documents such as newspapers, magazines, and advertisements. Students will also develop their written and oral skills through a wide range of tasks and assessments, including creative writing, essays, personal responses, documentaries, interactive presentations, and performances. The course also emphasizes independent research in the form of a major project that students will present to their class. Independent reading will be also encouraged to facilitate the development of a lifelong reading habit.

Thai 12 Native

Duration: *One year, class meets every other day*

Credit: *1.0*

Prerequisite: *Students must pass Thai 11 Native*

This course concentrates on language application in the context of the modern world. Language communication skills as well as cultural awareness will continue to be developed throughout the learning process. The course fosters critical thinking and effective self-expression through a wide range of authentic assessments related to real-life situations and experiences in a multicultural school environment. Several written tasks and research projects accompany unit lessons. Speaking tasks include oral presentations (both individual and group), discussions, and formal presentations.

IB Thai for Grades 11–12

IB Thai A: Language & Literature Standard Level & Higher Level

Duration: *2 years*

Credit: *1.0 credit per year for SL, 1.5 for HL*

Prerequisite: *Students must pass Thai 10 Native*

The Thai A Language & Literature course is based on the study of both language and literature, with a main focus on the reinforcement and refinement of language skills and associated cultures. Modules of literary options and culture options are available to accommodate students with different backgrounds. Within the framework of the cultural options—language and culture, media and culture, future issues, global issues and social issues—students study topics such as bilingualism, advertisements, and racism. Students are exposed to a wide range of texts that they encounter in their lives, such as short stories, speeches, advertisements, and news reports. They learn how to compare and contrast different texts and to use the language for specific purposes in various situations through a variety of activities. Students are required to write assignments that relate to the course content, which are externally assessed. Two oral activities are internally assessed by the teacher and externally moderated by the IBO.

Thai Semester Electives for Grades 9–12

Khon Classical Dance 1

Duration: One semester, class meets every other day
Credit: 0.5

Students are introduced to the basics of Thai classical dances from regional folk dances to *Khon*. Through *Khon* dance, a major form of Thai classical dance, students will perform non-speaking acts involving four sets of characters: males, females, monkeys, and demons. *Khon* maintains a soft rhythm and willowy grace that is characteristic in all styles of traditional Thai dance; it is a very elegant and stylized form. Dancers use elaborate costumes and steps to convey episodes from the Ramakien, the renowned Thai epic. Students will develop dancing and acting skills, literature and cultural knowledge, and artistic expression.

Khon Classical Dance 2

Duration: One semester, class meets every other day
Credit: 0.5

This course will further develop the understanding and skills acquired in *Khon* I. The class focuses on the practice of performance and encourages students to express a complex and indefinable range of experience through instinctive *Khon* movements that relate to the characteristics of the Ramayana characters, portraying a traditional performance of which dancing and acting are combined. Course evaluation is based on practice and a public performance in school on cultural occasions such as Cultural Week, festivals and celebrations.

Thai Music 1

Duration: One semester, class meets every other day
Credit: 0.5

This course is open to all students with little or no music background. Students will learn Thai classical music and Thai folk songs as well as practice one of the traditional instruments of their interest. Singing Thai folk songs is an integral part of the learning process. Students will increase their musical literacy and knowledge of regional Thai culture. Music history is also incorporated into the instruction.

Course evaluation of music 1 is mainly based on practice and a public performance during school on cultural occasions such as Cultural Week, festivals and celebrations.

Thai Music 2

Duration: One semester, class meets every other day
Credit: 0.5

Prerequisite: Audition required

This class is for students who wish to further develop their skills in the traditional Thai instruments and gain more knowledge about Thai classical songs. Students will increase their knowledge of Thai culture and history related to Thai music as part of the learning process. Students will be expected to play in a band and perform a concert



Performing Arts: Theatre and Music

2018 – 2019 Course Offerings

THEATRE ARTS PROGRAM

Why Study Theatre Arts?

Theatre Arts is open to anyone who is creative, enjoys working with others, and is naturally imaginative and inquisitive, not just for students who may wish to pursue a career in acting. There are many benefits to taking theatre arts courses, such as increased self-confidence, self-expression, collaboration with others, and overall appreciation of the arts. Students will also strengthen their communication, problem-solving, and critical thinking skills, all of which are fundamental skills in other subject areas and across the curriculum.

Theatre Arts courses are a lot of fun and are quite different from most other electives. They provide a freedom to experiment and experience through “acting out,” by fostering scenarios in an atmosphere that is supportive and joyful, yet challenging. There is a wide range of courses available to accommodate students’ interests, abilities, and experiences.

Drama

Duration: One semester, class meets every other day
Offered: Semester 1 and Semester 2
Credit: 0.5

This course provides opportunities for students to build on key skills such as teamwork, creativity, leadership and risk taking; which are assets in all subjects and areas of life. Drama gives students the opportunity to use their imagination through devising and working as an ensemble to create a variety of characters and situations. Its aim is to allow students to explore issues and experiences in a supportive environment. This course requires students to demonstrate their understanding of scene study techniques, voice and speech, improvisation and the fundamentals of acting.

Advanced Drama

Duration: One semester, class meets every other day
Offered: Semester 1 and Semester 2
Credit: 0.5
Prerequisite: Drama

This course investigates a wide range of artists, theatre genres and styles. Students explore classical texts to contemporary plays, playwrights and practitioners such as Grotowski, Brecht, Boal and Shakespeare. Advanced Drama requires an exploration of the cultural, historical and social influences that have affected theatre’s development. Students will focus on a range of scripted work and also have the opportunity to devise and create their own material. This course requires students to critically reflect on the interpretation of text and developing characters with skill and accuracy.

Theatre Technology

Duration: One semester, class meets every other day
Offered: Semester 1 and Semester 2
Credit: 0.5

Theatre Technology is an introductory course for those interested in the magic of theatre behind the scenes. Students will take part in practical workshops, group projects and apply what they have learned to a final theatre performance project.

World Theatre

Duration: One semester, class meets every other day
Offered: Semester 1 and Semester 2
Credit: 0.5
Prerequisite: Drama

World Theatre is a survey course that explores the wide range of theatre styles and stories from around the globe. Students will have the opportunity to look at multiple theatre forms and to experiment with scene work from a variety of regions and cultures. Italian mask work, Japanese puppetry and Greek choral speech are some examples of the styles to be explored. Students will walk away with a deeper understanding and appreciation of the many varied forms of the theatre arts found in Asia and beyond.

IB Theatre Standard Level

Duration: 2 years; class meets every other day
Credit: 1.0 per year
Prerequisite: Teacher consultation

This course offers students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble whilst offering the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Occasional after school rehearsals, attendance to workshops and visits to watch plays are compulsory.

The theatre syllabus at SL and HL consists of three equal, interrelated areas.

- Theatre in context
- Theatre processes
- Presenting theatre

Students will explore all three areas in preparation for the second year of three assessment tasks

- **Task 1: Director's Notebook**
Students choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience.
- **Tasks 2: Research Presentation**
Students plan and deliver an individual presentation to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied.
- **Task 3: Collaborative Project**
Students collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice.

IB Theatre Higher Level

Duration: 2 years, class meets 3 out of 4 days

Credit: 1.5 per year

Prerequisite: Teacher consultation

This course offers students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble whilst offering the opportunity to engage actively in the creative process, transforming ideas in to action as inquisitive and productive artists. Occasional after school rehearsals, attendance to workshops and visits to watch plays are compulsory.

The theatre syllabus at SL and HL consists of three equal, interrelated areas.

- Theatre in context
- Theatre processes
- Presenting theatre

Students will explore all three areas in preparation for the second year of four assessment tasks;

- **Task 1: Director's Notebook**
Students choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience.
- **Tasks 2: Research Presentation**
Students plan and deliver an individual presentation to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied.
- **Task 3: Collaborative Project**
Students collaboratively create and present an original piece of theatre (lasting 13-15 minutes) for and to a specified target audience, created from a starting point of their choice.
- **Task 4: Solo Theatre Piece (HL Only)**
Students research a theatre theorist that they have not previously studied. Students then identify an aspect(s) of this theory and create and present a solo theatre piece (4-8 minutes) based on this aspect(s) of theory.

INSTRUMENTAL AND CHOIR PROGRAMS

Why Study Music?

In addition to the pure joy of making music, training in music prepares students for life in many other ways. According to the College Entrance Examination Board (CEEB), students with four or more years of music study scored 34 points higher than their peers on the Verbal Scholastic Aptitude Test (SAT) and 18 points higher on their Math SAT.

The study of music promotes concentration and self-discipline in those who pursue it to excellence. Through the serious study of music, students build self-confidence and maturity that spreads into all areas of their lives.

Beginning Instrumental Studies

Duration: *One semester, class meets every other day*

Offered: *Semester 1 and Semester 2*

Credit: *0.5 per semester*

Where possible, students should make every effort to register for both semesters.

This course is open to all students with little or no music background. At the end of one year, students should gain sufficient knowledge and skills to join other performing instrumental ensembles. Students will learn to play standard band instruments and are encouraged to provide their own instruments, although some may be available to rent on a case-by-case basis.

Concert Band

Duration: *One semester, class meets every other day*

Offered: *Semester 1 and Semester 2*

Credit: *0.5 per semester*

Prerequisite: *Beginning Instrumental Studies, or minimum one-year study of an instrument*

Where possible, students should make every effort to register for both semesters.

This performance-based course is designed to develop students as both independent individual musicians as well as functional ensemble members. A variety of standard band repertoire, technical studies and performances will be used to achieve these goals. Students are expected to perform in at least one concert per semester, although additional performances may be added. This class may be repeated for credit.

Jazz Band

Duration: *One semester, class meets one day per week after school (Mondays, 2:50–4:30 pm)*

Offered: *Semester 1 and Semester 2*

Credit: *0.25 per semester, Pass/Fail*

Prerequisite: *Jazz teacher approval*

Where possible, students should make every effort to register for both semesters.

The purpose of this course is to educate players in the area of instrumental jazz. The RIS Jazz Band provides challenging musical enrichment for the students in our school. Students are exposed to rock, pop, swing and Latin styles of music from the mid-20th century to the present. Jazz Band uses standard big band instrumental and is therefore open to alto saxophone, tenor saxophone, baritone saxophone, trumpet, trombone, electric guitar,

bass guitar, piano and drum players. Other instruments may be included with teacher approval. Students are expected to be willing to learn how to improvise. Each year the Jazz Band performs at numerous events both inside and outside of school. This class may be repeated for credit.

Stage Wind Ensemble

Duration: *One semester, class meets after-school*

Offered: *Semester 1 and Semester 2*

Credit: *0.25; Pass/Fail*

Prerequisite: *Audition consisting of prepared solo, scales, and sight reading*

***Tuesdays & Thursdays, 2:50–4:30 pm**

This course offers an honors performance opportunity for advanced instrumentalists. Students will study a wide variety of band literature and will have the opportunity to perform at least once per semester. Additional performances will be added to further showcase the musicianship of these students. This class emphasizes the skills needed to be a strong ensemble member, as well as achieving technical proficiency on their individual instrument. As an honors ensemble, this group will have the opportunity to showcase their musicianship throughout the school community. This class may be repeated for credit.

String Ensemble

Duration: *One semester, class meets every other day*

Offered: *Semester 1 and Semester 2*

Credit: *0.5 per semester*

Prerequisite: *Minimum one-year study of a classical string instrument (violin, viola, cello, or string bass)*

This performance-based course is designed to develop students as both independent individual musicians as well as functional ensemble members. A variety of standard orchestral repertoire, technical studies and performances will be used to achieve these goals. Students are expected to perform in at least one concert per semester, although additional performances may be added. This class may be repeated for credit.

Chamber Orchestra

Duration: One semester, class meets one day per week after-school

Offered: Semester 1 and Semester 2

Credit: 0.25 per semester, Pass/Fail

Prerequisite: Audition

*Fridays, 2:50-4:30 pm

Chamber Orchestra is a performance-based course that explores orchestral technique, ear training skills and music theory. The course is open for strings, woodwind, brass and percussion players who would like to study in depth the classical music repertoire. Students will perform at several public performances throughout the school year. This class may be repeated for credit.

AP Music Theory

Duration: Both semester, class meets every two days

Offered: 1 year

Credit: 1.0

Prerequisite: Although no previous theory knowledge is required, students should have experience reading music in standard notation.

AP Music Theory teaches the language of music and increases musical literacy and the related vocabulary, so that musicians can effectively communicate with other musicians about music. Students benefit because it develops the ability to recognize, understand, and describe music at a deeper level. This helps develop students into stronger all-around musicians. Many students already take theory and piano outside of school so this course would provide an opportunity for them to earn college credit. The course focuses on four main areas of study: oral (singing) skills, aural (listening) skills, musical analysis and composition.

Chorus

Duration: One Semester, class meets every other day

Credit: 0.5

Chorus, a beginning choral class is designed for students who have limited experience in group singing and sight singing. In this course, students learn about the fundamentals of vocal technique, including breathing, posture, intonation and diction. Students will also learn about music theory fundamentals and the basics of sight singing. Students will perform a variety of repertoire in unison, two-part and three part arrangements; performing at least once a semester. The repertoire selected for this course will reflect the interests and abilities of the chorus members. *This class may be repeated for credit.*

Vivace (Honors Choir)

Duration: 1 year, class meets after school*

Credit: 1.0, Pass/Fail only

Prerequisite: Audition

* Mondays & Fridays, 2:50-4:30 pm

The honors choir gives opportunity to talented students who are serious in furthering their experience in choral singing. Advanced sight singing, advanced repertoire and regular performances will be a focus in this course. Vivace singers must have previous experience in solo and choral singing as well as the ability to read music. *This class may be repeated for credit.*

Vocal Jazz

Duration: One semester; class meets after school

Credit: 0.25 Pass / Fail

*Thursdays, 2:50-4:30 pm

Vocal Jazz singers rehearse and perform a variety of repertoire including Jazz and Popular music. They perform as part of the combined choirs as well as a featured ensemble in at least one concert a semester. For interested students who are unable to fit the High School Choir into their daily schedule, Vocal Jazz is an excellent opportunity for students to meet their Performing Arts credit through Choir. Repertoire for Vocal Jazz reflects the interests of the students involved in the class.

BellaVoix (Women's Honor Choir)

Duration: One semester, class meets once every 4 days

Credit: 0.25; Pass/Fail

Prerequisite: Audition

*Tuesdays, 2:50-4:30 pm

This honor choir, comprised of women only, is for those students who are serious in furthering their experience in choral singing. Members of this ensemble focus on advancing their music reading skills and singing repertoire in three and four-part harmony, often only having two to three people on the same vocal line. Students are expected to have experience in both choral and solo singing. *This course may be repeated for credit.*

Musical Theater Workshop

Duration: One semester, class meets every other day

Offered: Semester 1 and Semester 2

Credit: 0.5

Where possible, students should make every effort to register for both semesters. This class is for those students who are interested in combining theatrical interpretation with solo and ensemble singing. Through the course, students will study different style of American Musical Theater. In this course there will be character study, scene study and comparative research. Then students will select a scene from a musical of his or her choice, to create a short performance. These scenes will be showcased in a larger production consisting of moments from a variety of musicals.

Beginning Guitar

Duration: One semester, class meets every other day

Credit: 0.5

This course is for students who want to learn to play guitar. The course will teach students how to play chords and scales (major and blues), common strumming patterns, and how to play pop songs on the guitar. Students learn basic music theory in order to create melodies and to write their own songs. Students will learn how musicians communicate through song and how culture effects song. The course will culminate with a guitar concert. Students are advised to have a guitar at home for practice.

Public Speaking / Speech and Debate (Elective Credit)

Duration: One semester, class meets every other day
Credit: 0.5

No matter what university course of study, or career path students are looking to enter, it is assured that they will, at some point, be required to make presentations. *Public Speaking / Speech and Debate* explores the skills needed for projects based on the following: *Humorous and Dramatic Interpretation* (“cuttings” from a play, movie, or novel in which the emphasis is placed on developing skills such as characterization, tone and voice), *Extemporaneous Speaking* (emphasizes the skills of persuasive speech and awareness of the intended audience), *Original Oratory* (original speech or presentation), *Oratory Interpretation* (the interpretation of a famous published speech) and *Impromptu Speaking* (students will be given 2 quotes and have 3 minutes to prepare a speech based on the chosen quote developing confidence when limited time given to prepare).

Assignments are based around student interest and presentations being created for other classes are welcome as sources for students to prepare for one or more of the projects listed above. In class presentations will be videotaped, the videos are then used by the students, in conjunction with a teacher provided rubric, to critique their own performances in order to improve and then resubmit.

Show Choir (PA Credit)

Duration: One semester, class meets every other day
Credit: 0.5

Show Choir is a performance-based class, where students learn to prepare and perform popular music. Students learn how to add choreography to songs, as well as text interpretation, facial and body expression, and many performance skills. Through the repertoire students also study music theory, note reading and correct vocal technique. No prior choir experience is required to join this class. *This class can be taken multiple times for credit.*

Vocal Jazz Ensemble (PA Credit)

Duration: One semester, class meets every other day
Credit: 0.5

Does your student enjoy the music of Michael Bublé, Nora Jones, Frank Sinatra and Beyoncé, among others? Then *Vocal Jazz Ensemble* is the choir for them! *Vocal Jazz Ensemble* is a performance based class where students learn the art of preparing and performing jazz music. Syncopated rhythms, improvisation and *scat singing* all set jazz apart from other forms of vocal music. Through the repertoire students also study music theory, note reading, and correct vocal technique. No prior choir experience is required to join this class. Please note, this class does not meet after school. *This class can be taken multiple times for credit.*

Choir (PA Credit)

Duration: One semester, class meets every other day
Credit: 0.5

Concert Choir is where it all begins! When it’s concert time, all of the vocal ensembles join together forming the RIS Concert Choir. Formerly listed as HS Choir, this performance based ensemble is open to students who are interested in sampling a variety of musical styles. The RIS Concert Choir is a good place to begin vocal studies if your student has never been in choir before, is shy about singing in one of the smaller ensembles, or is interested in improving his or her vocal technique. Through the repertoire students also study music theory, note reading, and correct vocal technique. *This class can be taken multiple times for credit.*

Introduction to Music Theory and Composition; an AP Music Theory Preparation Course (Music Elective)

Duration: One semester, class meets every other day
Credit: 0.5

This course is designed to prepare students to be successful in *AP Music Theory*. However, it can also be taken by any student who would like to further their knowledge about music theory and composition. The course covers: major and minor key signatures, simple and complex time signatures, note durations, different types of scales, sight reading, melodic dictation and modal recognition.

Visual Arts

2018 – 2019 Course Offerings

Why Study the Visual Arts?

Active participation in an arts program is an important component in every child's education. The Visual Arts program offers students the opportunity to create and express ideas beyond just words. The program promotes critical thinking, develop skills and techniques, and fosters an appreciation of cultural diversity in a creative and collaborative learning environment. We believe that these skills and qualities will prepare students to be successful in a 21st-century world that demands creativity and innovative thinking.

Visual arts courses will be useful for those wishing to pursue higher education in the following fields:

- Art
- Architecture
- Interior Design
- Graphic Design
- Fashion and Jewelry
- Art Therapy
- Product Design
- Art Administration
- Landscape Architecture
- Theatre Design
- Photography
- Ceramics and Industrial Design
- Art Teaching
- Illustration

Art 1: Studio Foundations

Duration: One semester, class meets every other day

Offered: Semester 1 and Semester 2

Credit: 0.5

Art I is the foundation art course, taken as a prerequisite to all other art courses. This course introduces students to the elements of art. Students will learn and apply the elements of art to produce creative artwork that reflects their understanding of these concepts. Students will explore and experiment with various techniques and media like: drawing, painting, collage, printing, and technology.

Art 2: Advanced Studio

Duration: One semester, class meets every other day

Offered: Semester 1 and Semester 2

Credit: 0.5

Prerequisite: Students must pass Art 1

Art II is a continuation of Art I for those students that like to try an array of art mediums. Students can continue to explore drawing, painting, collage printing, 3-D arts, and technology.

IB Visual Arts Standard Level & Higher Level

Duration: 2 years; SL meets every other day and HL meets 3 out of 4 days

Credit: 1.0 for SL and 1.5 for HL per year

Prerequisites: Art 1 and another Art elective; current Art teacher consultation

The IB program seeks to provide the high school student with a college-level visual art experience leading to an exhibition of work and presentation of ideas. The IB course includes the following assessment areas: Comparative Study, Process Portfolio, and Exhibition. This course is suitable for highly motivated students who wish to further their education in the arts.

Drawing 1

Duration: One semester, class meets every other day

Offered: Semester 1 and Semester 2

Credit: 0.5

Prerequisite: Students must pass Art 1

This course develops skill and insight into drawing. Students will be presented with and will experiment with the techniques and ways of using drawing media, such as pencil, charcoal, pastels, markers, pen or brush and ink. Drawing from life and direct observation is encouraged. This course provides a strong foundation in drawing and is highly recommended for students who are considering an IB Art course of study, including those who want to enter an art college or university in Thailand.

Drawing 2

Duration: One semester, class meets every other day

Offered: Semester 1 and Semester 2

Credit: 0.5

Prerequisite: Students must pass Art 1 and Drawing 1

Students will have the opportunity to further develop their drawing techniques. Advance concepts of shading, proportion, perspective, and line will be studied thoroughly. This course explores various drawing media and compositional elements with special emphasis on direct observation and life drawing.

Painting 1

Duration: One semester, class meets every other day
Offered: Semester 1 and Semester 2
Credit: 0.5
Prerequisite: Students must pass Art 1

This course develops skill and insight into painting. Students will develop individual styles in various media: watercolor, acrylic, and ink, and they will gain fluency in color theory, tone, value, line, and composition.

Painting 2 (Grades 10–12)

Duration: One semester, class meets every other day
Offered: Semester 1 and Semester 2
Credit: 0.5
Prerequisite: Students must pass Art 1 and Painting 1

This course is a continuation of Painting 1 and continues on more development of individual style while further developing skills.

Ceramics 1

Duration: One semester, class meets every other day
Offered: Semester 1 and Semester 2
Credit: 0.5
Prerequisite: Students must pass Art 1

Ceramics students will explore various techniques in ceramics. Students will create clay projects using pinch pot, coil, and slab construction methods. They will demonstrate ways to enrich their creations with various types of textures and glazes. Some may choose to use this media to create original sculptures.

Ceramics 2 (Grades 10–12)

Duration: One semester, class meets every other day
Offered: Semester 1 and Semester 2
Credit: 0.5
Prerequisite: Students must pass Art 1 and Ceramics 1

In this single-semester Ceramics 2 class, students study in two major areas:

- 1) hand-building
- 2) throwing on a potter's wheel.

Students spend the first quarter mastering basic hand-building and throwing techniques. The second quarter is spent on mastering a combination of more advanced throwing and decorating techniques. Students leave the class with an assortment of forms of different functions, shapes, and sizes; with varied handles, lids, and decoration. Students are responsible for preparing their materials and looking after their pieces through the various stages of the ceramic process from construction through glazing. They also assist with loading and unloading the electric kiln.

Graphic Design 1

Duration: One semester, class meets every other day
Offered: Semester 1 and Semester 2
Credit: 0.5
Prerequisite: Students must pass Art 1

Graphic Design 1 introduces students to the fundamentals of graphic design. It is designed to develop students' understanding and appreciation for the graphic design principles, typography, page layout, and digital image manipulation through the completion of both print and multimedia-based assignments.

Graphic Design 2 (Grades 10–12)

Duration: One semester, class meets every other day
Offered: Semester 1 and Semester 2
Credit: 0.5
Prerequisites: Art 1 and Graphic Design 1

This course is ideal for students who are considering following a career in graphic design or are interested in computer-aided design. Students are expected to build upon basic graphic design and illustration skills learned in Graphic Design 1. They will gain an insight into the graphic design industry and how computers can be used as creative design tools.

Fashion Design 1

Duration: One semester, class meets every other day
Offered: Semester 1 and Semester 2
Credit: 0.5
Prerequisite: Students must pass Art 1

This course introduces students to Fashion Design. They will explore the various fabrics available to them as well as a variety of sewing techniques, both by hand and machine. Students will learn about fashion through research and the process of creating their own design, including fashion illustration and pattern reading.

Fashion Design 2 (Grades 10–12)

Duration: One semester, class meets every other day
Offered: Semester 1 and Semester 2
Credit: 0.5
Prerequisite: Students must pass Art 1 and Fashion Design 1

Students in this course will be able to use their skills from the Fashion Design 1 class and apply them to the manufacturing process to create their own collection. Students will continue to understand trends, fashion illustration, and creating their own mood boards.

Photography 1

Duration: One semester, class meets every other day
Offered: Semester 1 and Semester 2
Credit: 0.5
Prerequisite: Students must pass Art 1

This course introduces students to basic photography. Students gain skills in developing their own photos by creating their own pinhole camera, and a critical appreciation of photography. In addition, they are provided with opportunities to experiment with digital photography and to manipulate their own photographs using Photoshop. Students are responsible for purchasing their own photo paper and any other materials that might be required. Maximum number of students is 12.

Photography 2 (Grades 10–12)*Duration: One semester, class meets every other day**Offered: Semester 1 and Semester 2**Credit: 0.5**Prerequisite: Students must pass Art 1 and Photography 1*

Photography 2 will take the students into much more depth in their understanding of basic photography. Students will experiment further with digital photography programs to enhance their computer techniques. Students will develop an individual theme and present a series of photographs to exhibit their skills and understanding of advanced photography.

Sculpture*Offered: Semester 1 and Semester 2**Credit: 0.5**Prerequisite: Students must pass Art 1*

Sculpture is an intermediate course for students who enjoy working with clay, plaster, wood, wire, and mixed media. The course concentrates on developing technical skills and artistic appreciation of successful three-dimensional artwork. Students should already have some understanding of the elements and principles of art and other concepts fundamental to art making, which will be further developed.

Independent Art (Grades 11–12)*Offered: Semester 1 and Semester 2**Credit: 0.5 (Pass/Fail)**Prerequisite: Approval of mentor teacher*

Advanced and high-achieving art students may receive approval to work independently on a set number of assigned works to be assessed by a mentor teacher.

Yearbook*Duration: One or two semesters, class meets every other day**Credit: Students taking yearbook for the entire year will earn 0.5 credit toward their art graduation requirement. Students taking yearbook for one semester will earn 0.5 elective credit.*

This course involves students in the development and publication of a school yearbook. Students are involved in all aspects of production: theme, design, photography, artwork, text, and captions. Students are required to work independently and to perform duties in and out of class. Although a demanding experience, the reward is the completion of a publication that documents the school year. *This course may be taken more than once for credit.*

3D Modeling*Duration: One semester, class meets every other day**Credit: 0.5*

This course is designed to introduce students to 3D modeling. The course covers the origins of animation through the creation of their own Zoetrope and an opportunity for students to create their own stop-motion or claymation video. Students will also explore SketchUp, specifically for its architectural and interior design applications. The course also exposes students to other applications and various career opportunities involved in 3D graphics and animation.

Religion and Values Departments

2018 – 2019 Course Offerings

Why Religious Education?

Religious education courses at RIS are designed to educate students about the teachings of the Catholic Church and to enhance the students' faith life through the sacraments, retreats, community service, and other religious activities. Students are given the opportunity to learn about the Catholic faith and to put the message of Jesus into action in their daily lives. Students are encouraged to share their faith lives with each other, while the role of the teacher is to journey with the students as they discover and take ownership of their Catholic faith. Liturgies, retreats, and community service are integral and required components of the Religion curriculum.

Catholic students are required to study Religious Education. The Redemptorist Fathers play an active role in the faith development of the students. Non-Catholic students are required to take Values classes, but they can choose to take Catholic religion classes instead, if approved by Father Travis.

Religious Education 9 – Introduction to the Bible and Old Testament

Duration: One semester, class meets every other day

Credit: 0.5

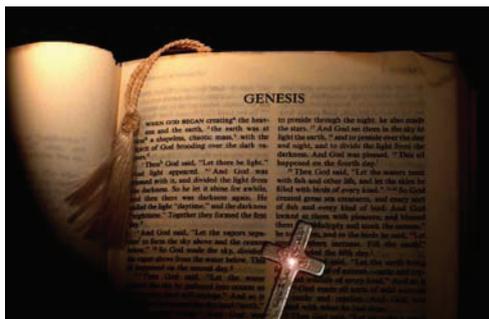
This course focuses on salvation history recounted in the Old Testament books, which include the stories of Pentateuch, the Prophets, the Kings, the Books of Wisdom, and the Psalms. In studying the Old Testament, students will understand the unfolding of salvation history and come to appreciate the foreshadowing of the coming of the Messiah in the New Testament. This course will help the students make the connection between the Old Testament and the New Testament and understand the importance of Judaism in the development of Christianity.

Religious Education 10 – New Testament

Duration: One semester, class meets every other day

Credit: 0.5

This course is a study of the books of the New Testament, which includes the four Gospels, the Acts of the Apostles, the New Testament letters, and the book of Revelation. Students will have a chance to understand the teachings of Jesus and come to know the person of Jesus through the stories and the teachings found in the Gospels and the New Testament letters. In studying the life of the early Church through these readings, students will find examples of how to live out the Catholic faith.



Religious Education 11 – Social Justice and Morality

Duration: One semester, class meets every other day

Credit: 0.5

This course has two purposes:

- To teach students the skill of decision-making based on the Catholic conscience. Students will understand what is “right” and “wrong” through the study of conscience and sin. The students are encouraged to become moral Catholics who make decisions that are life-giving and that exemplify Jesus’ teachings.
- To help students to understand the dignity of a human person and the rights and responsibilities of a follower of Christ in order to work for peace and social justice by choosing the option for the poor.

Religious Education 12 – Christian Vocations & World Religions

Duration: One semester, class meets every other day

Credit: 0.5

This course is designed to help the students understand the various Christian vocations (married life, single life, and religious life) so that they may discern the vocation to which God is calling them. The students will learn about other religions so that they may come to respect and appreciate the differences, as well as, the similarities of their Catholic faith and those of other religions.

Why Values Education?

Students at RIS come from a variety of religious backgrounds. The school respects this diversity, but also realizes that students need to develop and apply values in their everyday life. Non-Catholic students are required to take Values in each grade level. Respectful of the uniqueness and diversity of the individual, the goal of Values is to enable each student to participate in experiential learning and the evolution of their personal values system. This facilitates the internalization of the course content through lectures, discussions, debates, community service and a variety of cooperative learning and critical thinking activities.

The department prides itself for its emphasis on experiential learning, particularly in its role in awakening students to the reality of social and economic deprivation in society. Community service involvement is an integral and required component of the curriculum.

Values 9 – Modern World Peace and Conflict Studies

Duration: One semester; class meets every other day
Credit: 0.5

The tragic events of September 2001 and the escalation of conflicts around the world have focused attention on the urgent issues of world peace and human security. This course is underpinned by the belief that long-term solutions require substantial shifts in how people of all cultures view global citizenship, conflict resolution, and respect for human rights and care for the earth. The course is divided into two quarter-long modules.

1. Cultivating Peace in the 21st Century

Students search for a deep understanding of the forces that can bring about tragedies such as the attack on the World Trade Center, and the means by which they can personally contribute to the ongoing search for peaceful coexistence.

2. Cultivating Peace—Taking Action

While the first module lays the groundwork for understanding the issues involved in peace, conflict, and justice, the second module will personalize these concepts and focus on individual responsibility in creating a culture of peace—a culture that fosters social justice, equity, strong citizenship, acceptance of diversity, and empathy for others. This module encourages students to internalize the belief that each of us has the power to create societal change through our own attitudes, behaviors and actions.

Values 10 – World Religions

Duration: One semester; class meets every other day
Credit: 0.5

This course examines many of the questions asked by religion and allows students to define their own opinions on these topics. Questions such as the following are discussed: 1) Where did the world come from? 2) Where is humanity headed? and 3) What will happen when I die? In addition, the Buddhist, Hindu, Christian and Muslim views on these and other questions are taught so that students can gain a

greater understanding of people of different faiths. This course also includes a community service component which will be completed during the semester the course is taken.

Values 11 – Ethics

Duration: One semester; class meets every other day
Credit: 0.5

This course is concerned with the principles of right and wrong in relation to human action and character. Students will be able to distinguish objective truth from subjective opinion and realize that their personality traits can be used, controlled, and made productive. It also widens the students' awareness to world problems and their responsibility to minimize it.

Values 12 – Philosophy of Responsibility

Duration: One semester; class meets every other day
Credit: 0.5

In the race to prosperity and wealth that our society is undergoing, there are winners and losers. One of the greatest challenges in education today is to encourage empathetic thoughtful individuals among our youth, with the hope that tomorrow's world will be a better place for all. The objective of Philosophy of Responsibility is to create awareness among seniors of their opportunity as leaders in the community to look after the needs of all members of society.

To this effect, the grade 12 class provides an opportunity for students to reflect on four aspects of the self in relation to the rest of society: 1) What does it mean to be human? 2) What is a meaningful life? 3) What is a just society? and 4) What can I actually do as a responsible person?

The Philosophy of Responsibility class is designed as the capstone, or culmination, of the previous years of Values classes. This semester, students will be given the opportunity to develop and put into action their leadership abilities, while examining their personal values and how they fit into a philosophy on life.

Physical Education Department

2018 – 2019 Course Offerings

Why Is PE important?

The philosophy in the Physical Education department at RIS is quite simple; provide students an informative, enjoyable, and varied physical education program. We offer a wide variety of activities so students are exposed to many different challenges and are then able to make choices and enjoy these activities later in life. RIS offers Physical Education to all students, but PE is required for all grade 9 and 10 students. We offer five electives that can be taken—after students have completed PE Blue and PE Red.

By the end of high school, students will be college- or career-ready to demonstrate the ability to plan and implement different types of personal fitness programs, model responsible behavior while engaged in physical activity, demonstrate competency in two or more lifetime activities, describe key concepts associated with successful participation in physical activity, and engage in physical activities that meet the need for self-expression, challenge, social interaction, and enjoyment (2013, SHAPE America).

Physical Education Options (Grades 9–12)

PE Blue

Duration: One semester, class meets every other day
Offered: Semester 1 and Semester 2
Credit: 0.5 (may be repeated for credit)
Prerequisite: None

This is one of two prerequisite courses which must be taken prior to taking all other high school PE courses. Once completed, students may select courses from any of the PE offerings listed below. The activities include rhythmic activities, movement, invasion/striking/target games, stretching and strength exercises. Students learn to develop and follow a fitness plan.

PE Red

Duration: One semester, class meets every other day
Offered: Semester 1 and Semester 2
Credit: 0.5 (may be repeated for credit)
Prerequisite: None

This is one of two prerequisite courses which must be taken prior to taking all other high school PE courses. Once completed, students may select courses from any of the PE offerings listed below. The activities include net/wall games, outdoor pursuits, water sports, free weights and resistance training. Students learn stress-management techniques and develop a behavior modification plan to maintain health.

Multi-Sports

Duration: One semester, class meets every other day
Offered: Semester 1 and Semester 2
Credit: 0.5 (may be repeated for credit)
Prerequisite: PE Red and PE Blue (for class of 2022 and beyond)

This course engages participants in six different activities comprising individual and team sports. Students select a new activity every 7–8 classes from a wide range of options, such as basketball, soccer, badminton, Frisbee, volleyball, touch rugby, lacrosse, softball, etc.

By focusing on a variety of skills and interests, students improve their ability to perform in each sport while having fun in an activity they choose.

Movement Education/Yoga

Duration: One semester, class meets every other day
Offered: Semester 1 and Semester 2
Credit: 0.5 (may be repeated for credit)
Prerequisite: PE Red and PE Blue (for class of 2022 and beyond)

This course engages participants in a variety of activities that explore movements of the body to improve fitness, lower stress, and build confidence. The main focus will be on Yoga, but can include some of the other movement opportunities such as: boxing, kickboxing, dance, Zumba, CrossFit, parkour, light weight training, and gymnastics.

Fitness for Life

Duration: One semester, class meets every other day
Offered: Semester 1 and Semester 2
Credit: 0.5 (may be repeated for credit)
Prerequisite: PE Red and PE Blue (for class of 2022 and beyond)

This course engages participants in a new activity every 3–4 classes. By focusing on a variety of activities and interests, students improve their fitness and have fun through self expression and increased opportunities for social interactions.

Strength Training

Duration: One semester, class meets every other day
Offered: Semester 1 and Semester 2
Credit: 0.5 (may be repeated for credit)
Prerequisite: PE Red and PE Blue (for class of 2022 and beyond)

This courses gives students an opportunity to improve their strength and cardiovascular fitness. Students are taught proper etiquette and weightlifting techniques using both free weights and resistance machines. There is an emphasis on goal setting, designing a workout plan and healthy eating. Students also learn about the

importance of being physically active and many forms of strength training programs such as crossfit, interval training, circuit training, and plyometrics.

Water Sports

Duration: One semester, class meets every other day

Offered: Semester 1 and Semester 2

Credit: 0.5 (may be repeated for credit)

Prerequisite: PE Red and PE Blue (for class of 2022 and beyond)

This course offers students who like to be active in/on water, an opportunity to participate in a variety of activities such as swimming, water polo, snorkeling, free diving, kayaking, race diving, and lifesaving. There is an emphasis on stroke technique, understanding the concepts of each water activity, and overall fitness.



English Language Development

2018 – 2019 Course Offerings

What Is ELDP?

The high school English Language Development Program (ELDP) provides the following services: (1) rigorous ELD courses for students in grades 9–12, (2) academic support classes and in-class support services to facilitate ELD success in mainstream subjects, and (3) systematic preparation of ELD students for successful entry into a full mainstream learning program.

ELD English 9 Paced

Duration: 1 year, class meets every day

Credit: 1.5

ELD Language and Literature 9 Paced, for low-level English language learners, shadows the mainstream English 9 course. For the most part, this course uses modified or alternative instructional texts with differentiated language instruction and assessment according to language proficiency level.

ELD English 9

Duration: 1 year, class meets every day

Credit: 1.5

ELD English 9, for mid-level English language learners, shadows the mainstream English 9 course. For the most part, this course uses the same instructional texts as English 9 but with differentiated language instruction and assessment according to language proficiency level.

ELD Language Acquisition 9 Paced

Duration: 1 year, class meets every day

Credit: 1.5

ELD Language Acquisition 9 Paced complements ELD English 9, developing academic English language skills for low-level English language learners. Students improve language control by focusing on the use of grammar in context. Students write paragraphs about everyday topics and use general vocabulary. To foster the love of reading and broaden vocabulary, students read independently throughout the year, responding in a variety of ways that encourage high-level thinking.

ELD Language Acquisition 9

Duration: 1 year, class meets every other day

Credit: 1.0

ELD Language Acquisition 9 complements ELD English 9, developing academic English language skills for mid-level English language learners. Students will improve language control by focusing on the use of grammar in context. Students write paragraphs about more sophisticated topics, organize information in different ways, and use specific vocabulary. To foster the love of reading and broaden vocabulary, students read independently throughout the year, responding in a variety of ways that encourage high-level thinking.

ELD Academic Support 9

Duration: 1 year, class meets every other day

Credit: 1.0

This course is designed to assist, guide, and support ELD students so they are better able to cope with and understand material being taught in their mainstream classes. Students work on projects and assignments assigned in mainstream classes with assistance from the support teacher. They also preview vocabulary for upcoming units and review/prepare for tests and quizzes under the guidance of the support teacher.

ELD World History and Geography 1

Duration: 1 year, class meets every day

Credit: 1.0

This course is designed for ELD students to better support their English language development while learning the content covered in World History and Geography 1. Emphasis is on all four skills of reading, speaking, listening and writing. Students use texts and other materials from the World History and Geography 1, as well as work on similar projects, tests, and quizzes modified to suit their language needs and abilities.

ELD English 10 Paced

Duration: 1 year, class meets every day

Credit: 1.5

ELD English 10 Paced, for mid-level English language learners, shadows the mainstream English 10 course. For the most part, this course uses modified or alternative instructional texts with differentiated language instruction and assessment according to language proficiency level.

ELD English 10

Duration: 1 year, class meets every day

Credit: 1.5

ELD English 10, for high-level English language learners, shadows the mainstream English 10 course. For the most part, this course uses the same instructional texts as English 10 but with differentiated language instruction and assessment according to language proficiency level.

ELD Language Acquisition 10 Paced*Duration: 1 year, class meets every day**Credit: 1.5*

ELD Language Acquisition 10 Paced complements ELD English 10, developing academic English language skills for mid-level English language learners. Students improve language control by focusing on the use of grammar in context. Students write paragraphs about more sophisticated topics, organize information in different ways, and use specific vocabulary. To foster the love of reading and broaden vocabulary, students read independently throughout the year, responding in a variety of ways that encourage high-level thinking.

ELD Language Acquisition 10*Duration: 1 year, class meets every other day**Credit: 1.0*

ELD Language Acquisition 10 Paced complements ELD English 10, developing academic English language skills for high-level English language learners. Students improve language control by focusing on the use of grammar in context. Students write essays about more academic topics, organize extended text, and use technical vocabulary. To foster the love of reading and broaden vocabulary, students read independently throughout the year, responding in a variety of ways that encourage high-level thinking.

ELD Academic Support 10*Duration: 1 year, class meets every other day**Credit: 1.0*

This course is designed to assist, guide, and support ELD students so they are better able to cope with and understand material taught in their mainstream classes. Students work on assignments for mainstream classes in a monitored setting and do extension work for the mainstream curriculum. Students also work in guided study groups to prepare for quizzes and exams.

ELD World History and Geography 2*Duration: 1 year, class meets every other day**Credit: 1.0*

This course is specifically designed for ELD students to better support their English language development while learning the content taught in the regular History and Geography 2 course. As an English language development class, this class will provide extra support with academic vocabulary, and utilize a variety of strategies for English language learners to access historical texts and concepts.

IB English B Standard Level*Duration: 2 years, class meets every other day**Credit: 1.0**Prerequisite: Recommendation by ELD teacher and/or HS counselor*

This is a rigorous IB language skills development course. While developing the essential English skills of reading, writing, speaking, listening, and grammatical accuracy, learners also explore in detail the cultural frames connected with the target language.

IB English B Higher Level*Duration: 2 years, class meets 3 out of 4 days**Credit: 1.5**Prerequisite: Recommendation by ELD teacher and/or HS counselor*

This is a rigorous IB language skills development course with an additional literature study component. While developing the essential English skills of reading, writing, speaking, listening, and grammatical accuracy, learners also explore in detail the cultural frames connected with the target language.

ELD Language Acquisition 11*Duration: 1 year, class meets every other day**Credit: 1.0*

ELD Language Acquisition 11 is a course designed to complement the IB English B SL/HL courses by providing a venue for additional ELD instruction. The essential skills of reading, writing, speaking, and listening are developed via analysis, reflection, discussion, and written responses to a variety of engaging texts. In addition, specific emphasis is given to improving student grammatical accuracy by the use of engaging instructional approaches and practice activities.

ELD Language Acquisition 12*Duration: 1 year, class meets every other day**Credit: 1.0*

ELD Language Acquisition 12 is a course designed to complement the IB English B SL/HL courses by providing a venue for additional ELD instruction. The essential skills of reading, writing, speaking, and listening are developed via analysis, reflection, discussion, and written responses to a variety of engaging texts. In addition, specific emphasis is given to improving student grammatical accuracy by the use of engaging instructional approaches and practice activities.

ELDP PLACEMENT CRITERIA

As part of the admission process, the HS ELD Department recommends student placement using the WIDA ACCESS Placement Test (WAPT) as follows:

Grade	ELD Paced	ELD Regular	Mainstream (No ELD)
Entering Grade 9	Overall 2.0 adjusted score	Overall 3.5 adjusted score	Overall 5.0 adjusted score
Entering Grade 10	Overall 2.5 adjusted score	Overall 4.0 adjusted score	Overall 5.0 adjusted score

This aim of this process is to place students in the ELD program at a level which ensures academic success.

ELDP Transition/Exit Criteria

The following ELD exit criteria are gathered from a team that may include the ELD teacher(s), mainstream teacher(s), school administrator, and section counselor (when applicable). The final exiting decision is made by a school administrator, in consultation with ELD specialists and mainstream teacher(s), taking into account the following data:

- Academic Performance**—The student is earning a passing grade (60%) in all mainstream content courses.
- ELD Performance Report**—The student is earning 85% or above in ELD English **and** a passing grade (60%) in ELD Language Acquisition.
- WIDA MODEL Result**—The student is at **Proficiency Level 4.8 or higher** overall **and** scores a **minimum level of 4.0** in all modalities (Speaking, Listening, Reading, and Writing).
- MAP Reading Result**—The student scores in the **40th percentile** (or above) of the NWEA results for the current grade level.
- MAP Language Usage Result**— The student scores in the **40th percentile** (or above) of the NWEA results for the current grade level.

ELDP SUMMER SCHOOL

All ELD students, including recently exited ELD students, are required to attend summer school to continue their ongoing English language skills development. ELD students must systematically improve their language skills each summer in order to meet the RIS diploma graduation requirement: a minimum TOEFL score of 500.

The ELD summer school program consists of ELD Summer School in the morning and one of the available afternoon course offerings.

ELD Summer School

Duration: 3 weeks, class meets every day for one three-hour block
Offered: Summer school
Credit: 0.5

This course is for both new and existing ELD students. The purpose of this course is to further develop the four language skills essential for general communication and

academic achievement through the content of language arts, science, and social studies.

Note: Students who have valid reason to request an exemption from this requirement must submit their request in writing to the High School Assistant Principal by April 30.

Additional Programs and Courses

IB Theory of Knowledge (TOK)

Duration: One semester in each of two years; class meets every other day

Offered: Grade 11 and 12

Credit: 0.5 elective credit each year

Prerequisite: Full IB Diploma candidate status. If a non-IB Diploma candidate, a TOK teacher's signature is needed to enroll in this class. TOK 11 is a prerequisite for TOK 12.

Grading: Pass/Fail only

This course is designed to improve students' ability to think critically. Students learn to question what they know and examine what they learn in their subject-area classes. The central question of the course is "How do you know what you know?" Active participation in class discussions and presentations is essential for success in the course. *Required for IB Diploma students.*

Academic Research

Duration: 1 year, class meets once a week.

Prerequisite: Strongly recommended for Year 1 IB diploma students

Credit: 0.5 (graded Pass/Fail)

This course is designed to help IB Diploma candidates write a lengthy research paper (4,000 words). Students will practice the skills of conducting research and presenting their findings in a formal academic essay. There is an emphasis on following the stages of the research process: choosing a topic, formulating a research question, evaluating source material, collecting and analyzing data, and creating an annotated bibliography. When writing the essay, the class will review writing thesis statements and abstracts, adopting an appropriate style, citing sources, composing drafts, attending to register, revising to improve language and organization, and editing for proper conventions of standard English. In addition to writing the essay, all students will present their finished papers in an academic symposium.

College 101

Duration: One semester, class meets one out of four days (for a total of 9 sessions)

Prerequisite: Strongly recommended for Semester 2 Juniors

Credit: 0.125 (pass/fail)

The purpose of this class is to educate students on college admissions and ensure they are prepared for their senior year college application process. Although primarily for students who wish to apply to U.S. colleges, other countries' application processes will also be covered. Students will learn how to navigate Naviance, interpret assessments that help with majors, search for colleges, and write a college essay and resume. We will also discuss college rankings, reputation, and fit. **This class is not recommended for students who intend to apply *only* to universities in Thailand.**

Health and Wellness 9

Duration: 1 year, class meets one out of four days

Prerequisite: None

Credit: TBD

Health and Wellness will be a new addition to the HS program of studies beginning 2018–2019 and is a requirement for all grade 9 students. The course explores current topics in health that are relevant for our students. These topics center around health promotion and disease prevention and will equip students with healthy decision-making skills that will help them lead balanced, happy lives. Students will analyze influences on health behaviors, evaluate sources of information, demonstrate goal-setting and communication to enhance health, and practice advocacy to promote community health.

Learning Support

Mission and Purpose

The Learning Support Program at RIS is based on the philosophy that students vary in their level of ability, achievement, motivation, and interest, and that individuals respond best to educational programs that provide appropriate challenges. When the level, pace, and style of instruction matches a student's level of achievement and rate of learning, an optimal learning environment is achieved. At RIS, we spend time getting to know and understand how children learn best through our Student Study/Student-at-Risk teams and work collaboratively with parents, teachers, students, counselors, psychologists, Learning Support teachers, and administrators to develop Individual Educational Plans (IEPs) and supported classes.

The Learning Support program in the high school is designed to help students make significant progress and reach their potential, while developing skills to participate in the general education curriculum at RIS, when appropriate. RIS supports the philosophy of inclusion and ensures students with learning support are included in the general education curriculum while meeting their individual educational goals. This is done through both collaboration and shared planning, where the learning support and classroom teacher develop lessons, strategies, accommodations, and modifications to integrate learning support students as much as possible, while still meeting the needs of individual students.

In the high school at RIS, students with learning support will participate in a wide array of classes such as electives, required grade-level courses, and upper-level IB classes, based on individual ability. Support in classes for students with learning support will look very different depending on the student's ability, the academic rigor of the class, and whether or not the Learning Support teacher is present in the classroom. When students with learning support are not able to successfully perform at grade level within a general education class, it is appropriate that they receive additional support in remediated instruction with a qualified Learning Support teacher. The following classes are available based on the student's needs within the Learning Support program:

Study Skills (Grades 9–12)

Duration *One or more years*

Credit *Up to 2.0 credits per year*

Study Skills is a yearlong program to develop study skills and learning strategies as specified in a student's Individual Education Plan (IEP) to support the demands of general education classes. Yearly progress will be evaluated and recommendations will be made at IEP meetings. Entrance may occur throughout the school year subsequent to an assessment by the Learning Support department.

English Skills (Grades 9–12)

Duration *One or more years*

Credit *Up to 2.0 credits per year*

English Skills is recommended subsequent to an assessment by the Learning Support department in lieu of the general education English program. This course is a

yearlong program to develop skills in reading, writing, listening, and speaking as specified in a student's Individual Education Plan (IEP). Yearly progress will be evaluated and recommendations will be made at IEP meetings. Entrance may occur throughout the school year.

Math Skills (Grades 9 and 10)

Duration *One or more years*

Credit *Up to 2.0 credits per year*

Math Skills is recommended subsequent to an assessment by the Learning Support department in lieu of the general education Math program. This course is a yearlong program to develop basic math concepts, computation, and application skills as specified in a student's Individual Education Plan (IEP). Yearly progress will be evaluated and recommendations will be made at IEP meetings. Entrance may occur throughout the school year.

Army Reserve Force - Students (ARFS)

RIS offers an important opportunity for Thai citizens to meet their Thai military obligations through the ARFS (นักศึกษาวิชาทหาร), commonly called *Ror-dor*. The program, which is endorsed by the Territorial Defense Department, develops leadership qualities, military discipline, responsibility, physical endurance, and promotes patriotism. Students who successfully complete three years of ARFS will be waived from conscription when they reach the age of 21.

Requirements: *Thai citizen, must be in at least 10th grade, no age limit*
Duration: *Three years*
Offered: *July through Dec, half day a week*
Credit: *None*
Prerequisite: *Must pass a physical fitness test*
Cost: *500 baht per year; students must purchase uniforms*

First Year: Basic training, drilling, marksmanship, history of combat tactics and warfar

Second Year: Advanced training, drilling, marksmanship, history of combat tactics and warfare, parachuting

Third Year: Field training and exercises, completion of boot camp (5 days) held sometime in February. Students who successfully complete the third year of ARFS will be awarded the rank of Master Sergeant.

Students may enter the first year of the ARFS Program in grade 11 or 12 and continue in their university years. For students continuing into the fourth and fifth year of ARFS training, successful completion of the requirements will result in the rank of Acting Second Lieutenant.

Applications are available in March of each year. For further details, contact Mr. Charoen Saendej, the ARFS Coordinator at RIST.



RUAMRUDEE
INTERNATIONAL SCHOOL

6 Ramkhamhaeng 184, Minburi,
Bangkok, 10510 Thailand
+66 (0)2 791-8900 www.rism.ac.th